



Oregon State Library

Summer Reading Brief 2013

"About two-thirds of the ninth-grade academic achievement gap between disadvantaged youngsters and their more advantaged peers can be explained by what happens over the summer during the elementary school years."

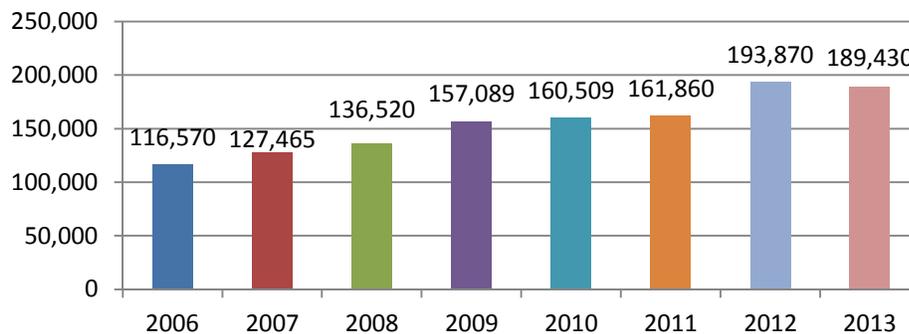
Alexander, K.L. (2009). *Summer Can Set Kids on the Right—or Wrong—Course* (Research in Brief). Retrieved from National Summer Learning Association.

Oregon public libraries provide free voluntary reading programs, activities that link stories to real-world experiences, and special performances to engage and motivate young readers. Librarians help children and teens select reading materials that match their reading ability and, most importantly, their personal interests. In many communities, librarians partner with local organizations that support disadvantaged families to bring summer reading to the young people who may not be able to get to the library or other enrichment programs when school is not in session.

During the 2013 summer reading program Oregon public libraries reported:

- 189,430 children and teens participated in the summer reading program.
- 74,601 children and teens reached their reading goals and finished the summer reading program.
- 246,012 people attended 4,993 summer reading activities and events.
- Children and teens read for 378,256 hours at libraries that tracked time spent reading.
- Children and teens read 92,662 books at libraries that tracked number of books read.
- Children and teens read 1,691,664 pages at libraries that tracked number of pages read.

Oregon Summer Reading Participation



Summer Reading Research Indicates...

Students who participated in the public library summer reading program scored higher on reading achievement tests at the beginning of the next school year than those students who did not participate.

Roman, S., Carran, D.T., and Fiore, C.D. (2010). *The Dominican Study: Public Library Summer Reading Programs Close the Reading Gap*. River Forest, IL: Dominican University Graduate School of Library & Information Science.

Low-income families are less likely to read books; go to the library, museum or theater; take music lessons; or do organized sports activities. Yet these experiences make a difference [in the achievement gap linked to summer learning loss], with a visit to the library being the most discriminating factor of all.

Alexander, K. (April 2009). Hopkins Study—public libraries determinative in school success. *ODE*, 72.

Free voluntary reading is as effective, or more effective, than direct instruction... In fact, young people who read have better comprehension, research tells us, and they write better, spell better, improve their grammar, and increase their vocabulary.

Krashen, S. (1989). "We acquire vocabulary and spelling by reading: Additional evidence for the Input Hypothesis." *Modern Language Journal* 73: 440-464.

The ABCs of Improved Reading:

- **Access to books.**
- **Books that match readers' ability levels and interests. For young people's reading skills to improve, they need to read books that align with their own reading levels.**
- **Comprehension, as monitored and guided by an adult. The most important piece to making summer reading effective is the help of an adult who can ask questions and guide kids to better understand what they are reading.**

Kim, J. S. (2009). *How to Make Summer Reading Effective* (Research In Brief). Retrieved from National Summer Learning Association <http://www.summerlearning.org/>

"Our oldest son was going into the 4th grade this past fall and has always struggled with being motivated to read. We received the information about the summer reading program at the end of the school year and thought this would be a great way for him to improve and gain confidence in his reading. Even if it was a long or tiring day for our son we made sure he got the reading in each and every day this summer.

As the summer went on it became easier and easier for him to get his reading in as he saw the competition was drawing to a close and he was excited to turn in his paperwork. He was the only one of his 3 siblings that finished the entire summer program. We turned in the paperwork, received our prizes for finishing, checked out a few books and headed home. A few days later we received the email that he had been drawn as one of the grand prize winners. The look on his face was priceless. If there was any child that needed the reinforcement for reading, he was the one. We are so excited to see what this will do for his confidence in reading for the future. Thank you so much for the summer reading program and we look forward to doing it next summer."

*-Anonymous parents,
McMinnville Public Library*