



### *Creating a meaningful context*

But before teachers distributed their reading logs, they ramped up excitement for the summer reading program—“Camp Read-a-Lot”. During the final weeks of school, teachers kicked off the program by giving out Reading Awards to students who had advanced over three reading levels (based on the Fountas and Pinnell assessment.). When students and parents saw the awards, they became very interested in learning about reading levels and ways they could improve over the summer.



Students read in the main courtyard during the Reading Flash Mob

Students and parents were also asked to sign a summer reading pledge stating students would **read thirty minutes each day**. Reading practice was modeled and reinforced during two fun “Reading Flash Mobs” where all students, teachers, and staff (including the main office secretary and custodians) read for fifteen minutes together during the end of the school day.

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By **sharing formative assessment data** and actionable resources with students and families, teachers gave students the tools they needed to understand and track their own progress.

This has made a big impact on parents like Jennifer Magnone, who stated, “When I saw some of the books on the list, I was surprised! It reminded me that I should continue challenging [my daughter] Areli to read slightly beyond her level and not settle on “easy reads” too often. Also, that I shouldn’t underestimate what kids her grade level can comprehend.”

