

**RESOURCES PUBLICATION
FOR
SUMMER BRIDGES PROGRAM**

**WORK IN PROGRESS
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Resources for Summer Bridges

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General Information

Benefits of Summer Bridges

According to the report published by the Departments of Education and Justice, *Working for Children and Families: Safe and Smart After-School Programs* (April 2000), the gap between parents' work schedules and their children's school schedules can amount to 20 to 25 hours per week. Statistics from the General Accounting Office (GAO), the National Institute on Out-of-School Time, and other surveys show that an estimated 8 million—and as many as 15 million—"latchkey children" leave school and head home to an empty house. Appropriate and engaged learning beyond the regular school hours is a much needed alternative to the unsupervised, unstructured and uninspiring time that children spend on their own.

Research on extended learning indicates benefits to student learning and social interactions as well as to society in general.

Improved Learning

- Better grades and higher academic achievement toward standards
- Improved attendance and reduced drop-out rates
- Turning in more and better quality homework
- Increased interest and ability in reading
- Literacy practice/experience
- More time on task
- Fewer grade retentions and special education referrals
- Higher aspirations for completing high school and going to college

Improved Society

- Development of new schools and interest in schools
- Decrease in juvenile crime
- Decrease in vandalism
- Decrease in violent victimization
- Prevention of negative influences that lead to risky behaviors, such as drug, alcohol and tobacco use
- Decrease in amount of television viewing and aggressive behavior associated with watching television

Improved Relationships

- Improved behavior in school
- Fewer behavioral problems
- Handling conflict better
- More cooperative attitude with adults and peers
- Better social skills
- Improved self-confidence through development of caring relationships with adults and peers
- Extended and more substantive partnerships with families, schools, and communities

Legislative References and Interpretations for Summer Program

Social Promotion

Sec. 10-20.9a (b) School districts shall not promote students to the next higher grade level based upon age or any other social reasons not related to the academic performance of the students. On or before September 1, 1998, school boards shall adopt and enforce policy on promotion, as they deem necessary to ensure that students meet local goals and objectives and can perform at the expected grade level prior to promotion. Decisions to promote or retain students in any classes shall be based on successful completion of the curriculum, attendance, and performance based on the Illinois Goals and Assessment Program tests, the Iowa Test of Basic Skills, or other testing or any other criteria established by the school board. Students determined by the local district to not qualify for promotion to the next higher grade shall be provided remedial assistance, which may include, but shall not be limited to, an extended learning opportunities program of no less than 90 hours, tutorial sessions, increased or concentrated instruction time, modification to instructional materials and retention in grade.

Illinois School Code, 5/10-20.9a

Block Grant (for Chicago District 299)

Sec. 1D-1. Block grant funding.

(a) For fiscal year 1996 and each fiscal year thereafter, the State Board of Education shall award to a school district having a population exceeding 500,000 inhabitants a general education block grant and an educational services block grant, determined as provided in this Section, in lieu of distributing to the district separate State funding for the program described in subsections (b) and (c).

(b) The general education block grant shall include the following programs: REI Initiative, Summer Bridges, Preschool At Risk, K-6 Comprehensive Arts School Improvement Support, Urban Education, Scientific Literacy, Substance Abuse Prevention, Second Language Planning, Staff Development, Outcomes and Assessment, K-6 Reading Improvement, Truants' Optional Education, Hispanic Programs, Agriculture Education, Gifted Education Parental Education, Prevention Initiative, Report Cards, and Criminal Background Investigations

(d) In the case of the Summer Bridges program, the amount of the district's block grant shall be equal to 44% of the amount of the current fiscal year appropriation made for that program.

Serving Special Education Students in Summer Bridges

(Legal Opinion generated by ISBE Counsel, January 17, 2001.)

To what extent are special education students eligible to participate in the summer program?

Summer Bridges is for any student who does not achieve a rate of growth considered for promotion to the next grade. Any special education student that meets that criteria should be eligible to participate in the summer program.

However, school districts must also be mindful of the Individuals with Disabilities Education Act regulations and state regulations regarding extended school year (ESY) services for special education students. ESY services are “special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child’s IEP and at no cost to the parents of the child and meet the requirements of Section 226.750© of the 23 Illinois Administrative Code.”

Depending on the special education student and his or her IEP, it may be more appropriate for a special education student to receive ESY services than to be placed in a Summer Bridges program. Or it may be appropriate to place a special education student in a Summer Bridges program with special education or related services. Thus, school districts via the IEP process must determine what is appropriate to meet a special education student’s needs.

Serving Nonpublic School Students

(Text excerpted from a legal opinion generated by ISBE General Counsel, May 4, 2000.)

School districts do have a duty “to accept in part-time attendance in the regular education program of the district pupils enrolled in nonpublic schools if there is sufficient space in the public school desired to be attended.” (School Code, Section 10-20.24) Remedial summer programs, however, are not part of a district’s regular education program. They are neither offered during the regular school term, nor is the regular curriculum followed, nor are all students required to attend.

...Moreover, an examination of each of the sections of the School Code that deals with remedial summer programs supports the conclusion that these programs are intended only for the district’s own students.

For full text of this legal opinion, please contact the ISBE Federal Grants and Programs Division, 217/524-4832.

Curriculum and Instruction

Literacy Framework

The Summer Bridges curriculum and instruction are based on a balanced literacy framework that includes the following components. **All classroom instruction must adhere to the balanced literacy framework and include mathematics-based literature.** Professional development for teachers must provide strategies to implement the framework.

Word Knowledge	<ul style="list-style-type: none"> ▪ Site Vocabulary ▪ Phonemic Awareness ▪ Letter and Sound Recognition ▪ Phonics Analysis ▪ Spelling ▪ Structural Analysis ▪ Word Meaning
Fluency	<ul style="list-style-type: none"> ▪ Reading Speed ▪ Oral Reading ▪ Accuracy ▪ Phrasing ▪ Expression
Comprehension	<ul style="list-style-type: none"> ▪ Oral Language ▪ Understanding Text Structure ▪ Listening Comprehension ▪ Types of information to “Find” in text ▪ Organization of information ▪ Strategies including inquiry and study strategies
Writing	<ul style="list-style-type: none"> ▪ Purposes ▪ Products ▪ Processes ▪ Audiences
Literacy-rich Environment	<ul style="list-style-type: none"> ▪ Engaged reading and writing activities ▪ Celebration of reading and writing efforts ▪ Extensive classroom collection of reading materials with a wide range of high-interest fiction and non-fiction books that motivate and support reading and writing on a variety of levels. ▪ Room designed to support whole group, small group and individual instruction
Assessment	<ul style="list-style-type: none"> ▪ Assessment to inform instruction ▪ Individual and/or group reading inventories ▪ Writing rubric ▪ Reading logs ▪ Analysis of student work

Teachers should also address the 14 best practices in reading in their curriculum and instruction. (Refer to the list on the next page.)

Best Practices in Reading

Best Practice 1: Explicit Word Analysis Instruction, Including Phonics

Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary).

Best Practice 2: Assessment to Inform Instruction

Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation directs and informs instruction.

Best Practice 3: Instructional Planning

Teachers plan instruction considering three phases: before, during, and after reading.

Best practice 4: Collaboration and Reflection

Teachers routinely self-reflect and collaborate on instructional practices and student progress within school and/or district.

Best Practice 5: Learning Standards

Teachers facilitate conceptual knowledge of Illinois English Language Arts learning standards.

Best Practice 6: Independent Reading

Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

Best Practice 7: Variety of Genre

Students have broad reading and writing experiences (multiple genre and styles). Reading to students at all grade levels is part of this broad experience.

Best Practice 8: Appropriate Instructional Levels

Students have opportunities to read at their instructional level every day.

Best practice 9: Reading for Purpose

Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking and they reflect on what they read for specific purposes.

Best Practice 10: Building Comprehension Skills and Strategies

Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring.

Best Practice 11: Building Cognitive Skills and Strategies Best Practice 12: Integration

Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications to authentic situations. Reading and writing are integrated and used as tools to support learning in all curricular content areas.

Best Practice 13: Literacy Rich Environment

Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books at developmentally appropriate reading levels which motivates and supports reading and writing. The room design supports whole group, small group and individual instruction.

Possible Teaching Strategies to Support Curriculum Frameworks

Comprehension	Word knowledge	Fluency
<ul style="list-style-type: none"> ▪ Highlighting text by framing, pointing, sentence strips ▪ Using familiar topics ▪ Talking, listening, and following directions ▪ Shared book experience ▪ Journal writing ▪ Daily teacher read alouds ▪ Choral reading ▪ Radio reading ▪ Oral interpretation ▪ Echo reading ▪ Anticipatory sets ▪ Graphic Organizers ▪ Sequencing ▪ KWL ▪ Compare/Contrast ▪ Guided reading ▪ Shared reading ▪ Instructional level ▪ Think-a-longs ▪ Note-taking skills ▪ Literature circles ▪ Question the Author (QTA) ▪ SQR3 ▪ DRTA ▪ Predictions ▪ Setting purpose ▪ Metacognition ▪ Cause/effect ▪ Brainstorming ▪ Character maps ▪ Using newspapers 	<ul style="list-style-type: none"> ▪ Songs, chants, poems and nursery rhymes ▪ Making and breaking words into parts ▪ Explicit instruction in developing letter sound relationships ▪ Word Walls ▪ Letter/word sorts ▪ Word webs ▪ Context clues ▪ Tongue Twisters ▪ Tactile-Kinesthetic Strategies ▪ Sight Words ▪ Vocabulary ▪ Phonics ▪ Word Meaning ▪ Making Words ▪ Word Webbing ▪ Spelling ▪ Phonemic Awareness ▪ Dictionary Skills ▪ Synonyms, Antonyms and Homonyms ▪ High frequency words ▪ Student Strategies ▪ Structural word analysis 	<ul style="list-style-type: none"> ▪ Independent reading ▪ Oral reading ▪ Phrasing ▪ Expression ▪ Echo reading ▪ Choral reading ▪ Teacher read-alouds ▪ Neurological impressions ▪ Repeated reading ▪ Books on tape ▪ Timed reading ▪ Reading rate ▪ Leveled books ▪ Drama
Learning Environment	Writing	Assessment
<ul style="list-style-type: none"> ▪ Classroom Set-Up ▪ Book Leveling ▪ Center Management ▪ Classroom Preparation ▪ Lesson Plan Development and Evaluation 	<ul style="list-style-type: none"> ▪ Journals ▪ Mapping ▪ Authentic writing ▪ Editing ▪ Grammar ▪ Messages (morning/closing) ▪ Modeled writing ▪ Conferencing ▪ Process writing ▪ Author's Chair ▪ Writers' Workshop ▪ Publishing ▪ Making books ▪ Storytelling 	<ul style="list-style-type: none"> ▪ Writing rubric ▪ DRA ▪ QRI-II ▪ Running Records ▪ Anecdotal note-taking ▪ Analyzing student work ▪ Observing students ▪ Using assessment for prescriptive teaching ▪ Portfolios ▪ DRP – Degrees of Reading Power (group inventory) ▪ Reading logs

Materials/Supplies – A Sample List

<u>Provided in the Classroom</u>	<u>Provided to or Requested for Students</u>
Books	Pencils
Flip Chart Paper	Good Quality Scissors
Flip Chart Markers	Crayons
3 X 5 unlined index cards	Glue or Glue Stick
Pocket Charts	Spiral Notebook
Sentence Strips	Pocket Folders
Masking Tape	Small Chalkboard or Dry Erase Board Chalk or Dry Erase Markers
Tape Player/Listening Center Tapes	
Stapler/Staples	
Magnetic Letters/Cookie Sheets	
Rulers	<u>Provided at Each Site</u>
Rubber-bands	Construction Paper
Teacher plan book, roster with attendance Pages	Copy Paper/Access to a Copier
Overhead projector	Drawing Paper
One calculator for each student working at the Mathematics center (4 are recommended.)	Tape Player
Mathematics manipulatives	<u>Provided by Parents/Guardians at Home</u>
Basic fraction circles and squares	Books
Attribute blocks	Writing Paper
Two-color counters	
Pattern blocks	Pencils, Crayons and/or Markers
Counters	
Sorting buttons	
Hundreds board	
School Money, Tape measure	
Unifix cubes	
Clock faces	

NOTE: Since Summer Bridges teachers are most likely not teaching in their home classroom, basic supplies and materials must be readily available.

Learning Environment

<p>Safe and Inviting Environment</p> <ul style="list-style-type: none"> ▪ Comfortable setting: lamp, rocking chair, pillows, rug, bean bag chair, tent ▪ Wide variety of listening materials ▪ Author’s chair ▪ Bright colors ▪ Interesting visual displays ▪ Music ▪ Welcome signs 	<p>Print-Rich Interactive</p> <ul style="list-style-type: none"> ▪ Wide variety of literary genre included ▪ Books organized according to levels ▪ Child-made books and published writing prominently displayed ▪ Special display to attract students attention ▪ Labeling: desk, cabinet, chair, window, etc. ▪ Books and materials that reflect cultural and racial diversity, differently abled children, anti-bias approach ▪ Children’s products displayed at eye level ▪ Other print: charts such as familiar songs, poems, graphic organizers, classroom rules ▪ Wide variety of writing materials and references ▪ Computer and printer
<p>Classroom Management</p> <ul style="list-style-type: none"> ▪ Charts/books where children can record information and ideas ▪ Posted class agendas and schedules ▪ Organized bins, boxes and clearly marked containers ▪ Posted class rules 	<p>Room Arrangement</p> <ul style="list-style-type: none"> ▪ Materials easily accessible to students: pencils/erasers, paper, craft items ▪ Vocabulary development such as word walls, my own big words, big words, theme words

Learning Center Ideas

Springfield School District 186 staff, Mary Patterson, John Delich and Adrienne Smith contributed many items in the list below.

BIG BOOK	Students reread big books that have been used during shared reading. Use a fancy “pointer” to track print (such as baton).
MAGNETIC LETTERS	Students manipulate magnetic letters (in a variety of sizes and shapes) on a metal bookshelf. Headings such as straight, curvy, round, Aa, words, names, colors, etc. for different tasks the children can choose.
LISTENING	Students revisit read aloud selections on tape.
POCKET CHART	Students manipulate a variety of self-made or store-bought activities that have been used first in a whole-class setting.
COMPUTER	Students play a variety of literacy games, e.g., Sticky Bear.
ABC PUZZLE	Students use a wooden puzzle to locate both upper and lower letters. There are also pictures beginning with each letter under the pieces.
ABD FOAM PUZZLES	Students locate uppercase letters.
ABC STRIPS	Students put in order self-made upper and lower ABC strips, or match the letters to large magnetic letters, or to pictures beginning with each letter/sound.
POP-OUT POCKETS	Students put small cloth objects beginning with each letter in a cloth chart with ABC pockets sewn in it.
FELT BOARD	Similar to magnetic letters.
LIBRARY	Students read independently from a basket of previously read books (most are books read with at least 90% accuracy) or self-made books.
HANDWRITING	Students use “Write & Wipe” board printed with “trace the dots” letters of the alphabet.
“TEACHER”	Students work with a partner using dry-erase boards printed with “trace the dots” letters of the alphabet.
READ THE ROOM	Students use a fancy pointer to read print around the room, i.e., daily messages, king/queen messages, interactive writing.
WRITING	Students write mailbox messages, stories, etc. with option of illustrating.
ABC STAMPS	Students use letter stamps to stamp our word wall words, etc.
P.A.T. CARDS	Students play, the name is ---, The sound is ---- on their own.
AUTHORS CHAIR	Students and teachers have a special chair from which to read to others.

Sample Daily Schedule

Kindergarten

8:00 AM	Class Meeting News and Morning Message Whole Class Share and Introduction of Mathematics Game Read Aloud, Book Talk, Picture Book, Poetry
8:30 AM	Big Book Activity
8:45 AM	Picture/Word Sort
9:00 AM	Guided Reading
9:30 AM	Mathematics
10:00 AM	Shared and Guided Writing
10:30 AM	Teacher Read Aloud (nursery rhymes, fiction, non-fiction, poetry)
11:00 AM	Drama and Play
11:50 AM	Class Meeting, Reflection, Closing Message/Dismissal

Grades 1-6

8:00 AM	Class Meeting News and Morning Message Home Connection Read Aloud, Book Talk, Picture Book, Poetry Mathematics
8:30 AM	Word of the Day/Word Work
8:45 AM	Skill of the Day Skill Work
9:15 AM	Rotate through Stations 1. Guided Reading 2. Writing Workshop 3. Listening Center with prompt for artistic response 4. Self-Selected partner Reading, SSR, Vocabulary Games 5. Mathematics Games
9:45 AM	Rotate Stations
10:15 AM	Rotate Stations
10:45 AM	Rotate Stations
11:10 AM	Teacher Read Aloud (fiction, non-fiction, poetry) and/or Drama
11:50 AM	Meeting, Assignment Review, Reflection Home Connection Closing Message/Dismissal

NOTE: Devote approximately 45 minutes per day for word knowledge and 45 minutes per day for fluency, comprehension, and writing.

Sample Daily Lesson Plan

School/Site	Circle Day: Monday Thursday Tuesday Friday Wednesday
Teacher	
Grade Level	
Date	
English Language Arts Standards	

Reading Activities (Word Knowledge, Fluency, Comprehension) TIME:	
Strategy	Expectation
Writing Activities TIME:	
Strategy	Expectation
Mathematics Games Activities TIME:	
Strategy	Expectation
Adult-Family Engagement/Home-School Connection	
Literacy Extension Activities	
Names of Students for Individual Reading Inventory Assessment	

continued <u>Guided Reading/Comprehension</u> Comments:	• Asks questions to clarify understanding before, during, and after reading.			
	• Able to discuss the elements of narratives (e.g., character, setting, plot) before reading and recognize the elements during reading.			
	• Able to re-enact or dramatize the contents of stories for retellings.			
	• Asks questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).			
	• Makes and justifies predictions.			
	• Begins to recognize the author's purpose.			
	• Able to identify the motives of characters in a story.			
	• Able to compare two books by the same author.			
	• Able to compare familiar books that have the same theme.			
	• Able to retell a story (i.e., beginning, middle, and end).			
	• Recognizes context clues in illustrations.			
	• Able to predict questions characters in stories might ask and confirm them.			
	• Uses illustrations to answer questions about a story.			
	• Uses information in illustrations or text to make predictions and relate to prior knowledge.			
• Uses text provided in functional classroom messages (e.g., labels, signs, instructions) to get information.				
<u>Writing</u> Comments:	• Able to write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).			
	• Uses beginning capitalization.			
	• Uses end marks (e.g., period, question mark).			
	• Uses phonemic clues, phonetic/developmental spellings to construct words.			
<u>Independent/Self-Selected Reading</u> Comments:	• Selects books appropriate to reading levels or interests.			
	• Reads a variety of materials/genres.			
	• Demonstrates positive attitude toward reading.			
	• Reads an appropriate amount.			

Commitment/Attendance ___ does not meet expectations ___ meets expectations ___ exceeds expectations

Attitude/Behavior ___ does not meet expectations ___ meets expectations ___ exceeds expectations

Example 2 – Student Report based on ILS Performance Indicators (Grade 1)

Instructions for using this format: Use this page as the report card cover; copy back to back with the appropriate grade levels.

Student Progress Report

Student's Name _____

School _____

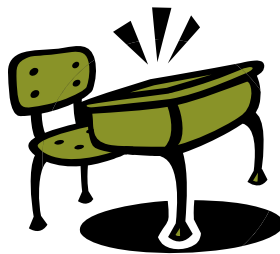
	3 weeks	6 weeks		3 weeks	6 weeks
This report indicates your child:					
Exceeds expectations and requirements.				Shows effort.	
Meets expectations and requirements.				Produces neat and legible work.	
Not fulfilling expectations and requirements.				Contributes appropriately to class activities.	
Completes work.				Follow school and classroom rules.	

Attendance			Teacher's Signature	
Days Absent			Parent's/Guardian's Signature	
Days Tardy				

Comments:

Conference Needed: Please call _____ Phone Number: _____

Student Progress Report



Summer Bridges Learning Experience

(DISTRICT NAME)

Standards-Based Report Card: Kindergarten, First, Second, and Third Grade

Each student is expected to use specific skills to read with understanding and fluency (Goal 1 of the Illinois Learning Standards). To help you understand how your child is doing, each skill is rated using the following progress marks:

This report provides you with specific information on which skills your child needs to work on to improve. Your child's teacher can provide you with specific ideas to help your child learn the skills.

Student's Name _____

Summer Bridges Teacher's Name _____

Receiving Teacher's Name: _____

Key to Progress Marks:

- ++ Your child is consistently applying the skill.
- + Your child is developing in this area but is not consistently applying the skill.
- 0 Your child is beginning to develop this skill.
- X Your child does not show evidence of developing this skill.

Learning Standards and Skills

Progress

	3 weeks	6 weeks
Apply word analysis and vocabulary skills to comprehend selections.		
Your child sounds out words, knows word patterns, blends letters to recognize new words		
Your child uses clues in the story, knowledge from their own experiences and resource materials such as dictionaries to understand words he/she does not know.		
Your child recognizes and names all small and capital letters and identifies vowels and consonants.		
Your child reads and spells at least 120 frequently used words for first grade and 250 words for second grade. (See list provided)		
Your child monitors his/her reading and corrects him or herself when necessary.		
Apply reading strategies to improve understanding and fluency.		
Your child can guess what will happen in a story.		
Your child knows the purpose for reading, e.g., information, pleasure.		
Your child links written words to his/her previous experience and knowledge.		
Your child can identify different forms and purposes of fiction, non-fiction, and poetry.		
Your child reads a section more than once, reads ahead and uses clues in the story to help him/her understand the book/story.		
Your child asks and answers questions to help him/her understand a book or story.		
Your child reads grade-appropriate materials smoothly and accurately.		
Your child reads and understands simple written instructions.		
Comprehend a broad range of reading materials.		
Your child uses information from reading to form questions and support his/her opinions and conclusions.		
Your child identifies ideas and subjects in a book or story.		
Your child compares written words to other materials, life experiences and personal knowledge.		
Your child can describe the order of a story, beginning, middle and end and retell what the story/book is about.		
Your child can tell how the writer and illustrator express their ideas in words and pictures.		
Your child can explain information from simple tables, maps and charts.		

Comments on Writing: (Write to communicate for a variety of purposes.)

Standards-Based Report Card: Fourth, Fifth and Sixth Grade

Each student is expected to use specific skills to read with understanding and fluency (Goal 1 of the Illinois Learning Standards). To help you understand how your child is doing, each skill is rated using the following progress marks:

Key to Progress Marks:

- ++ Your child is consistently applying the skill.
- + Your child is developing in this area but is not consistently applying the skill.
- 0 Your child is beginning to develop this skill.
- X Your child does not show evidence of developing this skill.

This report provides you with specific information on which skills your child needs to work on to improve. Your child's teacher can provide you with specific ideas to help your child learn the skills.

Student's Name

Summer Bridges Teacher's Name

Receiving Teacher's Name: _____

Learning Standards and Skills	Progress	
	3 weeks	6 weeks
Apply word analysis and vocabulary skills to comprehend selections.		
Your child uses word parts and other words in a sentence or paragraph to determine the meaning of unfamiliar words.		
Your child uses clues in the story, knowledge from their own experiences and resource materials such as dictionaries to understand words he/she does not know.		
Your child monitors his/her reading and corrects him or herself when necessary.		
Apply reading strategies to improve understanding and fluency.		
Your child can guess what will happen in a story.		
Your child knows the purpose for reading, e.g., information, pleasure.		
Your child links written words to his/her previous experience and knowledge.		
Your child can identify different forms and purposes of fiction, non-fiction, and poetry.		
Your child reads a section more than once, reads ahead and uses clues in the story to help him/her understand the book/story.		
Your child asks and answers questions to help him/her understand a book or story.		
Your child reads grade-appropriate materials smoothly and accurately.		
Your child reads and understands simple written instructions.		
Your child uses punctuation and capitalization correctly.		
Comprehend a broad range of reading materials.		
Your child uses information from reading to form questions and support his/her opinions and conclusions.		
Your child identifies ideas and subjects in a book or story.		
Your child compares text to other materials, life experiences and personal knowledge.		
Your child can describe the order of a story, beginning, middle and end and retell what the story/book is about.		
Your child can tell how the writer and illustrator express their ideas in words and pictures.		
Your child can explain information from simple tables, maps and charts to form interpretations.		

Comments on Writing: (Write to communicate for a variety of purposes.)

Sample Classroom Observation Tool

Through weekly observations and constructive feedback, the administrator/coordinator/PDP encourages teachers to take risks and grow professionally and communicate expectations of implementing the daily schedule and strategies. Also, reviewing and giving feedback on daily lesson plans can be helpful. The following items occur daily and are observable key elements of the Summer Bridges program.

Teacher _____

Date _____

1 – No Evidence

2 – Evidence suggests that teacher needs additional support or practice

3 – Evidence suggests implementation with understanding

	1	2	3
Teacher builds on students' prior knowledge to connect text prior to reading.			
Teacher presents a brief lesson on the strategy being taught/practiced.			
Teacher offers support with text prior to independent reading by modeling the reading for the students while they track the text or leading a shared or choral reading of the text.			
Teacher has students grouped for paired or flexible reading.			
Teacher provides each student a copy of the text being used.			
Teacher monitors targeted students making anecdotal notes or working with individual students or small groups during independent reading time.			
Teacher ensures that all students are engaged in reading.			
Teacher uses closure activities to bring the whole group together.			
Teacher poses questions beyond recall.			
Teacher manages the classroom to promote effective learning.			
Teacher paces the reading and writing lessons so students are engaged and does not exceed 30-40 minutes per lesson.			
Teacher reads with fluency, enthusiasm and expression.			
Transition into stations requires a minimum of movement/noise/time.			
Independent reading materials are easily accessible to all students.			
Teacher records individual student information.			
Teacher introduces new words or reviews Word Wall (app. 5 minutes)			
The word wall shows that words and letters are legible, linear, large enough to read, clearly visible, and varied in color, and includes frequently used words.			
Teacher leads students through steps for Word Wall: see the word, say the word, chant the word, write and check, trace around the word and check.			
When making words is used, teacher has a system for passing out letters, emphasizes spelling patterns, paces activity, and keeps students engaged.			
Teacher helps students understand how spelling patterns help with other words of similar patterns used in writing and reading, i.e., transfer.			
Teacher uses overhead projector or chart paper to model writing.			
Transition into daily writing requires a minimum of disruption.			
Teacher allows students to make choices about independent writing topics.			
Class and student writing is displayed in the classroom.			
Time is provided for students to share their writing aloud and for students to ask questions about the writing.			
Stations are set up for reading, writing, listening, and mathematics.			
Teacher introduces mathematics games.			

Comments:

Professional Development

Professional Development Presenters (PDP) Responsibilities

All professional development presenters (PDPs) are apprised of their responsibilities to:

- Assess teacher and program needs.
- Provide professional development (30 hours) on: Learning Environment, Reading Fluency, Language Development, Reading Comprehension, Writing, Individual Reading Inventory(ies).
- Administer weekly evaluation/reflection of professional development sessions.
- Conduct classroom site visits and observations: (Please remember that PDPs' observations are for purposes of professional growth, not for evaluation.)
- Assist teachers in preparing classrooms prior to Summer Bridges.
- Provide individual written or verbal feedback to teachers.

Note: Please remember that the district is responsible for keeping records of professional development sessions/attendance for re-certification. If the district is not an approved provider, the individual professional development presenter will need to apply.

Professional Development Strategies

Strategies in bold type are required to be included in the staff development workshops/sessions. Bridging learning in the classroom to support reading at home should be threaded throughout the sessions.

	Definition	Teaching Strategies	
Word Knowledge	<ul style="list-style-type: none"> ▪ Sight Vocabulary ▪ Phonemic Awareness ▪ Letter and Sound Recognition ▪ Phonics Analysis ▪ Spelling ▪ Structural Analysis ▪ Word Meaning 	<ul style="list-style-type: none"> ▪ Songs, chants, poems and nursery rhymes ▪ Making and breaking words into parts ▪ Explicit instruction in developing letter sound relationships ▪ Word Walls ▪ Letter/word sorts ▪ Word webs ▪ Context clues ▪ Tongue Twisters ▪ Tactile-Kinesthetic Strategies ▪ Word-study activities 	<ul style="list-style-type: none"> ▪ Word Meaning ▪ Making Words ▪ Word Webbing ▪ Spelling ▪ Phonemic Awareness ▪ Dictionary Skills ▪ Synonyms, Antonyms and Homonyms ▪ High frequency words ▪ Student Strategies ▪ Structural word analysis ▪ Sight words ▪ Vocabulary ▪ Phonics ▪ Decoding Strategies
Fluency	<ul style="list-style-type: none"> ▪ Reading Speed ▪ Oral Reading ▪ Accuracy ▪ Phrasing ▪ Expression 	<ul style="list-style-type: none"> ▪ Independent reading ▪ Oral reading ▪ Phrasing ▪ Expression ▪ Echo reading ▪ Choral reading ▪ Teacher read-alouds ▪ Neurological impressions 	<ul style="list-style-type: none"> ▪ Repeated reading ▪ Books on tape ▪ Timed reading ▪ Reading rate ▪ Leveled books ▪ Drama ▪ Modeled reading

<p style="text-align: center;">Comprehension</p>	<ul style="list-style-type: none"> ▪ Oral Language ▪ Understanding Text Structure ▪ Listening Comprehension ▪ Types of information to “Find” in text ▪ Organization of information ▪ Strategies including inquiry and study strategies ▪ Monitoring reading ▪ Making connections, questioning, inferring, summarizing, synthesizing, analyzing 	<ul style="list-style-type: none"> ▪ Highlighting text by framing, pointing, sentence strips ▪ Using familiar topics ▪ Talking, listening, and following directions ▪ Shared book experience ▪ Daily teacher read alouds ▪ Choral reading ▪ Radio reading ▪ Oral interpretation and constructive discussion ▪ Echo reading ▪ Anticipatory sets ▪ Graphic Organizers ▪ Sequencing ▪ KWL ▪ Compare/Contrast ▪ Guided reading ▪ Higher order thinking skills 	<ul style="list-style-type: none"> ▪ Shared reading ▪ Instructional level ▪ Think-a-longs ▪ Note-taking skills ▪ Literature circles ▪ Question the Author (QTA) ▪ SQR3 ▪ DRTA ▪ Predictions ▪ Setting purpose ▪ Metacognition ▪ Buddy reading ▪ Cause/effect ▪ Brainstorming ▪ Character maps ▪ Using newspapers
<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> ▪ Purposes ▪ Products ▪ Processes ▪ Audiences 	<ul style="list-style-type: none"> ▪ Journal writing ▪ Mapping ▪ Authentic writing ▪ Editing ▪ Grammar ▪ Messages (morning/closing) ▪ Making books ▪ Modeled writing 	<ul style="list-style-type: none"> ▪ Conferencing ▪ Process writing ▪ Author’s Chair ▪ Shared writing ▪ Interactive writing ▪ Guided writing ▪ Independent writing ▪ Publishing ▪ Storytelling
<p style="text-align: center;">Literacy-rich Environment</p>	<ul style="list-style-type: none"> ▪ Engaged reading and writing activities ▪ Celebration of reading and writing ▪ Extensive classroom collection of reading materials with a wide range of high-interest fiction and non-fiction that motivate and support reading/writing on various levels. ▪ Room designed to support whole group, small group and individual instruction ▪ Provides enjoyment and purpose for both students and teachers 	<ul style="list-style-type: none"> ▪ Classroom Preparation ▪ Lesson Plan Development and Evaluation ▪ Safe and Inviting Environment (setting, visual cues, warm and caring ▪ Room arrangement: student accessibility, vocabulary development (e.g., word walls), learning centers 	<ul style="list-style-type: none"> ▪ Print-rich interactive: leveled books, child prepared materials, labeling physical environment, variety of genre, print charts, writing materials ▪ Classroom management: charting information, posting agendas/schedules, organized materials, classroom rules, center management/transitions
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> ▪ Assessment to inform instruction ▪ Individual and/or group reading inventories ▪ Writing rubric ▪ Reading logs ▪ Analysis of student work 	<ul style="list-style-type: none"> ▪ Writing rubric ▪ Specific IRI ▪ Running Records ▪ Anecdotal note-taking ▪ Analyzing student work ▪ Learning modalities 	<ul style="list-style-type: none"> ▪ Observing students ▪ Using assessment for prescriptive teaching ▪ Portfolios ▪ Reading logs
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> ▪ Literacy through the content area ▪ Concentration on Number Sense 	<ul style="list-style-type: none"> ▪ Whole class Read Aloud selections from trade books ▪ Using children’s literature to teach math concepts ▪ Center activities, with use of manipulatives, that reinforce number sense 	<ul style="list-style-type: none"> ▪ Whole class and small group activities

Home-Family Connection

Parent/Guardian and Student Notification about Summer Bridges

Date

Dear (Parent or Guardian Name):

It is our pleasure to announce that beginning {DATE}, your child will have the opportunity to attend the 2008 Summer Bridges Program. This summer learning experience is being offered to all elementary students in the district who meet one or more of the following criteria:

- Did not meet reading standards as measured by state and/or local assessments,
- {insert additional criteria}, and/or
- {insert additional criteria}.

It is very important that your child attend the summer program. Promotion to the next grade will be determined by evaluating his/her reading growth over the six weeks of summer learning. Students who show _____ gain over the six weeks will be considered for promotion to the next grade level. Any student who does not achieve this gain will be individually reviewed in conference with you. Other options may be retention, transition placement, trial placement in the next grade, additional extended learning opportunities during the regular school year or any other option agreed to by you and the school. Students who miss more than two days of the summer program will be required to have a parent-teacher conference.

We are excited about this opportunity for your child. We plan to offer interesting learning activities that will improve your child's reading and writing skills. To learn more about summer learning camp, we are inviting you to attend an orientation and registration meeting with your child on _____ from _____ at _____ School. If you cannot attend this orientation, it is important that you contact me at _____ before _____. All students must be registered before _____ to participate. The orientation will give you information about the summer program and allow you to meet your child's teacher. This summer program is being offered by the school district at no cost to the child's family. If your child needs transportation, it will also be offered at no cost to you. Daily nutrition will be provided.

If you have any questions, please call _____, at _____.

Sincerely,

(Name)
(School Name)
Summer Bridges Administrator/Coordinator

Sample Parent-Student Orientation Agenda

Summer Bridges Parent/Guardian-Student Orientation

Agenda

Welcome

Purpose of Summer Bridges Program

Daily Schedule for Summer Bridges Program

Responsibilities of Parents/Guardian, Teachers, and Students

 Attendance and Punctuality

 Behavior

 Home Connection

 Learning

Progress Reports and Promotion

Questions and Answers

Home Connection Activities

Summer Bridges teachers suggested the following examples of home connection activities:

1. Draw a picture and write about the picture or an experience that relates to the picture.
2. Record parent/grandparent memories.
3. Write about a family trip memory. Talk to parents about the most fun they've had on a trip.
4. Ask parent about a positive school memory and record it.
5. Survey parents about their favorite food, books, school, grade level, hobby, etc.
6. Read each night and keep a home reading log. Parents sign the log each night and amount of time spent reading.
7. Collect recipes from home and create a class cookbook.
8. Observe a spider, bug, bird, cloud, etc. and write about what is seen.
9. Take home books. Select a book to take home and write a book report.
10. Watch a favorite television show as a family activity. Write a script for the next show.
11. Write three letter words as a family activity (may substitute a different number of letters or category.)
12. Boggle – Use big words to make little words.
13. Unscramble a story.
14. Make a recording of each child in class. Take home and have family listen to the tape.
15. Bring an item from home, explain importance of item to the child or other family member.
16. Select a topic for family to brainstorm at home. (Teach brainstorming rules in school.) Bring ideas to class. Compare ideas expressed by each family.
17. Send pattern home and make simple puppets for story telling.
18. Read a book with or to a family member or friend.
19. Interview a family member or friend about _____.
20. Write a letter to a family member or friend.
21. Ask the parent/guardian to teach the student a favorite song or poem.
22. Play a game that requires talking, listening, following directions and giving directions, such as “Simon Says” or “Red-Light, Green Light”.
23. Record a book with a family member or friend.
24. Take a nature walk and identify 5 things you see, hear, or touch.
25. Take a trip to a zoo, museum or historical site. Identify interesting and unusual things you see.
26. Draw a picture and take turns telling stories about the picture.
27. Pick a topic of interest to the child or family member and have them learn new things about it. Watch educational television programs together and talk about what you learned.
28. Make a grocery list with correctly spelled words, in alphabetical order, or other skill.
29. Have the child sound out words on a grocery list.
30. Make a map as you travel to and from home or elsewhere.
31. Make invitations to a party.
32. Make a home bulletin board.
33. Using one letter/sound, make or draw a list of everything in the home that begins with that letter.
34. Get a library card and check out a book.
35. Visit a bookstore and browse or buy.

36. Take an imaginary shopping trip. Using a paper bag and magazine, point out pictures of objects in the magazine. Have the child tell you what sounds the names of the objects begin with, let them cut out the pictures and put them into the bag.
37. Give the child rhyming words and have them find household objects that have names that rhyme, such a bread and thread.
38. Create your own rhyme.
39. Using old magazines, have the child look for pictures that have names that rhyme.
40. Make a list of 10 words that are made up of two words, e.g., sunshine.
41. Play alphabet games.
42. Have the child cut out letters from newspaper headlines and put the letters in alphabetical order.
43. Put cornmeal or sand in a cake pan or on a cookie sheet. Say a letter and have your child draw the letter in the cornmeal or sand. Also works with pudding, but messier! If have letter cookie cutters, can do Jello® Jigglers.
44. Use flash cards for letters, sounds or words.
45. Write letters on pieces of paper and put them in a bag. Let the child reach into the bag and take out letters. Have the child say the sounds that match the letter.
46. Write words on a piece of paper and hide them throughout the house. Go on a treasure hunt looking for the words. As they find the pieces of paper, have them blend the sounds of the words.
47. Using packaged and canned food from the kitchen, have the child sound out the words on the label.
48. Read a recipe aloud to the child and have him/her find or talk about the ingredients and predict what it might turn out to be.
49. Make a puzzle word by writing a word on paper and cutting the letters apart. Magnetic and felt letters or Jello® Jigglers can be used. Mix the letters and have the child spell the word by putting them in order.
50. Ask your child to draw a picture of a family activity. Have them write a sentence(s) about it.
51. Have the child cut a picture from an old magazine and write a story about the picture.
52. Tell your child a story and have them write their own ending.
53. Post a list of books which you, your child, or you and your child have read on the refrigerator.
54. Make an audio or video tape of your child reading and mail them to grandparents or friends or send over Internet.
55. Find a new word in the dictionary and teach it to someone else.
56. Read a story together and decide what musical sounds are best for each part of the story.
57. Read a story with ingredients (e.g., *Pancake, Pancake* by Eric Carle) and then make the recipe.

Accomplishments for Successful Learners Exhibited During the Early Years

From *Preventing Reading Difficulties in Young Children*
By the National Research Council, National Academy Press, pp. 80-83

Kindergarten Accomplishments

- Knows the parts of a book and their functions.
- Begins to track print when listening to a familiar text being read or when rereading own writing.
- “Reads” familiar texts emergently, i.e., not necessarily verbatim from the print alone.
- Recognizes and can name all uppercase and lowercase letters.
- Understands that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Learns many, though not all, one-to-one letter sound correspondences.
- Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are).
- Uses new vocabulary and grammatical constructions in own speech.
- Makes appropriate switches from oral to written language situations.
- Notices when simple sentences fail to make sense.
- Connects information and events in texts to life and life to text experiences.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Listens attentively to books teacher reads to class.
- Can name some book titles and authors.
- Demonstrates familiarity with a number of types of genres of text (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.
- Demonstrates understanding that spoken words consist of a sequence of phonemes.
- Given spoken sets like “dan, dan, den” can identify the first two as being the same and the third as different.
- Given spoken sets like “dak, pat, zen” can identify the first two as sharing a same sound.
- Given spoken segments can merge them into a meaningful target word.
- Given a spoken word can produce another word that rhymes with it.
- Independently writes many uppercase and lowercase letters.
- Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling).
- Writes (unconventionally) to express own meaning.
- Builds a repertoire of some conventionally spelled words.
- Shows awareness of distinction between “kid writing” and conventional orthography.
- Writes own name (first and last) and the first names of some friends or classmates.
- Can write most letters and some words when they are dictated.

First-Grade Accomplishments

- Makes a transition from emergent to “real” reading.
- Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade 1.
- Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., sit, zot), using print-sound mappings to sound out unknown words.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.
- Recognizes common, irregularly spelled words by sight (have, said, where, two).
- Has a reading vocabulary of 300 to 500 words, sight words and easily sounded out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.

- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Shows evidence of expanding language repertory, including increasing appropriate use of standard more formal language registers.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on material read.
- Can count the number of syllables in a word.
- Can blend or segment the phonemes of most one-syllable words.
- Spells correctly three- and four-letter short vowel words.
- Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling/phonics-based knowledge to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend).

Second-Grade Accomplishments

- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level. Accurately decodes orthographically regular multi-syllable words and nonsense words (e.g., capital, Kalamazoo).
- Uses knowledge of print-sound mappings to sound out unknown words.
- Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level. Shows evidence of expanding language repertory, including increasing use of more formal language registers.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads non-fiction materials for answers to specific questions or for opinion specific purposes.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Represents the complete sound of a word when spelling independently.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (e.g., decontextualizing sentences, conventions for quoted speech, literary language forms, proper verb forms).

- Makes reasonable judgments about what to include in written products.
- Productively discusses ways to clarify and refine writing of own and others.
- With assistance, adds use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process.
- Given organizational help, writes informative well-structured reports.
- Attends to spelling, mechanics, and presentation for final products.
- Produces a variety of types of compositions (e.g., stories, reports, correspondence).

Third-Grade Accomplishments

- Reads aloud with fluency and comprehension any text that is appropriately designed for grade level.
- Uses letter-sound correspondence knowledge and structural analysis to decode words.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Reads longer fictional selections and chapter books independently.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Can point to or clearly identify specific words or wordings that are causing comprehension difficulties.
- Summarizes major points from fiction and nonfiction texts.
- In interpreting fiction, discusses underlying theme or message.
- Asks how, why, and what-if questions in interpreting nonfiction texts.
- In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea and supporting details.
- Uses information and reasoning to examine bases of hypotheses and opinions.
- Infers word meanings from taught roots, prefixes, and suffixes.
- Correctly spells previously studied words and spelling patterns in own writing.
- Begins to incorporate literacy words and language patterns in own writing (e.g., elaborates descriptions, uses figurative wording).
- With some guidance, uses all aspects of the writing process in producing own compositions and reports.
- Combines information from multiple sources in writing reports.
- With assistance, suggests and implements editing and revision to clarify and refine own writing.
- Presents and discusses own writing with other students and responds helpfully to other students' compositions.
- Independently reviews work for spelling, mechanics, and presentation.
- Produces a variety of written works (e.g., literature responses, reports, “published” books, semantic maps) in variety of formats, including multimedia forms.

