
Session 2:

More Than Catching Up: Accelerating Student Learning through the Summer and Beyond

Extended learning opportunities including summer, after school, and at-home connections are more important than ever during this unprecedented time. When districts provide engaging learning situations beyond the school day, students are afforded time to practice and build knowledge while continuing to strengthen relationships with friends to ensure every student belongs. Join us for a conversation on transformative strategies that close the COVID and summer learning gaps as well as promotes acceleration for ALL students. We will explore resources to re-energize students' learning through resilient, responsive instruction.



Extended Learning



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More Than Catching Up: Accelerating Student Learning through the Summer and Beyond



Dr. Karen Burke

Senior Vice President Education
Scholastic Education
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Welcome!

To successfully navigate this time, education and community leaders must be **hyper-creative, collaborative, and empathetic** in how we tackle issues of **equity** and **utilize summer as a critical bridge to a successful school year**.

In doing so, we must address **unfinished learning, coordinate tailored and engaging learning experiences in school and out of school, online and in-person**. We must maintain **social and emotional connections** that help build resiliency and success for every student.

Aaron Philip Dworkin

National Summer Learning Association
Chief Executive Officer



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Checking In

- How are you feeling about what your students have learned this year?
- What do you want most for your students?
- As we end this school year and move into the summer, what are your top 2-3 priorities for summer learning?



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**Quality Summer Learning
improves both academics and
social and emotional learning!**



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Planning for Summer Success

Summer learning is intrinsically and critically connected to broader **K-12** education improvement efforts.

It is important to include summer in the conversation of building out a **year-long plan** for holistic youth development, well-being, and academic growth.

“**Summer Starts in September,**” because the process of planning, delivering, and improving summer learning programs is continuous.
Just as the summer program ends, planning for the next year should begin.

National Summer Learning Association



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Why is Summer Reading So Important

Students who read in the summer...

- Maintain current grade level skills and push forward to develop skills above the current grade level.
- Grow in knowledge and critical thinking for the coming school year.
- Keep their brains in shape.
- Stay on track for their entire educational career and beyond.
- Build a love of reading through choice



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Accelerate Student Learning through the Summer and Beyond!



“We Must Make Up for Lost Learning”

By **DANIEL WILLINGHAM**

NEW YORK DAILY NEWS | JAN 22, 2021

► Supportive to Educators

“Although this makeup work is vital, we must take steps to ensure it does not destroy already exhausted teachers.”

► Engaging to Students

“Session creates a sense of common experience and common purpose.”

► Targeted for Acceleration

“Assess what each child has mastered and still lacks, and develop individualized learning goals to catch up.”



Daniel T. Willingham is a psychologist at the University of Virginia. Willingham's research focuses on the application of findings from cognitive psychology and neuroscience to K–12 education.



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Attendance Matters

To increase program effectiveness and maximize their return on investment, districts should focus on **ensuring strong student attendance, productive use of instructional time, and high-quality instruction.**

McCombs, Augustine, Pane & Schweig (2020)

Every Summer Counts

A Longitudinal Analysis of Outcomes from the National Summer Learning Project



Jennifer Sloan McCombs, Catherine H. Augustine,
John F. Pane, Jonathan Schweig



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Mitigating Unfinished Learning in School

- **Expanded Learning Time:** Acceleration Academies, Vacation Academies
- **Dedicated Attention:** High Intensity Tutoring
- **Acceleration not Remediation:** Exposure to Grade-Level Content

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>



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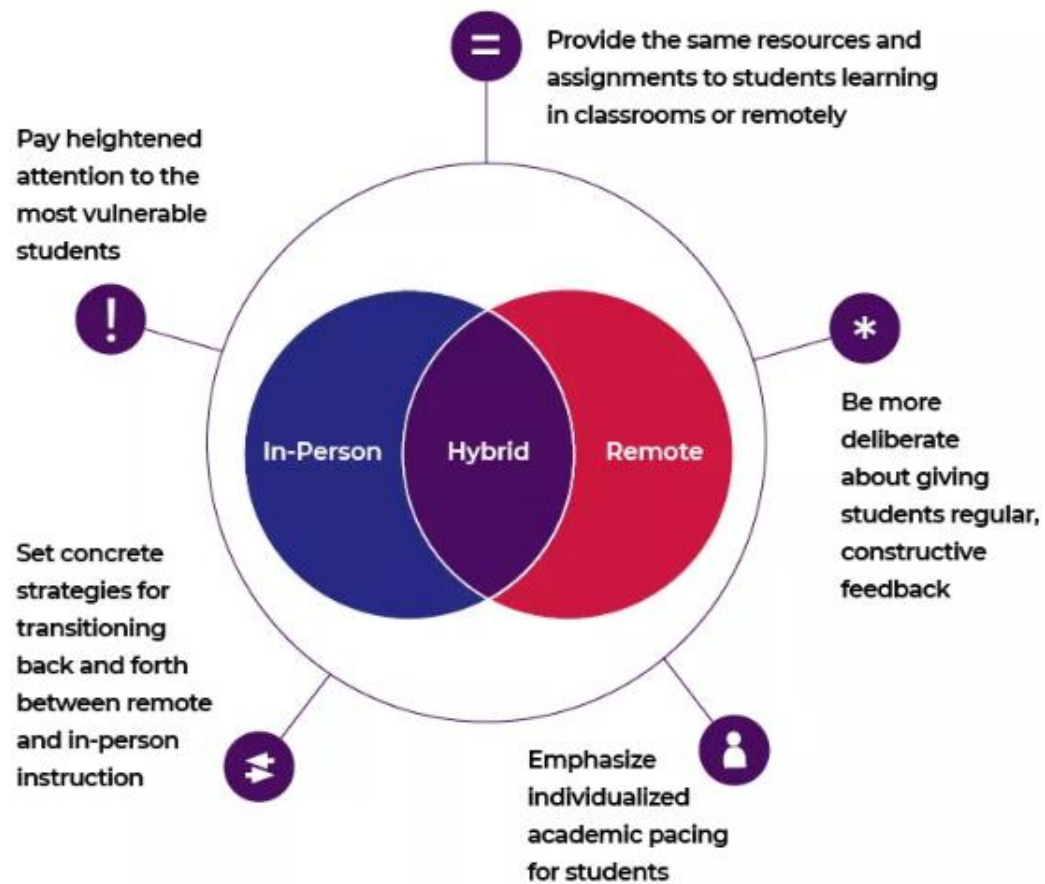


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The Essentials for Hybrid Learning



SOURCE: Education Week reporting



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Summer Learning to... Reconnect and Re-engage Learner

At Home

Hybrid

At Your Site

Digital eBooks
Foundational Skills
Vocabulary
Skill Connections
Tracking System
Assessment



Guided
Independent
Work



Engaging Authentic Text
Family Guides/Connections
Leadership Guides



Social-Emotional
Culturally Relevant

To Accelerate Learning, Advance Equity

What Are Your Plans for This Summer?

- Who will you invite to your summer program?
- How will you ensure social and emotional learning is embedded in your program?
- How long will you offer support in the summer?
- What will be the focus of your summer program?
- Have you established measures of success? Do they include academics and social and emotional learning?
- How will you use the summer program to connect to the fall learning?
- How will you help families connect during the summer?



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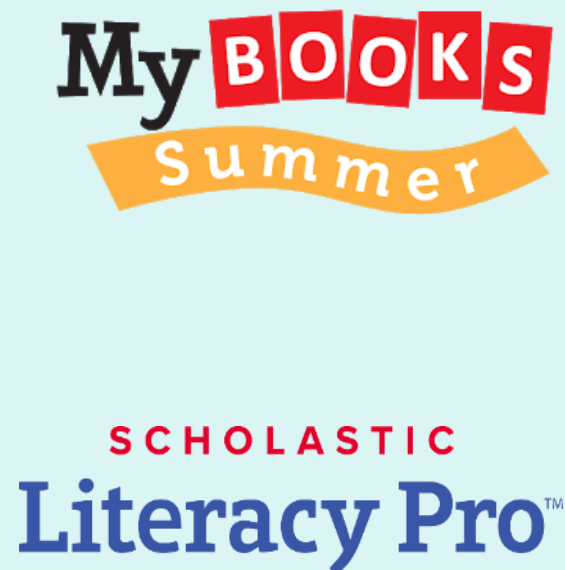
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Tiered Approach for Comprehensive Summer (& Beyond) Solutions

All Students
Home &
Summer School



Additional Support
ELA &/or Math



Targeted Growth
& Acceleration

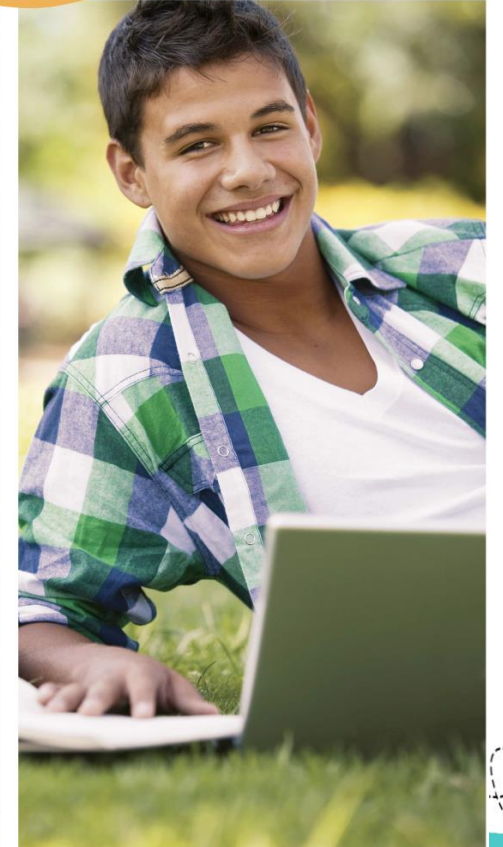


Voluminous Reading Changes Lives!



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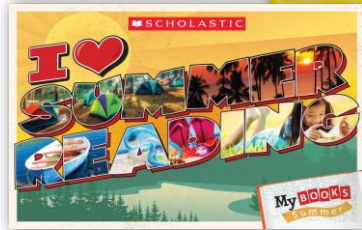


Summer Learning

Building Home Libraries with My Books Summer



Program Guide for educators with implementation tips and family resources



Postcard to share summer reading experiences

Summer Reading Journal to encourage written reflection



Five, Six or Ten engaging Books featuring fiction, informational, and specialty themes

Think Sheets for every title to support and provide family support for comprehension



Summer Express Workbook with 10 weeks of activities targeting math, reading, writing, grammar and vocabulary



Colored pencils to inspire creativity and imagination



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SCHOLASTIC Literacy Pro™

- Insightful and purposeful independent reading with over **2,500 Scholastic ebooks**, anytime, anywhere (350+ in Spanish)
- Engaging Read Alouds
- Authentic Text for Small Group Instruction
- Slower audio speed available to help students with barriers for learning fluency & processing
- Text highlighting provides one-to-one correspondence support for EL, SPED or striving readers

Over 550
books
available
with natural-
voice audio
support!



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Literacy Pro™

Do you want to know (during the school year as well as in the summer):

- ☐ how long your students are reading?
- ☐ know what your students are reading?
- ☐ the Lexile Level of your students?
- ☐ Pre and Post information?
- ☐ what comprehension skills your students know and can transfer to new reading?



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What science tells us about why you should get lost in a great story

Increases
knowledge and
vocabulary by

Lowers stress by

Can lengthen
your life by

Reading is a workout for your . . .

Reading
exercises the
brain, improving
your memory.
(Maybe you'll stop
forgetting your
lunch at home!)



Books help you
see vivid pictures
in your mind.
So you feel like
you're actually at
Hogwarts, riding
a Nimbus 2000.



Research shows that reading about a character's thoughts and feelings can make you kinder.

Boost your mood

Your heartbeat slows.
Your muscles melt. One
minute you're reading
in bed, and the next
you're *zzZZzzzzZZzzz*.



Whether you're starting a book club or bonding over Wimpy Kid with a friend, you'll be part of a reading community.





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LitCamp

Summer Has a Whole New Story

Take the Summer Literacy Leap!

Every student a joyful, skillful, lifelong reader and writer.



Redefining Summer Learning



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Cultivate Resilience, Engagement, and Achievement

LitCamp's research-based framework is built upon the three pillars for learning to read, write, speak, and listen.

Literacy Skills

fluency,
comprehension,
analysis

Social-Emotional Development

strengthening one's
self-concept,
building resilience

Engagement

Stamina,
motivation,
independence



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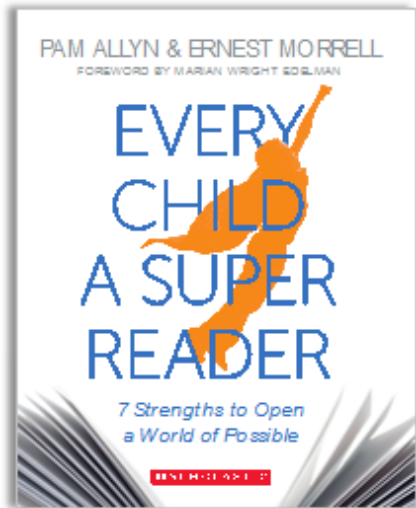
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The 7 Strengths Framework

A powerful social-emotional learning framework for literacy learning



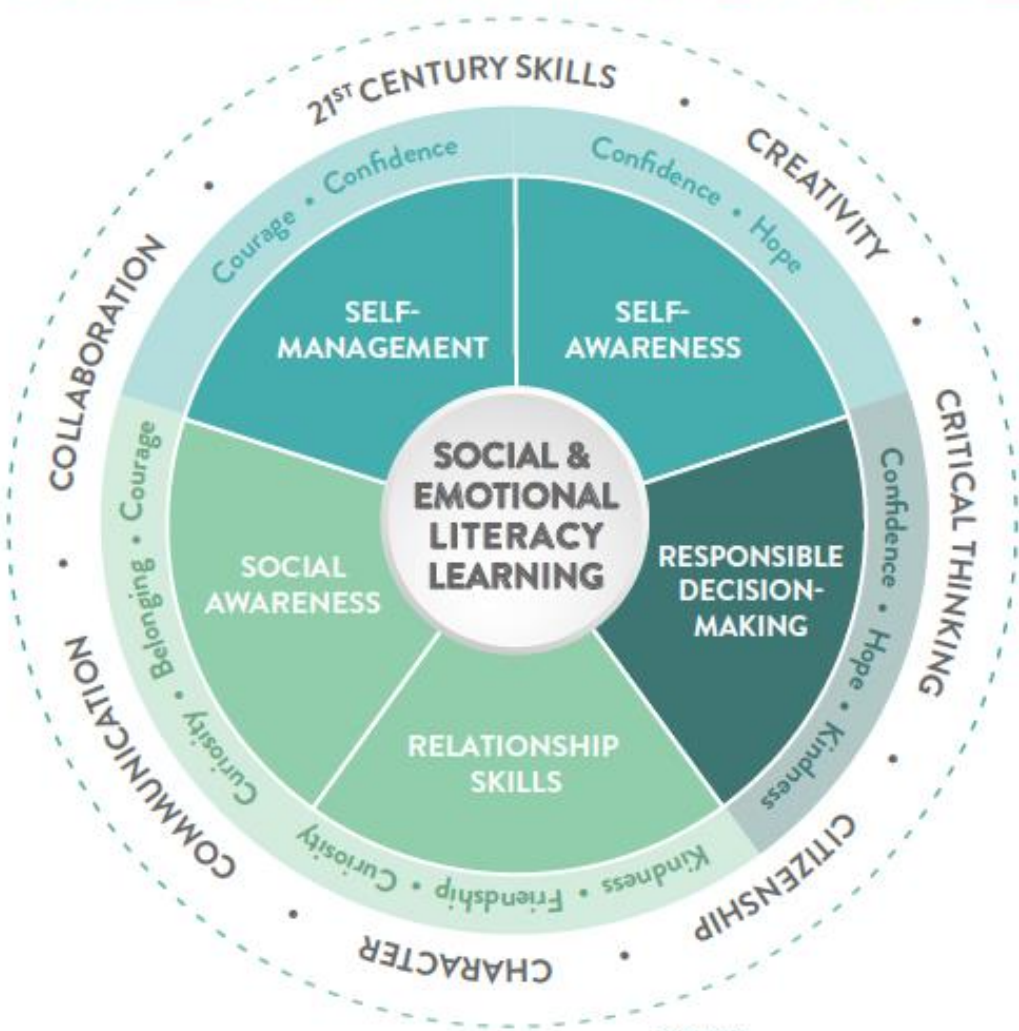
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SOURCES:
✓ Partnership for 21st Century Learning (P21)
✓ Pam Allyn's 7 Strengths
✓ Collaborative for Academic, Social, and Emotional Learning (CASEL)

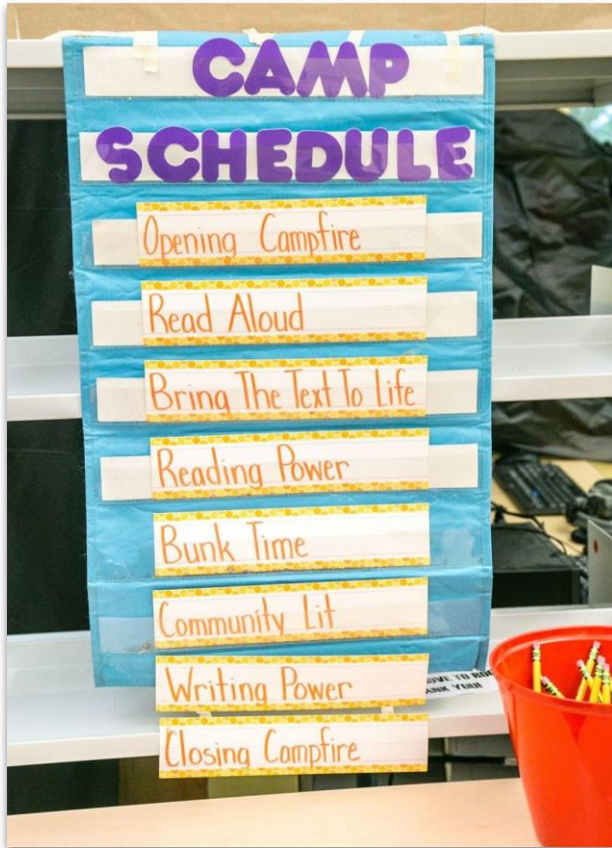
Belonging, for students and adults, is especially important during these challenging times.

Building and maintaining **relationships** helps students understand they are connected to those around them.

The 7 Strengths and **CASEL** are interconnected and should play a critical role in promoting learning both throughout the school year and in any summer program.



LitCamp Lesson Structure



- Opening Campfire
- Instructional Read-Aloud
- Bring the Text to Life
- Reading Power
- Bunk Time
- Community Lit
- Writing Power
- Closing Campfire

Up to
2.5-hour
lessons
per day



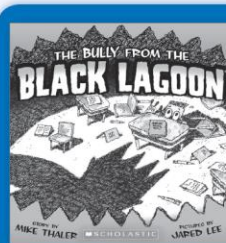
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UNIT GOAL

The Community Building Unit asks campers with each other and routines. Through books and experiences, campers will get another, practice camp routines as a supportive reading comm

OPENING WELCOME

Greet your campers by name and items away and gather together

OPENING SONG
The Hello Song
begin the day with a

COMMUNITY BUILDING
Camp Agreement
LitCamp is for learning
all members of the group
that camp runs smoothly
Record agreements with

- Respect each other and camp materials
- Be kind

Have all campers sign the camp, be very consistent about

TRANSITION SONG
Read Along
Teach the "Read Along

WORDS OF THE DAY

New words will be added daily. Review and add these words

- **pun:** a joke that uses a word
- **bully:** a person who frightens

READ ALOUD: The Bully

INTRODUCE THE BOOK

Over the next few weeks, we'll be building our camp community together. We'll share stories and writing, play games, and have fun. We will start the day by reading a book. Sharing books is one way we'll build our community, especially having conversations with friends about the books we read.

Display the book, noting the title, author, and illustrator. Explain that read-aloud time is an interactive time. Encourage campers to raise their hands or turn and talk to a partner to respond to questions and offer opinions.

DURING READING

As you read, pause for discussion as noted below. The first page of the text is page 3. As I read, pay attention to how the main character, Hubie, feels throughout the story.

- **AFTER PAGE 9:** How is Hubie feeling right now? Why is he feeling this way?
- **AFTER PAGE 22:** What do you think carrot-tea is supposed to mean? Where have you noticed other puns, or wordplay, in the text?

AFTER READING

- Why do you think the author chose this title for his book? Do you think this is a good title for this text? Why or why not?

BRING THE TEXT TO LIFE

Tell campers that LitCamp includes many games and fun activities. After the read aloud each day, they will get to do an activity that brings the text to life in some way. These activities will have them out of their seats, making art, dancing, singing, acting, working with partners, and so much more!

INSTRUCTIONS: Campers will work in pairs to create posters that include strategies to make new students feel welcome. They will then role-play the oral presentation

TRANSITION SONG
In the Mix

Teach campers the "In the Mix" song.

READING POWER: Read

Explain to campers that they will learn something new each day that will help them develop reading power. Pass out camper copies of the Reading With Fluency and Expression graphic organizer.

TEACH: Campers, when we read a text, it is important to read it smoothly and with expression. This makes the text come alive. We need to make choices about how to read words and phrases. These choices are based on

KEY MOMENT	WHAT IS HAPPENING?	WHAT IS CHARAC
Pages 3–19	Hubie is worried after he hears about Butch and all the terrible things Butch is rumored to have done.	Worried, par

TRY: With a partner, reread pages 20–21. Think about what is happening, what the character is feeling, and how you should read those pages aloud based on those feelings. Practice reading aloud to each other.

Have the campers share their ideas and complete the second row of the graphic organizer. If time allows, have one or two volunteers read aloud the chosen pages.

BUNK TIME: Independent

Independent reading allows campers to practice decoding, fluency, and comprehension. It is a time for campers to choose books and build stamina for reading alone.

Every day, you'll have your own special reading time. Independent reading time means you can find a space of your own and read in your own reading bubble. While you read, I'm going to meet with different campers to talk about their books. If I call your name, you can come to me for a reading conference.

Since today is the first day of camp, campers will read independently for as long as they can. Judge this by observing their on-task and off-task behaviors. If the group can only last 10 minutes, then stop the independent session and have them talk with partners about their reading for the remaining time. Increase independent reading time day after day until campers are able to handle the solid 20 minutes. When you stop the first session of independent time, say:

Campers, now you're going to have some time to talk about your book with a partner. You can retell the story, share what you have learned, show certain book

COMMUNITY LIT: Guess the Object 15 MIN

Explain to campers that Community Lit time is another active time for playing games and having fun.

RULES FOR THE GAME: Two volunteers secretly choose an object in the room that is visible to everyone. (Example: chart paper) Together, they prepare five

sentences that describe this object. (Example: The object is white. The object is useful for writing.) After they share their first sentence, the other campers try to guess the object. Volunteers continue to give all five clues, if needed. If there is time, repeat with two new volunteers.

WRITING POWER: Introductions 15 MIN

Explain that there will be daily opportunities to write. Campers will be able to think about and respond to books in writing. Campers should feel free to create and take risks with their writing. As the leader, do not "correct" their writing; use it to spark conversations with your campers.

TEACH: Campers will write informative pieces to introduce themselves. Campers, today you learned that the only way to really get to know someone is to have a conversation with them. Think about how you'd introduce yourself to someone here at camp.

Model by thinking aloud and writing on chart paper. For example, I might write, I'm new to camp, and I'd like to be reading partners. I like to play sports and listen to music. My favorite class in school is English class because I get to read new books!

TRY: Now it is your turn. Consider how you'd like to introduce yourself to your fellow LitCamp campers. Write your introduction.

CLARIFY: Campers, sharing facts about yourself will help your fellow campers get to know you so we all have an opportunity to learn, grow, and have fun together.

EL SUPPORT Invite campers who are learning English to write in their first language if they prefer, and then translate their writing into English. The important thing is to write!

CLOSING CAMPFIRE 15 MIN

WORD GAME: Word Doodle

Have campers take turns drawing an illustration that represents a word from the book on the whiteboard or on

chart paper. For example, a camper can draw an angry-looking face to represent a bully.

Gather campers together and explain that each day will end with some reflection and praise.

REFLECTION QUESTION: Turn knee to knee and discuss this question with your partner. What is something that fellow campers could do to help you feel welcomed and a part of the community?

PRaise AND AFFIRMATION: Offer concrete praise and affirmation for reading steps or new things the campers have tried today and/or ways they have demonstrated one of the 7 Strengths.

SHOOTING STARS DANCE: Together with the rest of the group, throw shooting stars (pretend to throw a basketball into a hoop). The campers get to do a dance with the praise, or they can put it in their pockets.

Support for English Language Learners

A specific tip is provided on each page of the lesson,
to make camp more inclusive and instructive for all

Grades K-2

EL SUPPORT Understanding characters' feelings is important in this story. The illustrator helps make each character's feelings clear. Use the illustrations to discuss feeling words such as *happy*, *sad*, and *angry*.

EL SUPPORT Review that *challenge* and *budget* can be nouns or verbs.

EL SUPPORT Campers might benefit from an explanation of a tsunami. Consider showing diagrams and/or photographs to support understanding.

Grades 3-5

EL SUPPORT Encourage campers to mark with sticky notes places in their books that give details about settings.

EL SUPPORT Colors are significant in this story. Encourage campers to link color words in the text to examples in the illustrations, and to link the English words to terms in their first language.

EL SUPPORT Some of the vocabulary words showcase "shades of meaning": *sinister* and *menacing*, for example. Create a word web of frightening words and explain how these words could keep someone from feeling confident.

Grades 6-8

EL SUPPORT The suffix *-ment*, meaning "state or condition of," added to the word *intern* changes the verb *intern* to a noun: *internment*. Campers may be familiar with the noun *intern*, meaning someone who is learning from others in a business or academic setting. Clarify that, in this context, *internment* means "being confined."

EL SUPPORT Redefine the meanings of the 7 Strengths. Help campers communicate their thoughts by providing the sentence stem *Lanesha shows _____ when she _____*.

EL SUPPORT Encourage campers to look for information contained in illustrations, sidebars, charts, graphs, glossaries, and other text features.



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District Results:

Attendance and Reading Growth

“LitCamp has far exceeded the expectations of educators and administrators across the WCPS district. Not only did LitCamp successfully address the low attendance rates facing WCPS’s previous summer programming efforts, it simultaneously stabilized—and increased—students’ reading levels.”

- Attendance rates rose from below 50% each day in previous years to an average of 80% each day with LitCamp.
- Striving readers’ RIT scores rose by an average of three points by the end of 12 LitCamp sessions.



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Scholastic SCHOLAR ZONE Powered by BellXcel

A FLEXIBLE ELA AND MATH CURRICULUM

GRADES K-8



SCHOLASTIC SCHOLAR ZONE

Powered by BellXcel

Perfect for in-school/on-site summer programs!

FEATURES

- ✓ Five to six weeks of 90-minute daily instruction in ELA and math
- ✓ A variety of engaging whole-group, small-group, and independent learning activities that include cross-content reading and writing

SCHOLASTIC SCHOLAR ZONE

Powered by BellXcel FLEX

Perfect for at-home, hybrid, or small-group summer tutoring programs!

FEATURES

- ✓ A flexible three- to eight-week ELA and math curriculum that can be condensed or stretched to meet the needs of districts and families
- ✓ Scholar take-home bundles with high-interest titles and activities support continuous learning and help build home libraries
- ✓ A Family Guide providing guidance and support for caregivers, including social-emotional activities, physical routines, and daily mindfulness resources



Evidence-based & rooted in research

- Third-party evidence
- BX research and evaluation team to drive continuous improvement
- Consistent results over nearly 30 years
- Meets ESSA evidence standards
- Crucial for 21st Century and Title I funding
- Research partners include:



Reading, Writing, & Math with Teacher Support

Reading and Writing Materials

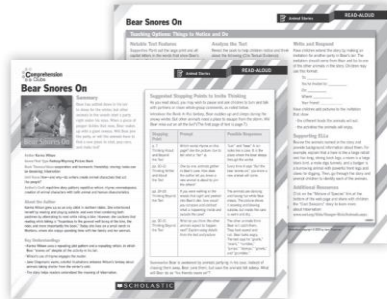
Reading and Writing Teacher's Guides

These materials include all of the instruction needed to implement a 90-minute daily literacy block.



Each grade-specific Teacher's Guide includes:

- Information on how to unpack and organize materials
- Lesson planners/scope and sequences
- Lessons and instruction for
 - ✓ Whole-group read-alouds
 - ✓ Small-group guided reading
 - ✓ Writing support
 - ✓ Independent/small-group work
 - ✓ Unit projects
- Student writing self-checks and rubrics
- Phonics support



Comprehension Clubs Unit: Animal Stories Grade 1 Lesson



Mathematics Materials



Summer Math Teacher's Guide

Each grade-specific Teacher's Guide includes:

- Instruction and pacing guides
- Lessons and instruction for:
 - ✓ Whole group
 - ✓ Small group
 - ✓ Independent work
 - ✓ Optional math center



Summer Math Student Pages (Grade-Specific)



Leveled Math Readers
(Grades K-2)
24 titles per grade

Leveled Math Readers Teacher's Guide
(Grades K-2)



Manipulatives



DynaMath Magazines

(Grades 3-6)

- 6 student edition titles
- 6 teacher edition titles
- Comprehensive digital resources:
 - Videos
 - Skill-building math games



Scholastic Math Magazines

(Grades 7-8)

- 3-4 student edition titles
- 3-4 teacher edition titles
- Comprehensive digital resources:
 - Videos
 - Skill-building math games



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Virtual Field Trips

- 12 Virtual Field Trips per grade band
- Activities guide scholars through digital experiences
- Curated to ensure quality and ease of use

Opportunities to explore the world (and beyond) through virtual field trips.

- Go to space
- Museum of Natural History
- National Parks
- Fine Art Museums
- Farms
- Travel



**Adventure
Awaits!**



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Success by the Numbers

Built by educators for educators, **Scholar Zone Powered by BellXcel** empowers our partners to improve student and educator outcomes in ways that continue into the school year.

TEACHER IMPACT



of teachers say that BellXcel positively influenced their approach to the school year.



of teachers reported that BellXcel improved their professional skills.



of teachers use BellXcel strategies in their school year classroom.

FAMILY IMPACT



of families said BellXcel helped them become more involved in their children's education.

SCHOLAR IMPACT



2-3 months

average reading and math gain

172,000

children have completed BellXcel programs.



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Why Purposeful Technology is Vital

1. To meet the needs of each student by differentiating instruction.
2. To ensure students maintain the skills they have learned.
3. To remove the heavy-lift from educators by providing students with personalized, purposeful instruction.
4. To utilize data to inform instruction for targeted small group instruction.
5. To ensure learning continuity for students who opt for remote learning and to safeguard ongoing instruction regardless of changes in schedules due to the pandemic.



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SCHOLASTIC DIGITAL SOLUTIONS

Personalized
Learning
to Inform
Instruction



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RISE: Acceleration & Intervention

INTERVENTION AND BEYOND!

Scholastic RISE and RISE Up provide **powerful**, targeted, small-group instruction for decoding, comprehension, word study and phonics, and guided writing.

After **six to eight weeks** in RISE intervention, nearly all students gain the confidence, proficiency, and skills they need to excel as readers and meet grade-level benchmarks.

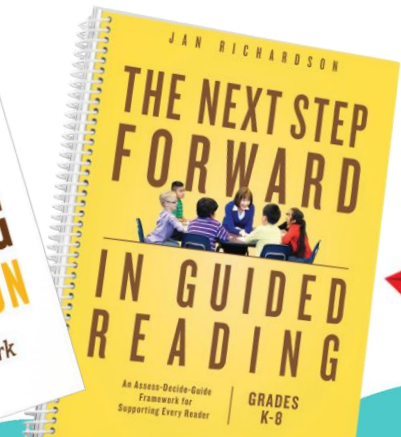
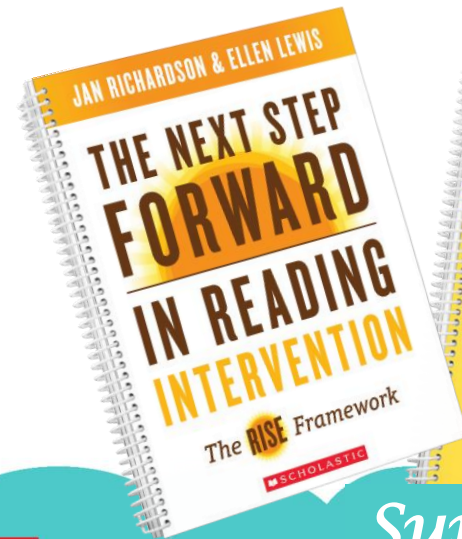
Accelerate your students' RISE to reading success!



Jan Richardson, Ph.D.



Ellen Lewis, M.Ed.



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RISE



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RISE

READING INSPIRES STUDENTS TO EXCEL



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RISE

READING INSPIRES STUDENTS TO EXCEL

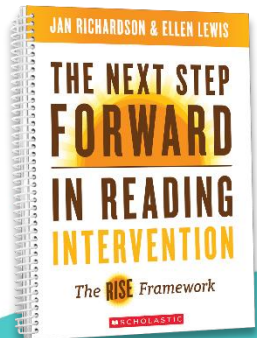
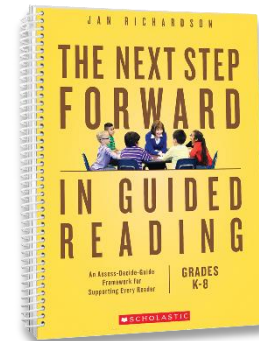
Reading

Phonics &
Word
Study



Guided
Writing

Comprehension



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RISE

Levels C–N
Leveled books
Focus:

Decoding and fluency
Retelling
Sight words
Phonics and spelling
Phonemic awareness
Writing



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RISE UP

Levels O–Z
Short texts
Focus:

Literal comprehension
Deeper comprehension
Vocabulary
Word Study
Writing



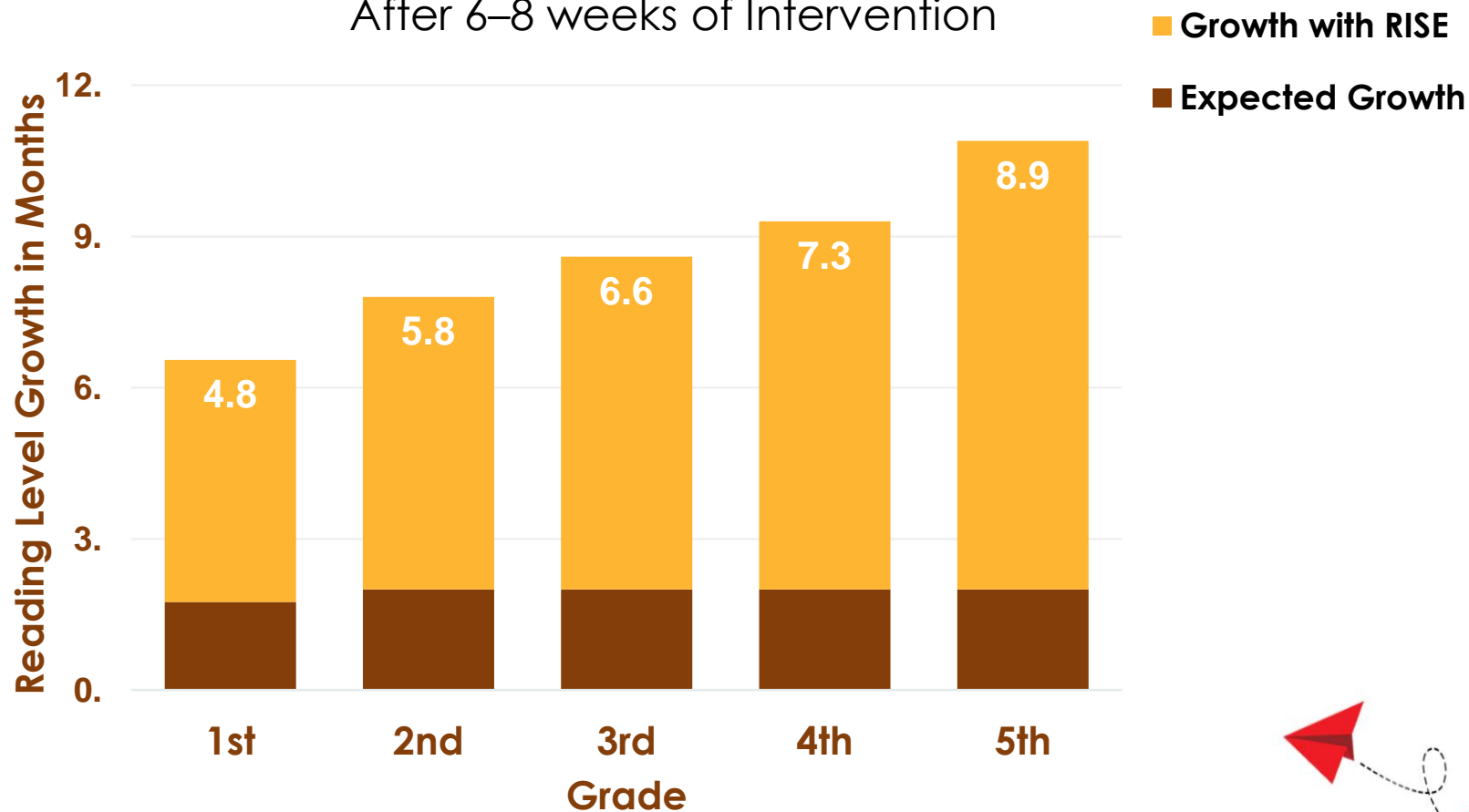
ner Learning

RISE

Growth for RISE
Compared
to Expected
Growth

RISE: Powerful Acceleration

After 6–8 weeks of Intervention



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Give striving readers a winning edge!

GRADES
K-6



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Support for Students

Engaging texts students will want to read and reread



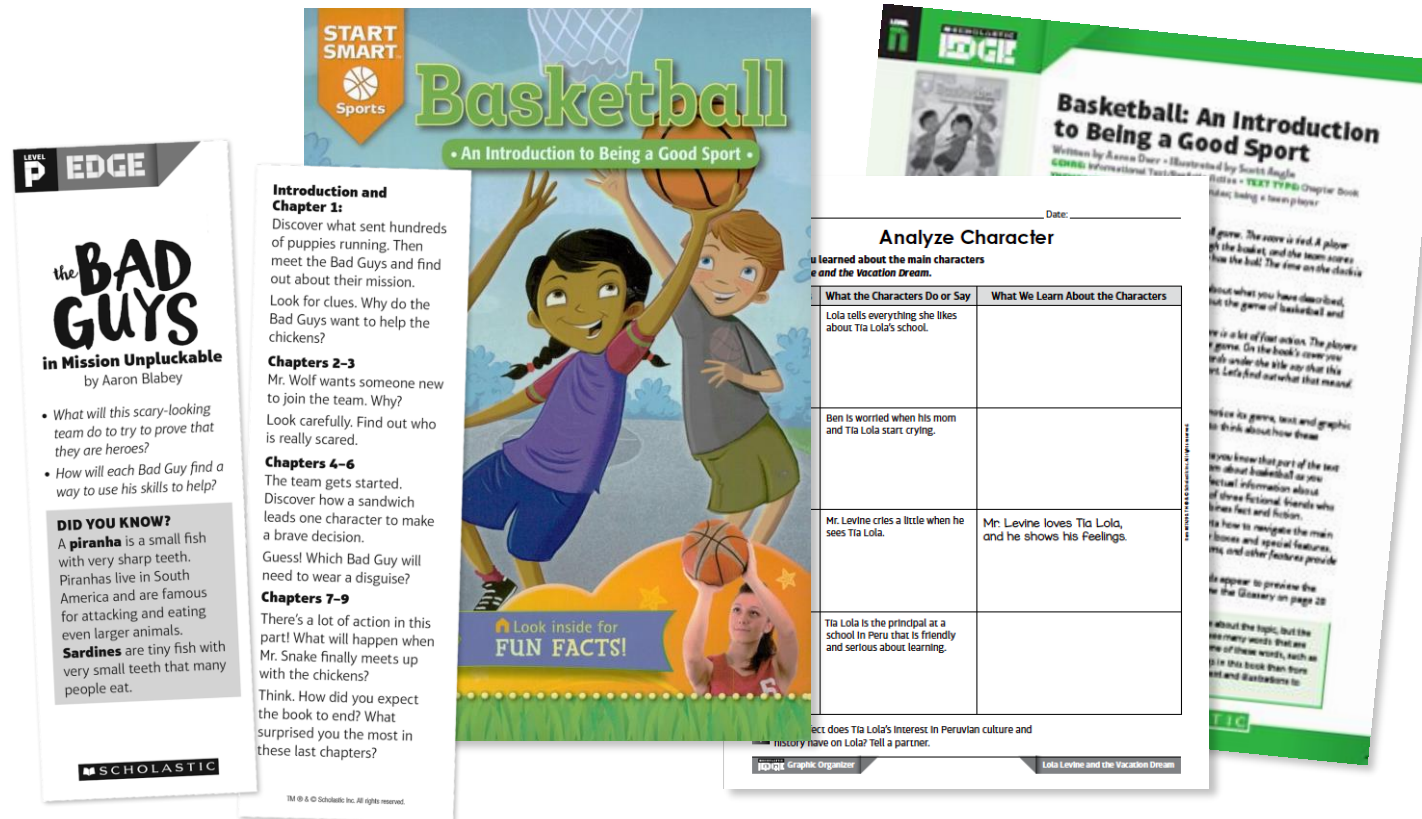
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Support for Teachers

Robust Teaching Cards and lesson support materials to support meaningful and engaging instruction before, during, & after small group






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Summer Learning

Tiered Approach for Comprehensive Summer (& Beyond) Solutions

All Students Home & Summer School	Additional Support ELA &/or Math	Targeted Growth & Acceleration
 	     	  

Schools As Community Builders

- Schools could use summer as an opportunity to reaffirm themselves as community builders
- Provide a Summer Family Academy-3-5 Sessions
- Academy would offer information about learning-how to reinforce learning concepts at home
- Schools would connect or reconnect with families in small groups to listen to what families need to help their children engage more fully in learning now and at the beginning of the new school year.



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Children Need to Embrace Their Uniqueness



"Parents need to fill a child's bucket of self-esteem so high that the rest of the world can't poke enough holes to drain it dry."

Alvin Price



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Engaging Educators in Professional Learning



Program Training



Coaching
Support



Program Agnostic PL



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The RAND Corporation synthesized evidence from research about summer learning loss and the effectiveness of programs, the following four areas of quality to be integral to preventing summer learning loss:

- ☐ • **High-quality instruction** (hiring effective and motivated teachers and providing professional development).
- ☐ • **Aligned school-year and summer curricula.**
- ☐ • **Engaging and rigorous programming.**
- ☐ • **Maximized participation and attendance.**

Studies show several additional program components that are related to improved achievement for summer program attendees:

- ☐ • **Small-group or individualized instruction.**
- ☐ • **Early intervention during the primary grades.**
- ☐ • **Parent involvement and participation.**
- ☐ • Careful scrutiny for treatment fidelity, including monitoring to ensure that **instruction is being delivered as prescribed.**

(McCombs, et Al., 2011)



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Reflection

Today we began our session by thinking about 2-3 priorities for summer learning.

What are your thoughts for next steps ...taking action moves academics and social emotional learning to reality for our students.



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Optimism is the faith that leads to **achievement**.
Nothing can be accomplished without **hope** and
confidence.

Helen Keller



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Thank you for joining us today!

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