

2011 Summer Reading Camps

Welcome to 2010 Summer Reading Camps, a site to discover how third grade students with reading difficulties can improve and achieve! Summer Reading Camps offer students who scored at Level 1 on the Florida Comprehensive Assessment Test (FCAT) opportunities to advance and improve their reading skills. During the Summer Reading Camp experience, high quality reading instruction is provided in order for students to achieve the goal of reading on grade level.

The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT.

Survey 1

The Summer Reading Camp database will be available for district contacts to input district plans **March 1, 2011** and will remain open until **March 31, 2011**.

The district contact for summer reading camps must create a reading camp schedule that facilitates intensive reading intervention. The suggested model incorporates adequate time, research based reading programs, effective supplementary materials, and progress monitoring to provide instruction according to student needs. The appropriate course code for students served in a summer reading camp is **5010050**.

Suggested Instructional Time

- Number of weeks:
6 to 8
- Days per week:
4
- Overall time per day:
6 hours
- Instructional time per day:
5½ hours

Time for Instruction and Student Practice

- Total time for reading instruction/intervention:
A minimum of $\frac{3}{4}$ of total instructional day with a minimum of two hours
- Total time for reading enrichment: independent reading, teacher read-aloud, mentoring, technology:
A maximum of $\frac{1}{4}$ of instructional day
- Formal Assessment:
No more than 30 minutes per day

Essential Components for a Successful Summer Reading Camp

- **Teachers**

The district and school designees are encouraged to choose qualified teachers and reading coaches who are effective in teaching reading skills to students that have reading difficulties and utilize expert knowledge to tailor instruction to student needs. Teachers that have successful teaching experience and have reading certification or endorsement are the preferred instructors to be selected for summer reading camps. Teachers can use the summer reading camp teaching experience as part of their practicum for the reading endorsement.

For the benefit of both students and teachers, it is recommended that the teacher to student ratio not exceed 1:12.

- **Reading Programs/Materials**

Provide reading instruction utilizing a research based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs. A core reading program, comprehensive intervention reading program and/or supplemental reading programs may be implemented for explicit and systematic delivery of reading instruction during the camp.

- **Print Rich Environment**

Provide media center access to students and leveled libraries in the classroom to enhance and support reading instruction during Summer Reading Camp. Media centers do not need to be open if the classroom library provides diverse texts.

- **Assessment**

Existing progress monitoring and diagnostic assessment data should be used to provide insight on the student's needs for instruction during summer camp. Regularly monitoring student progress during summer camp ensuring that instruction is being delivered according to student needs is essential. Informal progress monitoring is adequate to monitor student progress.

Portfolio benchmark assessments (if applicable) can occur every day. If you choose to do administer them daily, remember that the assessment should occur no more than thirty minutes of any camp day.

Currently, Rule 6A-1.094221, FAC,(1)(a) authorizes the use of the following nationally norm-referenced tests in the determination of a good cause exemption for promotion to fourth grade:

1. **Stanford Achievement Test, Ninth Edition (SAT 9)**
2. **Stanford Achievement Test, Tenth Edition (SAT 10)**

The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the *Technical Assistance Paper SBE 6A-1.094221: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion* which was provided to districts on January 20, 2009. At this time, two other standardized alternative assessments have been approved by the Department as a result of a district review request, and would therefore also be approved for district use:

1. **Iowa Tests of Basic Skills (ITBS) Complete Battery, Form A or C, Level 9, Reading Comprehension**
2. **Iowa Tests of Basic Skills (ITBS) Core Battery, Form A or C, Level 9, Reading Comprehension**
3. **Terranova, Third Edition Complete Battery, Level 13, Reading**

- **Mentors**

The use of mentors in summer reading camps is instrumental in the reinforcement of reading skills and enhances a student's self-esteem. Teachers or reading coaches should plan for the mentors; therefore essential materials for mentor visits need to be prepared prior to the meeting day.

1. Students must not be removed from the classroom during reading instruction. Mentors can provide one on one mentoring for a student in the classroom.
2. The principal or reading coach needs to have a schedule of mentor visits and provide that schedule to teachers.
3. The school needs to provide reading materials/activities for all students assigned a mentor. These activities should be placed in bins in the teachers' classrooms for easy access.

Please remember to gather all relevant information prior to initial database input, since the plan can not be submitted in multiple sessions. Also, the required fields in the database must be completed for the district plan to successfully upload into the summer reading camp database. If you have additional questions or concerns, please feel free to contact Cari Miller at (850) 245-0503 or via email at Cari.Miller@fldoe.org.

District Data Collection Form

Submit Camp Plan (March 1 –March 31, 2011)