

2012 Reviewer’s Checklist for Districts’ Third Grade Summer Reading Camp Plans

Please use the checklist to rate the plan’s compliance with the numbered criteria according to this scale: **0**-does not meet criterion, **1**-partially meets criterion, **2**-meets criterion, **3**-exceeds criterion. Enter comments only if needed to clarify rating.

Criteria for District Plans

I. Student Enrollment

The Third Grade Summer Reading Camp enrollment plan includes procedures for:	0	1	2	3	District Review Comments	DOE Review Comments
1. Enrolling third grade students scoring Level 1 on the 2012 FCAT						
2. Giving any eligible third graders from the district’s charter schools the opportunity to attend the Third Grade Summer Reading Camp						

II. Teachers

The district plan includes selection of highly qualified teachers who have:	0	1	2	3	District Review Comments	DOE Review Comments
1. Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Preference should be given to highly qualified K-5 teachers who are Reading Certified or Endorsed.						
2. Expertise in tailoring instruction to meet individual students’ needs as well as in accelerating their learning						
3. Evidence of reading certification or endorsement or evidence that each teacher providing reading instruction is “highly effective”						

III. Suggested instructional times

The district must create a reading camp schedule that facilitates intensive reading intervention.	0	1	2	3	District Review Comments	DOE Review Comments
1. 6-8 weeks duration						
2. 4 days per week						
3. 4-6 hours per day						
4. Daily reading/intervention consists of at least one small group per day ranging from 30-45 minutes (goal is 2 small groups per day) plus at least one 30 minute technology session.						
5. Formal assessment is aligned to the requirements of the student portfolio assessment with the results used to inform instruction						

IV. Reading Program/Materials						
The design of the local reading program and the plan for reading instruction/intervention includes:	0	1	2	3	District Review Comments	DOE Review Comments
1. A research-based sequence of reading instruction, including instructional routines that have been proven to be effective						
2. One or more of the following types of research-based curricula designed to support and accelerate student development in the components of learning to reading: oral language, including vocabulary; phonological awareness and phonics, and text reading that supports accuracy, fluency, and comprehension <ul style="list-style-type: none"> ◦ Comprehensive intervention program ◦ Targeted intervention program ◦ Supplemental reading program including technology 						
3. The teacher-to student ratio does not exceed 1:12 in each summer camp classroom						
4. As needed phonemic awareness—Teachers use explicit instructional techniques and systematic practice to help students acquire skill in identifying the sounds (phonemes) in spoken words texts, instructional materials, and lessons that align with the specific learning needs of enrolled students						
5. Phonics—Students are taught letter-sound connections, sound-spelling patterns, simple morphological units, and work extensively with blending and decoding strategies with words in isolations and in connected text.						
6. Word analysis—Students are taught more complex letter and syllable patterns, more complex morphological units, and work extensively with decoding strategies for multi-syllable words in isolation and in connected text.						
7. Writing tasks that are embedded in vocabulary and comprehension instruction to provide opportunities for students to extract and use information from text as evidence in their writing						
8. As needed, learning to recognize a small set of high frequency, irregularly patterned words “by sight”— Teachers provide repeated exposures to words that occur frequently in beginning texts so that students learn to read them at a single glance. This increases reading ease and fluency because these words do not have to be “sounded out.”						
9. Oral language comprehension—Teachers read stories and other kinds of text, and discuss their meaning with students to enhance the students’ ability to understand both narrative and expository text. At the same time, these activities can help deepen students’ interest in reading and their sense of reading as a meaningful activity. Writing in response to reading and sharing and discussing student writing is also an important instructional technique for reading comprehension; this can be done through the language experience approach.						
10. Regularly scheduled small group differentiated instruction that is both explicit and systematic						
11. A print-rich classroom environment and media center access to students and/or leveled classroom libraries that meet the diverse reading levels of students. Students are engaged in wide reading and required to complete book logs.						

Reviewer Name _____ Date _____

V. Assessment						
The plan for assessing students includes:	0	1	2	3	District Review Comments	DOE Review Comments
1. Use of assessment results that identify the overall learning needs of each student in order to distinguish whether their instructional priority is decoding (phonemic awareness, phonics, fluency) or text meaning (comprehension, vocabulary)						
2. Use of existing progress monitoring and diagnostic data to initially place and plan student instruction						
3. Regular monitoring (may be informal) of students' progress and subsequent adjustment of instruction as needed						
4. Department - approved standardized tests for promotion to 4 th grade						
5. If portfolio benchmark assessments are included as part of the instructional day, they should occur after small group instruction and supplemental technology support in reading.						
VI. Mentors/Paraprofessionals						
The use of mentors/paraprofessionals is instrumental in reinforcing students' reading skills and includes:	0	1	2	3	District Review Comments	DOE Review Comments
1. A plan for mentors to provide one-on-one mentoring in reading that aligns and enhances summer camp reading instruction/intervention <i>in</i> the classroom						
2. A mentoring schedule for each mentor that does not interfere with the student's most crucial time for reading instruction/intervention with his or her teacher						
3. A procedure to ensure that mentoring reading materials/activities are easily accessible in the classroom and ready prior to the mentoring session						