

Summer Acceleration In Literacy:

A Collaborative Reading Camp Experience



BY ERINN BENTLEY,
KIM CASON, AND
KIMBERLY M. EVANS

Abstract

As students progress through middle and secondary grades, they continually encounter increasingly rigorous texts. These students must possess the comprehension and critical thinking skills needed to respond to such texts. Additionally, students need teachers who possess the pedagogical knowledge to teach reading comprehension across content areas. For those students who are struggling readers, the summer months – in particular – can be detrimental if appropriate reading resources and instruction are not provided. This article describes one school's initiative to provide middle school students with additional summer reading support and provide reading pedagogical training to pre-service content teachers. By collaborating with a local teacher preparation program, in-service teachers in the focus middle school developed an interdisciplinary reading camp. This article describes the camp's structure and its impact on students, in-service teachers, and pre-service teachers.

Imagine this scenario: It is a sunny Tuesday morning in June. According to the calendar, it is summer vacation. In one middle school, however, the sound of students' chatter and laughter fills two brightly decorated classrooms. Students sit in small groups, fingering through the pages of a novel as they exchange ideas with their peers. Next, they will compose and illustrate poems, which will be posted next to other student-made work on the walls. Working alongside the students are several pre-service teachers who are trying out instructional strategies with these energetic adolescent learners. These students have been carefully selected for this unique, two-week summer learning experience. They are not gifted or advanced.

In fact, these students possess some of the lowest Lexile levels in their grade. They are part of a pilot program developed for a Title 1 middle school called the Summer Acceleration in Literacy (SAIL) camp.

The idea for the SAIL camp came from the local needs and collaborative efforts of three educators. First, Kim Cason (a literacy coach in the focus middle school and SAIL camp administrator) noticed a large number of students were below grade level readers. With summer vacation quickly approaching, she wanted to ensure these struggling readers were provided with instructional support during those months. Next, Erinn Bentley (a teacher education instructor at the local university) was asked to develop a summer literacy methods course for pre-service teachers. In this course, she wanted pre-service teachers to not only learn pedagogical strategies, but also observe and assist teachers implementing these strategies. In order to create such a summer learning environment, a creative classroom teacher was needed. Enter Author Kim Evans (a 7th grade language arts teacher in the focus middle school) who facilitated learning tasks to engage these struggling readers and model best practices to the pre-service teachers. In this article, we - all three educators - will describe our process for developing the camp as well as how the camp impacted students, in-service teachers, and pre-service teachers.

Setting SAIL: Our Story

Our story begins the winter before the SAIL camp was launched. In preparation for the first testing wave of the Common Core requirements in literacy, we knew that it would take an "all hands on deck" approach to adequately prepare our students for the rigor of

the new Georgia Milestones Assessment. Despite teachers' best efforts to encourage students in our focus middle school to read and use comprehension strategies, data revealed that students' Lexile levels continued to flat-line, and, in some cases, plummet. As we examined our reading Criterion Referenced Competency Test (CRCT) data, the downward trend was startlingly evident. Teachers had attempted to motivate students to read more complex texts to meet the rigor and demands of the upcoming Milestones Assessment. Yet, this approach was not successful as many of our students were not reading at or close to the recommended Lexile grade level bands. Figure 1 below shows the Common Core Grade Band Lexile levels. According to the figure, students in grades 6-8 should be reading at a Lexile level of 925-1185. As Figure 2 notes below, a significant percentage of our students did not meet this grade band requirement. Many of the students entering our school as sixth graders were well below grade level in basic reading skills, and our teachers noted that most students lacked intrinsic motivation.

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-730L	420L-820L
4-5	640L-850L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1120L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Figure 1. Common Core State Standard Lexiles

Grade 6 2015	Grade 7 2015	Grade 8 2015
61% of students did not meet the recommended reading Lexile score range of 860-1010	38% of students did not meet the recommended reading Lexile score range of 860-1010	26% of students did not meet the recommended reading Lexile score range of 860-1010

Note: For our data in this article, the CRCT was used due to the fact that we were in preparation for taking the new Georgia Milestones Assessment.

Figure 2. Percentage of students not reading on grade level at focus middle school

As educators, we knew that our middle school students possessed unique learning challenges. For many of our sixth grade students, receiving instruction in multiple subjects in a single day was a new experience. Additionally, being confronted with multiple (and rigorous) content-specific texts was

challenging for low-performing readers. Our students were not alone; the authors of *Adolescent Literacy* describe this learning challenge as,

The move from elementary to secondary school entails many changes including fundamental ones in the nature of literacy requirements. For adolescents, school-based literacy shifts as students engage with disciplinary content and a wide variety of difficult texts and writing tasks (Gere, Aull, Dickinson, Orzulak, & Thomas, 2007, p. 3).

Another challenge our students faced entailed the type of reading tasks they were required to perform. With the emergence of the Common Core State Standards, an increased emphasis has been placed on students engaging in "close readings" of texts (Brown & Kappes, 2012; Snow & O'Connor, 2013). The International Literacy Association (ILA) recognizes the term "close reading" as, "...an approach to teaching comprehension that insists students extract meaning from text by examining carefully how language is used in the passage itself" (Snow & O'Connor, 2013, p. 2). When students engage in a close reading, they move beyond simply summarizing a text's main ideas. Instead, students make critical judgments or inferences regarding the text's meaning, and they support their textual analyses by referring to passages from the text itself rather than outside sources. The close reading approach proved to be challenging for our struggling readers. Such readers can often decode words and skim to summarize a text's main idea, but they may have difficulty engaging in the time-consuming process of reading (and re-reading) a rigorous text to construct meaning and justify that meaning (Biancarosa & Snow, 2006; Lattimer, 2014; Snow & O'Connor, 2013).

Reading data (CRCT) results from our focus school clearly indicated an urgent need for supporting our struggling readers. The task of finding a solution was daunting, yet critical if we were going to develop college and career ready students. Additionally, the end of the school year was quickly approaching. We were running out of time to provide our students with targeted instruction and support. One issue all English teachers this time of year face is a class filled with students who have shown slight improvements in reading, but are now going into summer vacation where they will most likely encounter the "summer slide". Not only do these low-performing students lose access to books and other educational services, well-balanced meals and ample parental supervision are also inaccessible to them. Although a middle- to high-income child will make reading gains during the summer months, a low-income child will lose two to three months of reading achievement because of the unavailability of resources (Cooper, Nye, Charlton,

Lindsay, & Greathouse, 1996; Downey, von Hippel, & Broh, 2004). We wanted to provide our struggling readers with resources, opportunities, and motivation for learning during the summer. We began with a list of brainstorming questions in order to help us develop a plan:

■ *How can we effectively engage our low-achieving students in a summer literacy program?*

■ *How can we motivate them to continue to become stronger readers and writers?*

■ *What skills do we need to truly focus on in order to boost literacy skills that will carry our students beyond the Georgia Milestones and into high school and college classrooms?*

■ *How can we use our community resources to support us?*

With these questions as a framework, we could have structured our summer program in several ways. In fact, other educators and scholars have addressed summer reading loss using a variety of approaches. For example, two elementary schools found that providing low-income and low-achieving students with free texts to read voluntarily over the summer resulted in marginally increased test scores (Kim & White, 2008). As part of this initiative, researchers also studied the effects of providing students with free reading materials and scaffolded oral and reading comprehension instruction; researchers found that those students performed at higher levels than students who did not receive instruction (Kim & White, 2008). Other districts have tried to improve students' reading achievement by bringing books (and instruction) directly to students' homes through weekly visits by a teacher and bookmobile during the summer months (Melosh, 2013). Another district provided students with free books and "motivational tools" throughout the summer months, such as teacher phone calls, post cards, social events centered around reading, and prizes for reaching reading goals (Bigelman, 2013). Researchers have agreed that in addition to supplying students with reading materials, "...all children also need consistent access to rich and explicit demonstration of the thinking that proficient readers do before, during, and after reading. They need access to expert instruction, in other words" (Allington and McGill-Frazen, 2013, p. 14). Based on the work of previous educators and scholars, it appeared that for us to reach our low-income, low-achieving readers over the summer, we needed to provide them with both books and instructional support.

Our solution emerged as the development of the SAIL camp. A two-week voluntary camp held at the beginning of students' summer vacation, SAIL was designed to motivate our students to read independently and "jump start" their learning with targeted instruction.

The overarching goals of the camp were as follows:

1. Create a supportive, intellectually stimulating and motivating small group environment that inspires students to want to learn and read.

2. Create an "alternative" experience in reading and writing where students can fall back in love with reading while successfully mastering the CCGSE literacy standards and developing strategies for success.

3. Partner with our local college in order to provide pre-service teachers with an opportunity to work closely with struggling readers and help them learn and develop literacy strategies for use in their future classrooms.

4. Create an environment that fosters inquiry-based learning and motivates students to take ownership of their learning beyond the camp experience.

We came to the conclusion that with SAIL being optional for students, the reading camp would not be like the typical classroom; we wanted as many qualifying students there, and we wanted them to continue coming back every day for the entire two weeks of camp. Therefore, we structured the camp around numerous engaging activities that tied in various informational supplement texts aligned with the extended text students would read.

SAIL Camp: A Description

The camp took place in our focus middle school. Of the roughly 450 students attending that school, all rising 7th and 8th grade students whose Lexile scores were below grade level were invited to attend the camp. In spring semester, letters were sent home to these students and their parents, notifying them of the opportunity to participate in the free camp. Thirty students committed to attending the camp, consisting of a two-week program from 8:00 a.m. until 1:00 p.m. on Monday through Thursday. Students were fed breakfast and lunch provided by Title I services. The literacy-based curriculum for the camp centered on Alan Gratz's novel, *Prisoner B-3087* (2013), which recounts one boy's experiences surviving ten concentration camps during World War II. Since the majority of our struggling reader population were males and had Lexile levels between 500 – 800, we felt the novel was the perfect page-turner for engaging our readers into a "want to read" environment. Once again, we did not want this camp to become merely another summer school experience of endless packet-paced activities or computer-assisted independent instruction. We wanted our students to truly experience the novel while we brought it to life through hands-on activities and interactive discussions.

For example, the camp's opening activity engaged students in describing or drawing objects they might pack inside a "suitcase" they would take to an

unknown place. The purpose of this activity was to help students connect with the novel's main character prior to reading the text. That is, students were able to "feel" what it may be like to choose favorite objects under the pressure of a time limit and "feel" uncertainty about the unknown destination for their imagined "trip". Next, students were further encouraged to empathize with Holocaust victims by reading diaries composed by children in Nazi concentration camps by completing the "butterfly project" (see Appendix A). With the project, each student received a poem written by one of the children in the Terezin Concentration Camp and created a handmade, colorful butterfly in honor of the victim. These butterflies were posted outside of the room in remembrance of all Holocaust children. Another hands-on activity included the instructors leading students in a Bar Mitzvah ceremony, similar to the one experienced by the main character in the text.

As students learned more about the character's concentration camp experience, several other activities were implemented. With the availability of three instructors who specialized in English Language Arts, math, and social studies, we developed cross-disciplinary lessons. For instance, our math instructor led a graphing activity of the Star of David, which required the students to use their knowledge of the Jewish symbol and x-y coordinates to construct a star on graphing paper (see Appendix B). As we began reading about the meal rationing with Holocaust victims, the math instructor also led an activity where chicken broth, bread, and cheese were allocated to the students just as such rations were given to characters in the novel. During this activity, students used their weight and height to calculate how many calories they needed to survive while living in the concentration camps (see Appendix C). They then determined, based on their daily calorie needs, if the rations provided would sustain them.

In planning our lessons, we used elements found in "traditional" guided reading practices: introducing the text by predicting themes based on the cover, forming small groups to examine sections of the novel, listening to each other read while questioning and drawing inferences, and engaging students in conversation about the novel's rising and falling actions. A Prisoner B-3087 slide show was created with our visual learners in mind; it served as a guide, prompting questions for each chapter and activity, and focusing on vocabulary by allowing the students to come up and match the picture with the correct word. Soon, vocabulary words such as genocide, gallows, and resettlements became commonly used words in our discussions. The purpose of this approach was to assist students in developing strategies for when they read independently. We wanted to display for them

appropriate ways to question and think critically about what they read before they began their independent summer reading.

Finally, since our middle school was a member of the Partner School Network with our local university, we felt it would be beneficial to collaborate with their teacher preparation program and include as many pre-service teachers as possible as assistants in this camp experience. During the summer semester, a literacy methods class was being offered to secondary education majors at the university. These pre-service teachers included majors in English, biology, chemistry, physics, earth science, and math education. In the literacy methods class, pre-service teachers learned strategies for teaching reading and writing. These pre-service teachers, then, were required to participate at least one day in the SAIL camp by assisting the camp instructors in leading small group or whole-class activities. The camp provided these pre-service teachers with valuable hands-on experiences working with struggling readers.

Camp Results: Reaching Our Destination

The SAIL program's biggest successes resulted from the time we took to plan engaging, inquiry-based projects for our students. For the students involved, such lessons truly helped them connect to this text in ways we had not seen previously in classroom settings. For the teachers involved, the camp provided opportunities to collaborate and plan, to build an interdisciplinary unit, and to team-teach. Rarely do teachers get to experience these three key components of quality instruction in one setting. Finally, for the pre-service teachers, the camp provided an opportunity for them to apply pedagogical strategies learned in the methods course. In order to best capture the ways this camp positively impacted participants, we will describe three perspectives in this section. First, Author C will describe her perspective as a middle school ELA teacher; next, Author B will provide her perspective as the camp administrator. Finally, Author A will describe how the camp experience impacted pre-service teachers in her literacy class.

Kim Evans: Middle School Instructor's Perspective

As an instructor at the SAIL camp, I feel that we exceeded our initial goals. Our room of low-performing students shined during this time together. What the students experienced in the camp differed greatly from the traditional classroom, but what I learned as a teacher is that this same experience can exist during the school year with careful planning. During the school year, the learning environment is different in that we only have 55 minutes of instruction time, which means that one lesson can expand over the course of three days. With the camp being available

during the summer time, students had three hours per day to learn new material. Camp lessons were not interrupted by the “bell schedule;” instead, all content-area instruction was integrated into a single classroom. Students verbally stated how much they appreciated this additional time and not having to stop in the middle of a task. It is difficult to hold a child’s attention for several hours, but not impossible if lessons are planned carefully. With the camp, we did not focus on specific ELA or math content as discrete pieces of knowledge. Instead, we looked for ways to help students make connections across the content areas by activating their prior knowledge, using interactive activities to sustain their engagement, and perfecting their critical thinking skills. There were times when students did not seem to realize they were learning because they were so engaged in each lesson. These children were making connections with the subject of the Holocaust, whether it was through prior knowledge of the slavery period, or in remembrance of the movie “The Boy in the Striped Pajamas.”

As a teacher, I experienced several “ah-ha” moments throughout our time spent at SAIL, but my favorite was when three of our male students discovered near the end of the novel study that the protagonist, Yanek, was not simply a fictional character. This character was based on the life experiences of the novel’s author. In this moment, I could see *Prisoner B-3087* had an impact on these students, and they felt compassion for all that Yanek endured during the Holocaust period because he was a “real” person. It was also near the end of the novel study when the students expressed that they felt hatred towards the ruthless character, Amon Goeth. These examples demonstrated that students were able to make personal (and emotional) connections to the text. Their excitement to talk about the novel, coupled with the extended learning time by not following a bell schedule, made it clear that we met one of our goals for SAIL: To “[c]reate a supportive, intellectually stimulating and motivating small group environment that inspires students to want to learn and read.”

Kim Cason: Camp Administrator’s Perspective

As the camp administrator, my “a-ha moment” emerged when the students successfully read Eve Bunting’s “Terrible Things” (Bunting & Gammell, 1989) and were immediately able to discover that it was indeed an allegory of the Holocaust. Through text-to-text comparisons, and a Socratic Seminar environment, the students were able to truly comprehend the piece and draw connections to *Prisoner B-3087* (see Appendix D). Using Double Bubble Thinking Maps as tools for comparison and contrast, not only did the students connect the two texts; they were also able to apply the situations to examples of dictatorship

and genocide in our world today. They asked such questions as, *Why is this type of abuse still allowed to happen in the world today?* and *What can we do to make sure situations like the Holocaust never happen again?* This was true Depth of Knowledge (DOK) Level 3 learning at its best where students are encouraged to go beyond the text and engage in strategic thinking to hypothesize, draw conclusions, differentiate, compare and contrast and cite evidence in real world example (Webb, 2002). As educators, we may shy away from assigning tasks requiring such rigor and complex thinking with our low-level students because we think these tasks are too difficult and too demanding for them, but in reality, our struggling students appreciate the challenge and rise to it more often than not. Collaboration and complex thinking are their motivating factors for engagement. Our students thrived on the opportunity to make connections, and they were very creative in their responses to this challenging assignment. They enjoyed the opportunity to create solutions and analyze the *whys* and *what ifs* from the pages of history.

Students were excited to be able to read the novel without the fear of failure. In fact, there were no failures on any assignment. These low-achieving students “aced” every assignment that they were given; they came in every day excited to learn and motivated to “read the next pages” in the novel. They even begged to leave breakfast time 30 minutes earlier in order to get to class in order to start turning pages and READ. One of our goals for SAIL was to “[c]reate an ‘alternative’ experience in reading and writing where students can fall back in love with reading while successfully mastering the CCGSE literacy standards and developing strategies for success.” Watching how students delighted in opportunities to work in groups and collaborate with their peers, and seeing the quality of work the students created, I believe we exceeded our expectations for this camp goal.

Erinn Bentley: Literacy Methods Course Instructor’s Perspective

As the instructor of the pre-service teachers’ literacy methods class, I believe participating in the camp provided the pre-service teachers with a much-needed “dose of reality”. That is, often when pre-service teachers learn educational theories and strategies, they need to see those theories and strategies enacted with real students in order to fully grasp their effectiveness. In fact, the ILA (2015) recommends that all secondary-level pre-service teachers need to do more than simply study literacy standards for their respective content areas; they also need opportunities to observe, develop, and implement literacy learning with students.

In the summer literacy methods course, secondary science, math, and English education majors learned various strategies for teaching reading comprehension, speaking and listening skills, vocabulary acquisition, and writing. Additionally, the pre-service teachers developed materials for integrating literacy instruction into their respective content areas. Lastly, the pre-service teachers read *Prisoner B-3087* and discussed the novel in the methods class using Literature Circles (Daniels, 2002) in preparation for attending SAIL camp. They were required to attend at least one day of camp where they could develop and teach an original lesson or assist in facilitating lessons pre-planned by the camp instructors. Three of the 17 pre-service teachers chose to develop original lessons; the remaining pre-service teachers served as facilitators.

In order to understand whether participating in the camp impacted the pre-service teachers' pedagogical beliefs and practices, I asked them to write a brief reflection describing their camp experiences. I was surprised to see that the majority of the pre-service teachers focused on two topics: their misconceptions regarding struggling readers and their appreciation for building relationships with students. First, several of the pre-service teachers explained that the students in the SAIL camp did not fit their perceptions of struggling readers. For example, one wrote, "I was very surprised that a lot of the students were proficient readers...I was impressed by their academic abilities." Another remarked, "The students brought energy and excitement along with serious thoughts about the meaning of the poem. This was impressive and unexpected." A third explained, "I found it hard to believe that some were behind on their reading skills. They seemed so sharp and capable." These responses are significant because they demonstrate how pre-service teachers' perceptions of students' abilities may not align with students' actual abilities. By working closely with these struggling readers, the pre-service teachers discovered that many of the students were intelligent, thoughtful, and insightful. Though the students did not meet grade-level Lexile scores, they did possess critical thinking and reading comprehension skills. The pre-service teachers would soon be in classrooms filled with students possessing a wide range of learning needs. They will have to differentiate instruction to meet their students' varied needs, and they will need to treat students equitably. Working with struggling readers helped these pre-service teachers realize that all students have the capacity to learn, regardless of their test scores or abilities.

Next, nearly all of the pre-service teachers described specific moments in which they built relationships with students. They commented, "I learned a lot about the importance of building a relationship with a student

who may have a negative idea about school" and "I realized that some of the students we will be teaching don't need an enforcer, they just need someone to listen and create a warm, welcoming environment for them." In particular, the pre-service teachers reflected on how the camp's structure provided allowed them to build rapport with students. For example, one wrote, "It seems like strict classrooms may make students nervous and afraid to ask questions, so they don't even try...these students succeed when they are in small groups because then they feel that they have the necessary attention and are not afraid of sharing their ideas." Similarly, another pre-service teacher compared the camp structure to a more typical class period held during the academic year. He wrote, "It is not feasible to give each student in a classroom individual time with a teacher, but it is possible when students are in small groups and there are several teachers in the room...Also, we spent all morning with the same group of students." In the camp, pre-service teachers were able build rapport with students, draw out students who may not typically participate in whole-class activities, and see first-hand the power of positive reinforcement. Such experiences may not be possible when pre-service teachers are placed in a classroom and are expected to work with a large number of students in a limited amount of time. Based on the responses from the pre-service teachers, I believe we successfully met our third goal for SAIL: To "[p]artner with our local college in order to provide pre-service teachers with an opportunity to work closely with struggling readers and help them learn and develop literacy strategies for use in their future classrooms."

Continuing the Voyage

Our final goal for the SAIL camp was to "[c]reate an environment that fosters inquiry-based learning and motivates students to take ownership of their learning beyond the camp experience." In other words, how could we help our students continue reading (and learning) after the camp ended? First, students were encouraged to read five non-fiction and five fiction books during the remainder of the summer months. Rewards were offered for students who completed the summer reading challenge, including a field trip to the Breman Holocaust Museum in Atlanta, Georgia. Sixty percent of the students completed the reading challenge and gained an average of 33.2 points in Lexile scores over the summer as a result.

To encourage sustained reading opportunities throughout the 2015-16 school year, the Summer SAIL students were enrolled in Increased Learning Time (ILT) classes for continued support in reading comprehension for the remainder of the school year. During ILT, these struggling students continued to

develop their reading and critical thinking skills as they were encouraged to read novels of interest to them as well as informational texts. Book clubs were formed and teachers planned lessons similar to that of the Summer SAIL camp, keeping the students engaged and increasing their interest in reading and motivation. Students were tested weekly during their ILT period through the STAR Reading program; scores were viewed and analyzed to see whether improvement was being made with vocabulary and comprehension. Most importantly, the students were given a Lexile tracker tool for keeping up with their own progress and charting their own course for reading success. Using the document in Figure 3 below, students were able to see their progress and have a visual of their reading level gains.

With this tool, students actively took ownership in their own rate of success and engaged in friendly competition among their peers with the number of books read per nine weeks. The ILT environments quickly became the place to read complex texts, engage in comprehension-based activities and strategies and collaborate with peers; these classes have become quite the hub for continued literacy-based activities. Success has been evident as our students have increased their Lexile scores through this continued commitment to reading and understanding complex texts. As Figure 4 below shows, our targeted SAIL students have shown considerable improvements in reading progress throughout the 2015-16 school year. At the mid-year point, our students have already grown an average of 151.6 points in their Lexile scores.

Based on students' Lexile growth and their participation

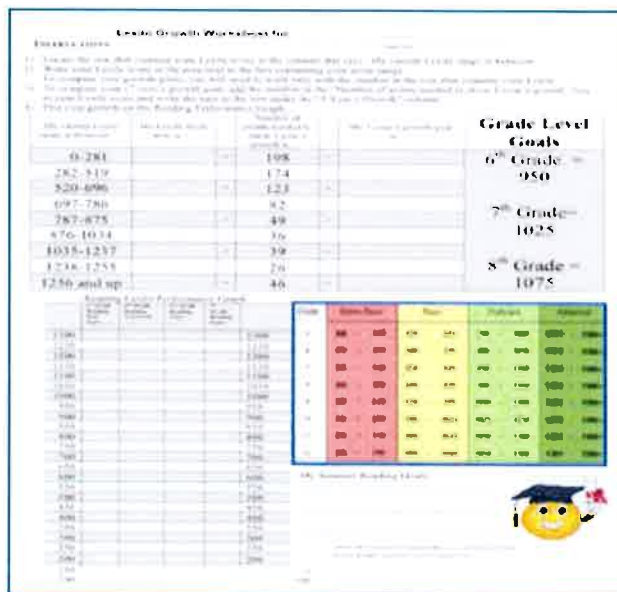


Figure 3. Student Lexile tracking sheet

Summer SAIL Student	Beginning Lexile Level prior to SAIL camp	Jan, 2016 Lexile Level to date	Total Growth
A	685	840	+155
B	740	885	+145
C	540	695	+155
D	590	705	+115
E	290	450	+160
F	445	695	+250
G	165	220	+55
H	375	530	+155
I	545	890	+345
J	770	880	+110
K	420	515	+95
L	310	500	+190
M	790	1015	+225
N	710	795	+85
O	805	890	+85
P	835	870	+35
Q	665	750	+85
R	830	880	+50
S	525	705	+180
T	150	405	+265
U	35	330	+295
V	505	590	+85
W	710	930	+220
X	830	1060	+230
Y	720	835	+115
Z	695	775	+80
AA	935	1100	+165
BB	770	885	+115
CC	540	590	+50
DD	340	595	+255
Average Growth			151.6 points average Lexile growth of SAIL students as of January 2016
Note: Scores in this table were calculated using the Standardized Test for the Assessment of Reading (STAR). STAR is a progress monitoring tool allowing schools to measure student comprehension and track Lexile scores. (Scores based on December- January reports).			

Figure 4. SAIL students' Lexile growth

in ILT reading classes, it is evident that the SAIL camp (and follow-up activities) have positively impacted their academic learning and attitudes toward reading. Moving forward, we plan to launch a second SAIL camp to further support our students and allow pre-service teachers opportunities to work with struggling readers. As teachers, we know that our strongest readers are ones who read – and read a lot. As Allington and McGill-Franzen (2013) assert, “Children need an enormous supply of successful reading experiences, both in school and out, to become proficient, independent readers” (p. 14). We do not believe our SAIL voyage is completed as long as there are students who still need assistance and encouragement in becoming independent readers. Our goals are to continue providing students with ongoing access to engaging reading materials, access to supportive learning environments, and access to trained literacy teachers during the school year and summer months.

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Georgia Reading Association

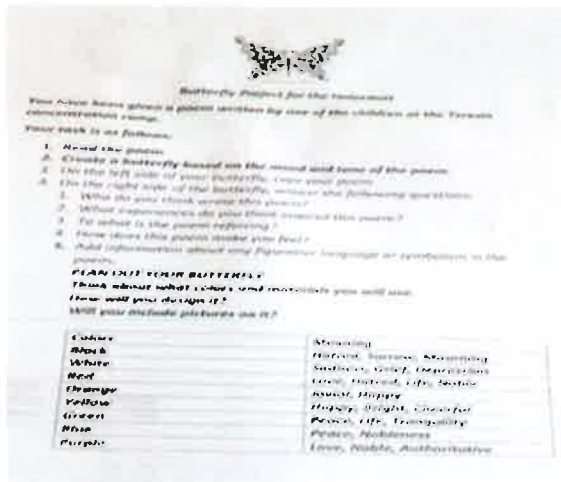


GOALS

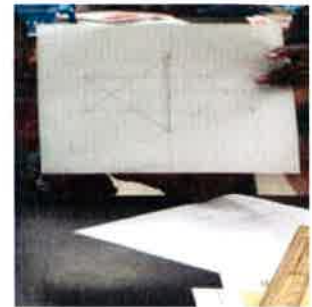
- Empower members of the GRA and local councils to become effective leaders in the field of literacy.
- Provide quality reading education services to all Georgia educators.
- Recognize exemplary individuals, local, and state literacy efforts.
- Achieve maximum involvement of members at the local, state, and international levels to receive maximum benefits.
- Promote the goals and objectives of the International Reading Association of Georgia.

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Students were given a poem from a child survivor of the Holocaust. They were asked to analyze the poem and then create a butterfly visual for the poem.



The following photographs show the Star of David activity. Students were given coordinates to graph, and then they completed a constructed response writing activity in which they had to explain the process of the task.



The students calculated their Basal Metabolic Rate (BMR) and then calculated the number of calories they would burn as a result of one day spent in a concentration camp. Students then calculated the average calories burned per hour. Students constructed foldables to explain what was happening to their bodies as a result of the hard work and reduced daily caloric intake.

If I Were In A Concentration Camp.....

Your **basal metabolic rate (BMR)** is the amount of energy your body needs to function at rest. This accounts for about 60 to 70 percent of calories burned in a day and includes the energy required to keep the heart beating, the lungs breathing, the muscles vibrating and the body temperature stabilized. In general, men have a higher BMR than women.

One of the most accurate methods of calculating your basal metabolic rate is the **Mifflin-St. Jeor** formula. Below, you will find the formula. Write in your weight in lbs., height in inches, and your age. Then, do the calculations to find the minimum number of calories you would need to consume each day in order to maintain your weight.

Male: $BMR = (6.3 \times \text{body weight in lbs.}) + (12.9 \times \text{height in inches}) - (6.8 \times \text{age in years})$

To: $66 + (6.3 \times \underline{\hspace{2cm}}) + (12.9 \times \underline{\hspace{2cm}}) - 6.8(\underline{\hspace{2cm}}) = \underline{\hspace{2cm}}$

Female: $BMR = (4.3 \times \text{weight in lbs.}) + (4.7 \times \text{height in inches}) - (4.7 \times \text{age in years})$

To: $55 + (4.3 \times \underline{\hspace{2cm}}) + 4.7(\underline{\hspace{2cm}}) - 4.7(\underline{\hspace{2cm}}) = \underline{\hspace{2cm}}$

Now, imagine that you are taken to a work camp, a concentration camp. They now have to rationize the meals that the prisoners are given to survive on.

Calorie value for the meals:

Breakfast: 100 calories of coffee with milk or sugar; 5 calories - received daily

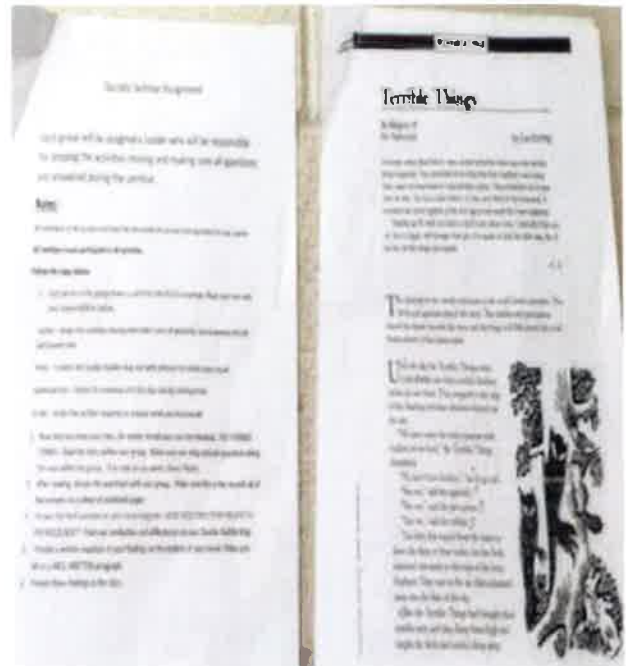
Lunch: 1/2 liter of weak soup - sometimes a piece of potato skin or piece of butter; soup - 25 calories - received daily

Dinner: 100 grams of bread; 100 calories - received daily

1 tiny piece of sausage or margarine or marmalade or chocolate; 50 calories - received daily

2. Daily Calorie Count for Breakfast, Lunch, and Dinner _____

A pound of weight is equal to 3,500 calories. In order to lose 1 pound of weight, you have to burn or not consume 3,500 calories.

[illegible]

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