

The mission of READS for Summer Learning is to improve reading comprehension by fostering children’s engagement with books over the summer. (The acronym READS stands for Reading Enhances Achievement During Summer.) Children are “engaged” with books when they are motivated to read them on their own and read in ways that increase their reading comprehension.

READS is supported by the U.S. Department of Education’s i3 (Investing in Innovation Fund). It is:

- 1) **A summer reading program for upper elementary children (2nd-5th) who may experience summer reading loss.** The three key elements (“ABCs”) of the READS program are:
 - Access to books at home, including a wide variety of texts;
 - Books that are well-matched to each child’s reading level and interests; and
 - Comprehension activities, including teacher scaffolding of summer book reading through end-of-year lessons, and parent and family support of summer reading.

- 2) **A research- and data-driven summer reading program.** READS will:
 - Use data from randomized experiments to evaluate the effectiveness and cost-effectiveness of the READS summer reading program.
 - Incorporate findings from the best and most current research on the instruction of reading comprehension.
 - Promote innovative ‘data- use strategies’ in districts, schools, and classrooms to use data to:
 - determine the extent to which students exhibit summer loss
 - select high-needs schools that are ready to implement READS
 - increase understanding of READS, support, and buy-in through data discussion groups
 - refine and improve READS

- 3) **A partnership including school districts, schools, non-profit organizations, and universities.** Major partners include: Communities In Schools of North Carolina (CISNC), Durham Public Schools, Communities In Schools (CIS) of Durham, and the Harvard Graduate School of Education (HGSE). These partners will use data from Project READS to:
 - enlist the support of other community organizations in scaling up READS throughout the state
 - assist other North Carolina districts and schools in sustaining READS
 - identify factors that influence district and school decision making in implementing READS

How will we know that READS is succeeding?

Indicators of success are:

- Children’s reading comprehension improves when they receive the READS lessons and books.
 - Children read all or most of the books they receive in the summer.
 - Children understand the books they receive in the summer.
 - Children use the knowledge learned in the end-of-year lessons when they read the books received in the summer.
 - Children’s intrinsic motivation to read is increased.
- Schools and CIS affiliates implement READS faithfully.
- The READS program and data-use strategies are widely adopted across the state of North Carolina.
- READS contributes to scientific knowledge about reading.

Year 3-4 Districts in North Carolina: Durham, Cumberland, Robeson, Randolph, Asheboro, Wake, Cape Fear/New Hanover