

how to help your kids skip

THE "SUMMER SLIDE"

what is
**SUMMER
SLIDE?**

Summer vacation isn't all fun and games (even if it should be).

Research shows that summer can take a real toll on a student's knowledge and skills—from mathematics to reading development. Summer learning loss contributes substantially to the achievement gap between low-income and high-income students in America. Thankfully many types of summer programs can help keep kids' minds engaged long after the last school bell rings.

RESEARCH SPANNING 100 YEARS

shows that students typically score lower on standardized tests after summer vacation than they do on the same tests at the beginning of summer.



Low-income children

fall behind an average of 2 months in reading

MORE THAN HALF

of the 9th grade achievement gap in reading could be explained by unequal access to summer learning opportunities in the elementary school years.



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Most young people lose about

2.6 YEARS

of math computational skills over the summer months.

Students who do not read proficiently by third grade are

4X more likely to leave high school without a diploma than proficient readers.



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WAYS

TO BUILD A GENERATION OF READERS

Partnerships among districts, community organizations, government agencies, companies like Target and caregivers all can help strengthen summer learning programs.

1 ACCESS TO BOOKS

Provide reading material is crucial! Encourage kids to visit their local library for books and activities.

2 MATCH READING ABILITY & INTEREST

Kids should read books that align with their own reading level nothing too easy or too hard. Find the right books, then make reading part of your daily summer routine.

3 GET INVOLVED

Like most things, reading is more fun with a friend (or parent). Make summer reading effective by helping kids exercise the simple but effective skills that will make them good readers.

4 MAKE IT FUN

Use technology, such as e-books and mobile phone apps, to find games and make reading interactive.

SOURCES

http://www.summerlearning.org/resource/collection/CB94AECS9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf
http://www.rand.org/pubs/research_briefs/RB9599/index1.html



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