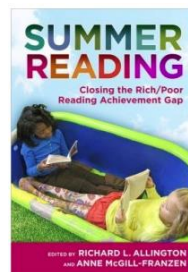


Did You Know?

Summer Reading

Schools sending students off on summer vacation and public libraries gearing up to get kids excited about summer reading programs are both in the business of making sure children become fluent, engaged readers. Unfortunately, the results of those efforts aren't necessarily equal for kids in lower-income situations. Richard L. Allington, co-author of ***Summer Reading: Closing the Rich/Poor Achievement Gap*** (Teachers College and International Reading Association, 2013), talks about the reasons for the disparity and offers research-based suggestions for solving the problem.



"Children need an enormous supply of successful reading experiences, both in school and out, to become proficient, independent readers. The potential role of summer voluntary reading in the development of reading proficiency (and in closing the reading achievement gap) has been too long neglected... Schools that serve many poor children must play a substantive role in ensuring that each and every child has year-round access to a generous supply of books to read in school and out, books the children cannot wait to read" (Allington & McGill-Franzen, 2013, p. 14).

For information regarding PA Library Programs visit: <http://www.statelibrary.pa.gov>

Professional Learning

Instruction and Scaffolding

Now that testing season is ending, it is time to look forward to our instruction beginning in the fall. Timothy Shanahan responded to a third-grade teacher regarding instruction and scaffolding on his [literacy blog](#). His main points include:

1. Make sure that boys and girls are reading a lot—within instruction and beyond the school day.
2. Make sure you are having kids read texts that are sufficiently difficult.
3. We tend to provide guidance and support for scaffolding—but are less explicit about withdrawing the support.
4. Students should be engaged in oral reading.
5. Encourage students to write about texts.

Kelly Gallagher speaks to scaffolding for students in his book, *Deeper Reading*. He states, "In the beginning of the year, I do a lot more scaffolding of the text in order to build up my students' courage to embrace difficult text. As the year progresses, and I try to increase my students' capacity to read through ambiguity, I may not offer as much teaching support... When my students begin to understand what good readers do, it is time for me to begin reducing my role in this process. If I don't do so, students may leave my class at the end of the year still relying on their teacher to make meaning from challenging works" (Gallagher, 2004, p. 214).

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Our monthly ELA Assessment eBLAST will focus on providing the following: insight around standardized assessment, professional learning for ELA classroom instruction and assessment, professional opportunities, and a question/answer section.

Email questions to:

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SAFE SCHOOLS

The Office for Safe Schools coordinates school safety and security programs, collection of the annual school violence statistics, coordination of antiviolence efforts, and development of policies and strategies to combat school violence. The office supports and provides technical assistance and professional development programs in the following areas: crisis intervention, school police training, violence prevention, and social/emotional wellness and safety provides services to all local school entities.

[Safe Schools](#)

ILA's Choices reading lists feature recently published books selected by thousands of students and educators from across the United States. Find out which titles made it onto the 2018 [Children's](#), [Teachers'](#), and [Young Adults'](#) Choices lists, and get reading!