

Summer Project:

The Problem: The Achievement Gap/ "The Summer Slide"

The role that summer learning loss plays in the achievement gap is shown through decades of research. According to research at Johns Hopkins University, the disparity in summer learning opportunities is responsible for more than half of the achievement gap. *More than half*. That should mean that we could improve the problem by at least half by providing equal access to summer learning opportunities for disadvantaged students.

- The problem of the summer slide is compounded for English Learner (EL) students, who may lose all access to fluent English modeling and speaking opportunities over the summer months resulting in loss of language skills.
- ELs benefit from book reading, writing, and differentiated learning opportunities offered by summer learning programs.

Addressing the Problem: Narrow the gap!

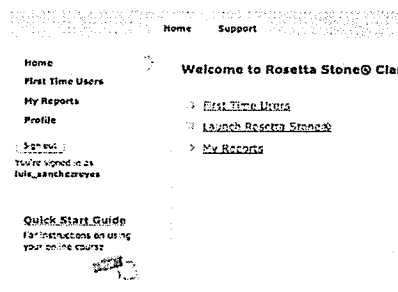
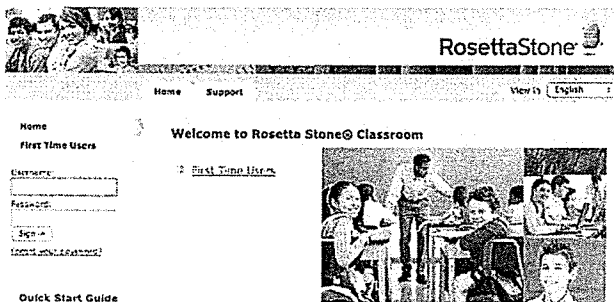
To avoid summer learning loss, continue to engage in learning opportunities that require you to use **academic** English.

Choose ONE option from the following: Rosetta Stone, Raz-kids, IXL, Novel

A. Rosetta Stone: This is the best if your goal is to refine conversational English and work on basic writing skills. Complete at least **10 hours** of Rosetta Stone. **No paperwork** is necessary because writing is built into the program online. You need a computer and internet access to complete this assignment. If you do not have an account, see Mrs. Ocsodal. Licenses are limited. I will not issue a new account unless you plan on completing the entire assignment this summer.

This website is posted on both my high school and middle school teacher websites.

<http://lancaster-lebanonintermediate13.rosettastoneclassroom.com>

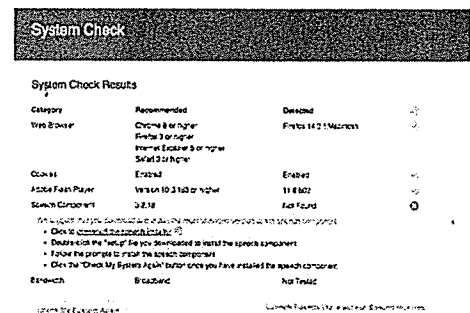


Type in your user name: _____
Type in your password: This is the same as your school password.

Select the correct level: _____
DO NOT USE A LEVEL OTHER THAN THE ONE YOU HAVE BEEN ASSIGNED

****If you have problems with Rosetta Stone over the summer, please call Mrs. Ocsodal**

Click 'Launch Rosetta Stone'
Rosetta Stone will do a system check on your computer. You must have the speech installer to do the speaking and pronunciation.



If you have a computer at home, click 'download the speech installer'. If you are at the library, click 'Launch Rosetta Stone

without Speech features'.

RS level 1-3 completion will help you understand and produce conversational level English.

B. Lexia: Core 5 or Reading Strategies: This is your best option if you have less than four years total of English instruction before you graduate. It is the fastest method of building academic English.

Complete at least **10 hours** of Lexia reading lessons. **No paperwork** is necessary because writing is built into the program online. You need a computer and internet access to complete this assignment. If you do not have an account, you may not choose this option. Licenses are limited. **This website is posted on both my high school and middle school teacher websites.**

Lexia reading strategies are designed to get you to reading at grade level in English.

Use the Core 5 log in and Strategies log in links on Mrs. O's website.


Contact Mrs. O if you are not making progress on a lesson and need some assistance over the summer.


C. Raz-kids: This is the easiest option if your main goal is to complete a summer reading assignment. (I recommend using this in addition to a personal proficiency level goal, so I provided the grade level equivalents here)


Read, listen to, and take the quiz for three reading levels on Raz-kids.


Log in: www.raz-kids.com/main/Login


Grade (levels)


 K (aa - c)

 1 (d - j)

 2 (k - p)

 3 (q - t)

 4 (u - w)

 5 (x - z²)

Teacher: **EtownHS**

Select your name

Same Password as school



Teacher Username

EtownHS



C. IXL: For students with an IXL account, use the account to learn math vocabulary while studying math skills. Students who have this account do not have the pre-Algebra background that is expected of high school students at our school. For high school students, algebra requires skills Pre-K through grade 8. Use the account to prepare for high school math. If this is your focus for the summer, at a minimum complete through grade 4. However, realize this does not give you the math background necessary for high school (up through grade 8). You will understand more words and concepts in your high school math classes, but you will not have all the skills you need to be prepared for high school math.

D. Fictional Novel: For more advanced students: Choose your own fictional novel or novels. Use the Fiction Reading Response prompts to make a log entry for each 45 minutes of reading. You must complete at least ten (10) entries at a minimum. *Write the question and the response together*

E. Combination Option:

- 5 hours minimum of Rosetta Stone AND 5 hours minimum of Lexia
- 5 hours minimum of Rosetta Stone OR Lexia and 1-2 levels of Raz

Your Summer Project grade will represent 1/4 of your grade for the first marking period next year. This is a significant grade because I'm trying to help you "narrow the gap" by making summer gains, not losses!

If you do not complete the project, you lose the opportunity to "narrow the gap" and risk summer learning loss that sets you behind where you could be! Rosetta Stone, Lexia, and Razkids assignments will be doubled in the fall until you reach the equivalent goal.

Call Mrs. O over the summer if you have problems or concerns: **717-758-7016**

Create your own questions
Sample Question Stems Based on Revised Bloom's Taxonomy

Analyze	Evaluate	Create
What is the function of ...?	What fallacies, consistencies, inconsistencies appear?	Can you design a ... to ...?
What's fact? Opinion?	Which is more important, moral, better, logical, valid, appropriate?	Can you see a possible solution to ...?
What assumptions ...?	Find the errors.	If you had access to all resources, how would you deal with ...?
What statement is relevant?	Is there a better solution to ...?	Why don't you devise your own way to ...?
What motive is there?	Judge the value of ...	What would happen if?
What conclusions?	What do you think about ...?	How many ways can you ...?
What does the author believe?	Can you defend your position about ...?	Can you create new and unusual uses for ...?
What does the author assume?	Do you think ... is a good or bad thing?	Can you develop a proposal which would ...?
State the point of view of ...	How would you have handled ...?	How would you test ...?
What ideas apply?	What changes to ... would you recommend?	Propose an alternative.
What ideas justify the conclusion?	Do you believe ...?	How else would you ...?
What's the relationship between?	How would you feel if ...?	State a rule.
The least essential statements are ...	How effective are ...?	
What's the main idea? Theme?	What are the consequences of ...?	
What literary form is used?	What influence will ... have on our lives?	
What persuasive technique is used?	What are the pros and cons of ...?	
Determine the point of view, bias, values, or intent underlying presented material.	Why is ... of value?	
Which events could not have happened?	What are the alternatives?	
If ... happened, what might the ending have been?	Who will gain and who will lose?	
How is ... similar to ...?		
What do you see as other possible outcomes?		
Why did ... changes occur?		
Can you explain what must have happened when ...?		
What were some of the motives behind ...?		
What was the turning point?		
What are some of the problems of ...?		
Can you distinguish between ...?		

Adapted from the following sources: Pohl, Michael. *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow. 2000; Tarlington, Denise. "Bloom's Revised Taxonomy." Powerpoint; www.center.iupui.edu/ctf/idd/docs/Bloom_revised021.doc, February 8, 2006; [http://eprentice.sdsu.edu/J03OJ/milcs/Bloomtaxonomy\(revised\)11.htm](http://eprentice.sdsu.edu/J03OJ/milcs/Bloomtaxonomy(revised)11.htm)

Other ideas for questions + responses

Who is the main character? Tell about him or her. (Include at least 2 character traits.)

Tell about the setting.

Make a time line to show the important events in the book. (Include at least 5 events.)

Tell about a character you would like to meet from the book. Why would you like to meet the character?

Compare this book to another book you have read. Share how they are alike and how they are different.

Tell how you are like the main character in the book. Give at least two reasons.

What are two new words you learned in this book? Tell about the words.

Tell why you do or don't like this book.

Tell about a text to self connection you made while reading this book.

Tell about a text to text connection you made while reading this book.

Good readers visualize as they read. Draw a picture and use words to describe what you see in your head.

Tell about your favorite part of the book.

Tell why you think the author chose the title.

Tell about the antagonist in the book. Explain at least two character traits.

Tell about the problem. How was the problem solved?

Response Starters

Fiction Reading Response

NOVEL
RESPONSE

Title/Cover:

- _____ is a good title for this book because...
- A better title for this book would have been _____. This would be a much better title because...
- The cover of the book includes... In the book the images represent...

Plot:

- A conflict (problem) from today's reading was... It was resolved by... or I think it will be resolved by...
- When _____ happened, it caused _____ to happen.
- In today's reading the following important events occurred...

Characters:

- The character, _____, possesses the following character trait(s). Some examples from the story that support this include...
- The character, _____, said "_____"; proving that he/she possesses the following character trait(s)...
- I can relate to the character, _____ because...
- _____ is my favorite character in this book because...
- _____ is my least favorite character in this book because...

My Reaction:

- The events from today's reading remind me of a time when I...
- I am confused about _____ because...
- While I was reading today, the book made me think of... This is interesting because...
- As I was reading today, I felt... I think this was because...