READING MATTERS

Regular access to public libraries can make the difference between summer setback and summer success.

Children who have easy access to books read more books. Reading as few as four to five books over the summer can prevent a decline in reading achievement scores from the spring to the fall.

Public libraries address the achievement gap and increase literacy levels through summer reading programs.

Summer reading programs increase young people’s interest in reading, creating opportunities for children to read silently, read out loud, listen to stories, and take part in creative activities inspired by what they’ve read. Summer reading programs are also effective at involving parents in students’ reading lives, a crucial element in developing strong reading habits.

READING MATTERS

Public library programs and books for children make a difference.

Research has shown that children who check out more library books and attend library programs on a regular basis score higher on standardized reading tests.

Library summer reading programs have a major impact on student reading levels, ability, and enjoyment.

A Los Angeles study found that children who participated in summer reading programs spent more time looking at and reading books than before they joined the program. Teachers reported a dramatic difference between students who participated in summer library programs and those who did not. Participants were much more enthusiastic about reading and more likely to maintain their reading skills than peers who did not participate in the summer reading program.

READING MATTERS

Public library summer reading programs can have a profound impact, especially on children living in poverty.

Research shows that children from poor families have a greater summer learning loss than children from affluent families, and any gains they had over the summer were smaller than their peers whose families had higher incomes, resulting in lower test scores.


READING MATTERS

Rich and engaging educational programs during the summer months are the best tools to address the achievement gap.

The achievement gap that gives children from high socio-economic status an advantage over children from low socio-economic status is apparent as early as first grade.

READING MATTERS

Reading for pleasure is one of the building blocks for young people to grow into healthy, productive adults.

Source: The Search Institute. What Kids Need: Developmental Assets. [40 Developmental Assets for Adolescents (12-18), Middle Childhood (8-12), and Early Childhood (3-5)] http://www.search-institute.org/assets/forty.htm
READING MATTERS

Fourth grade students who read for fun every day score the highest on reading assessment tests.

When reading extends beyond the schoolroom and becomes part of daily life, ongoing literacy is on its way to becoming a reality. Students who reported reading for fun on their own time once a week or more performed at the high end of the Basic level (scores from 208-237 on the NAEP reading assessment test), while the students who never or hardly ever read for fun performed below the Basic level (scores below 208 on the test). Students who talked about their reading with family and friends on a weekly basis had a higher average score than students who talked about their books once a month or less.