Summer School 2024

This guide is for sites that are current users of New *Reading Horizons Discovery*® and are planning to use the program for summer school.

Step One: Decide on the Goal

Is your goal to fill in gaps for struggling students, to get a head start on grade-level foundational skills for the next year, or to continue learning and avoid the summer slide? Your goals determine the suggested pathway you will follow during the implementation of *Reading Horizons Discovery*®.

Step Two: Training and Preparation

We recommend that those who are currently using *Reading Horizons Discovery*® complete the asynchronous short Summer Implementation video.

Step Three: Gather Data and Determine Student Groupings

Goal: Close gaps in foundational skills

1. Administer the Phonics Screener located in the Supplemental Resources folder to determine skill gaps.
    a. Optional: Review the end-of-year data from the Multi-Skill Checks and Cumulative Skill Check for additional data.
2. Determine which skills need to be addressed and group students accordingly if instruction will be delivered in small groups. If small-group instruction is not possible, identify the core skills needed by the majority of the class and cover those lessons sequentially. It is recommended that small-group time be a part of the literacy block to cover the skills needed for specific students that might not be addressed in whole-group instruction.
3. Reference the Resource Overview for the Phonics Screener for guidance on the next steps.

Goal: Continue learning and avoid the summer slide

1. Option A: Review the end-of-year data from the Multi-Skill Checks and Cumulative Skill Check.

2. Option B: Administer the Phonics Screener located in the Supplemental Resources folder to determine skill gaps.
3. Determine which skills need to be addressed and group students accordingly if instruction will be delivered in small groups. If small-group instruction is not possible, identify the core skills needed by the majority of the class and cover those lessons sequentially. It is recommended that small-group time be a part of the literacy block to cover the skills needed for specific students that might not be addressed in whole-group instruction.
4. Reference the Resource Overview for the Phonics Screener for guidance on the next steps.

Step Four: Determine Instructional Time and Delivery

Goal: Close gaps in foundational skills
1. Depending on the instructional time, it is recommended that one to two skill lessons be taught in a day.
2. Some students will need additional opportunities to transfer their decoding skills to develop automaticity and fluency, so it is recommended to plan thirty to sixty minutes of small groups and centers for reading practice.
3. Provide instruction in the skills identified:
   a. Option A is to use the Lesson Toolkits located in the Supplemental Resource folder for the specific skills that need to be addressed.
   b. Option B is to go back and reteach the full primary lessons in the tool and then differentiate using the Toolkits based on the lesson Skill Checks and Student Observations.

Goal: Continue learning and avoid the summer slide
1. Depending on the instructional time, it is recommended that one to two skill lessons be taught in a day.
2. Some students will need additional opportunities to transfer their decoding skills to develop automaticity and fluency, so it is recommended to plan thirty to sixty minutes of small groups and centers for reading practice.
3. Reteach skills that students are not yet proficient in.
   a. Option A is to reteach the primary lessons in the tool that students struggled with during the school year.
   b. Option B is to use the Lesson Toolkits located in the Supplemental Resource folder to teach the skills identified in the Phonics Screener.

Step Five: Monitor Student Progress

There are specific print assessments recommended for summer school. Digital Skill Checks are recommended if the primary lesson is taught. Use the chart below to learn about the different assessment options and decide which ones are best for your situation to determine student learning and skill proficiency.

Assessment *Digital options have auto-scoring	What: Purpose/Focus	When	Where: Location	Notes/Tips
Phonics Screener	To determine specific skill gaps and areas of need for targeted instruction To determine progress at the end of summer school instruction	Administered at the beginning and end of summer school	Supplemental Resources folder	This assessment is given one-on-one, so plan time for the administration accordingly.
Daily Skill Check	To determine students' learning after initial skill instruction and guided practice if the primary lesson in the tool is taught	Given after every lesson	Student software; assigned when 'Deliver Lesson' is selected by the teacher	This groups students for differentiated transfer practice, where students focus on building automaticity and fluency.
Print Multi-Skill Check	To determine skill proficiency over time and look at the application of the skills in the areas of encoding, decoding, and fluency	Given mid-program and end-of-program *can be given more often as a Curriculum Based Measure	Supplemental Resources folder	Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those should be removed or not scored.
Digital Multi-Skill Check (optional)	To determine skill proficiency over time and assess encoding specifically		In the digital tool (assigned by the teacher) and on the student software in sequence	Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those

				should be removed or not scored.