



Summer School 2024

This guide is for sites that are new users of New *Reading Horizons Discovery*[®] and plan to use the program only 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*[®].

If you are only using Reading Horizons in summer school, the main goal will be to fill in foundational literacy gaps for students. We recommend using Reading Horizons for the following school year to maintain progress and see student growth.

Step Two: Training and Preparation

We recommend those who are new to *Reading Horizons Discovery*[®] participate in a one-day synchronous training session and complete the prescribed Implementation Essentials videos in the digital tool along with the Real-Time Coaching videos for the specific skill lessons before they are taught.

If synchronous training is not possible, we recommend teachers complete the asynchronous Summer Implementation video, the prescribed Implementation Essentials videos in the digital tool, and the Real-Time Coaching videos for the specific skill lessons before they are taught.

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.
2. 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 on the skills based on the instructional goal and student data:
 - a. Kindergarten:
 - i. Teach the Marking Mini-Lesson located in the Supplemental Resources folder.
 - ii. Sequentially teach the primary skill lessons in the tool that were identified as gaps for students in the Phonics Screener.
 - iii. Use the Lesson Toolkits located in the Supplemental Resource folder for differentiated instruction and additional decoding practice with decodable sentences and passages.
 - b. Grades 1–3:
 - i. Teach the Marking Mini-Lesson located in the Supplemental Resources folder.
 - ii. Sequentially teach the primary skill lessons that were identified as gaps for students in the Phonics Screener.
 - iii. Use the Lesson Toolkits located in the Supplemental Resource folder for differentiated instruction and additional decoding practice with decodable sentences and passages.

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 <small>*Digital options have auto-scoring</small>	What: Purpose/Focus	When	Where: Location	Notes/Tips
Phonics Screener	To determine specific skill gaps and areas of need for targeted	Administered at the beginning and end of summer school	Supplemental Resources folder	This assessment is given one-on-one, so plan time for the

	<p>instruction</p> <p>To determine progress at the end of summer school instruction</p>			<p>administration accordingly.</p>
Daily Skill Check	<p>To determine students' learning after initial skill instruction and guided practice if the primary lesson in the tool is taught</p>	<p>Given after every lesson</p>	<p>Student software; assigned when 'Deliver Lesson' is selected by the teacher</p>	<p>This groups students for differentiated transfer practice, where students focus on building automaticity and fluency.</p>
Print Multi-Skill Check	<p>To determine skill proficiency over time and look at the application of the skills in the areas of encoding, decoding, and fluency</p>	<p>Given mid-program and end-of-program</p> <p>*can be given more often as a Curriculum Based Measure</p>	<p>Supplemental Resources folder</p>	<p>Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those should be removed or not scored.</p>
Digital Multi-Skill Check (optional)	<p>To determine skill proficiency over time and assess encoding specifically</p>		<p>In the digital tool (assigned by the teacher) and on the student software in sequence</p>	<p>Note that not all skills assessed in the Multi-Skill Checks will have been explicitly taught. Those should be removed or not scored.</p>