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February 5, 2009

MEMORANDUM

TO: Third Grade Summer Reading Camp Contacts

FROM: Melinda Webster, Elementary Reading Specialist

SUBJECT: Summer Reading Camps 2009 Planning and Reporting

The purpose of this memo is to share with you the information for the planning and reporting of the 2009 Summer Reading Camps for third grade students scoring Level 1 on the 2009 FCAT. These camps have become a vital part of elementary school instruction, and Florida's children are stronger readers because of your dedication and commitment to this program.

Please note that charter school third grade students scoring Level 1 must have the opportunity to attend a summer camp. Many charter schools are too small to warrant a summer camp for perhaps only five students. It is incumbent upon the district to ensure that these students are allowed to attend a summer camp at a neighboring larger school.

The guidance for 2009 Summer Reading Camps remains the same as last year, with a few options for your consideration.

Options

- Use of a comprehensive core reading program is not required. The use of a Comprehensive Intervention Reading Program and Supplemental Reading Programs are sufficient for immediate intensive reading instruction during the camp.
- Diagnostic assessments may be given to students prior to or during summer reading camp to provide insight on the child's needs for instruction.

DR. EVAN B. LEFKSY

EXECUTIVE DIRECTOR, JUST READ, FLORIDA!

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- Portfolio benchmark assessments (if applicable) can occur every day, but once a week is adequate. If you choose to do them daily, remember that the assessment should occur no more than thirty minutes of any camp day.
- The district and school site designees for the Third Grade Summer Reading Camp must create a reading camp schedule that facilitates intensive reading intervention for all third grade students scoring a Level 1 on FCAT.
- Media centers do not need to be open if the classroom library provides diverse texts.
- Weekly progress monitoring is adequate to monitor a student's growth and provide instruction according to data.
- Currently, Rule 6A-1.094221, FAC,(1)(a) authorizes the use of the following nationally norm-referenced tests in the determination of a good cause exemption for promotion to fourth grade:

1. **Stanford Achievement Test, Ninth Edition (SAT 9)**

2. **Stanford Achievement Test, Tenth Edition (SAT 10)**

The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the *Technical Assistance Paper SBE 6A-1.094221: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion* which was provided to districts on January 20, 2009. At this time, two other standardized alternative assessments have been approved by the Department as a result of a district review request, and would therefore also be approved for district use:

1. **Iowa Test of Basic Skills (ITBS) Complete Battery, Form C, Level 9, Reading Comprehension**

2. **Terranova, Third Edition Complete Battery, Level 13, Reading**

If *Reading First* funding is available, and all *Reading First* grant requirements have been met, then *Reading First* dollars may be used to provide camps if the camp is held at a *Reading First* school.

As in the past, plans are to be submitted via the website at www.justreadflorida.com and are due by **Tuesday, March 31, 2009**. The Just Read, Florida! Office will review the plans and provide feedback by **April 6, 2009**. For more guidance on Third Grade Summer Reading Camps, visit <http://www.justreadflorida.com/camps/>. This site will be available with updated information on **Monday, February 9, 2009**.

If you have any questions about Summer Reading Camps, please contact Hope Colle at hope.colle@fldoe.org or at 850/245-0503. Thank you for your continued support of reading initiatives in our state.

MW

CC: K-12 Comprehensive Reading Plan Contacts