

# Miami-Dade County Public Schools K-12 Summer Reading Guidelines

Office of Academics and Transformation



Summer 2021

**THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA**

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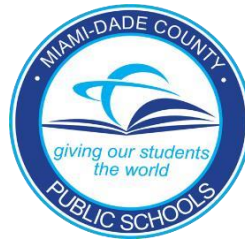
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## Overview

Miami-Dade County Public Schools recognizes the importance of ensuring that students continue to strengthen reading skills and develop a passion for reading beyond instructional requirements. Experience and current research support the idea that students who are actively engaged in reading throughout the summer demonstrate improved academic performance during the following school year. Cultivating pleasurable reading helps build reading skills and enriches students' knowledge base. In addition, increased independent summer reading of both literary and non-fiction text helps prepare students to be successful in meeting more rigorous academic standards.

Agenda Item H-19, introduced by Dr. Martin S. Karp at the September 3, 2009, School Board Meeting, proposed that the District establish procedures and guidelines for schools implementing summer reading. Therefore, a group of teachers, administrators, parents, and community representatives created the *K-12 Summer Reading Guidelines* for schools to use as they create their summer reading plan. The purpose of the *K-12 Summer Reading Guidelines* is to establish procedures for schools that choose to develop a comprehensive school-wide summer reading plan. The document should serve as a guide, but it is not intended to limit schools' ability to create a plan that best meets the needs of students and teachers. The K-12 District Recommended eBooks Platforms and Independent Reading Activities, which may be used as a school's reading plan, are published on the following Miami-Dade County Public Schools websites:

- Office of Academics and Transformation - <http://oat.dadeschools.net/>
- Division of Academics – <http://divisionofacademics.dadeschools.net>
- Department of Language Arts/Reading – [Department of English Language Arts \(ELA\) \(dadeschools.net\)](http://Department of English Language Arts (ELA) (dadeschools.net))
- Library Media Services - <http://read.dadeschools.net/>

Summer reading provides students with an opportunity for recreational reading, personal exploration, and continued intellectual growth. It may also serve as an essential component of the instructional process in schools. As stated above, research has shown that students who engage in reading throughout the summer improve academically during the following school year. However, school summer reading plans should not be excessive and curtail students' participation in recreational and/or family activities. In the same manner that the District's Homework Policy (School Board Policy #2330) takes into consideration the number and length of the assignments and the cost of materials, school summer reading plans should contain similar considerations. Due to the COVID- 19 pandemic, we are recommending that during the summer of 2021 students select e-Books from an array of genres through our different free platforms that allow students to participate in this initiative without incurring any additional cost during the COVID-19 pandemic.

## **School Site Implementation Guide**

The School Site Implementation Guide contains both required actions and suggested activities that provide direction in the creation and implementation of a school site summer reading plan.

### **Required Actions:**

The following planning actions are **required** and must be followed by all schools implementing a summer reading plan:

- select eBooks that are free of cost and are included in a variety of reading platforms on <http://read.dadeschools.net/>
- schools should advertise this District Summer Reading Plan via a published flyer provided in Weekly Briefing #29473 and a link to <http://read.dadeschools.net/> on their school homepage, ConnectED messages, and via email;
- assign a realistic number of eBooks that can be read during the summer recess (consider the length of the eBooks and the time it would take to read them);
- consider the length of the assignment and the amount of time that will be required to complete it when assigning summer interactive reading activities;
- present students who enroll during the summer months with the flyer and the required summer reading assignment.

### **Selecting e-Books for Summer Reading**

Every effort should be made to include the most appropriate eBooks in the designated grade level or grade range. The selection process for summer reading titles should include the following considerations:

- appropriateness;
- book reviews and award winners;
- classic titles as well as new, recently published literature
- different types of literature (biographies, fiction, nonfiction);
- different formats (graphic novels, traditional print);
- different genres (historical fiction, poetry, mystery, science fiction);
- input from school site media specialists, classroom teachers, students, parents, and public librarians;
- multicultural interest; and
- recommendations or reading lists by educational or professional organizations (i.e., American Library Association, National Council of Teachers of English, Florida Department of Education, etc.).

The collection of grade-appropriate activities below may be used to enhance the summer reading experience for students. The activities are reflective of different learning styles and several of them focus on high-order tasks as required by Language Arts Florida Standards. Schools may use the following activities as listed or may modify them to meet specific student learning styles. The length of the assignment and the amount of time that will be required to complete should be considered when making summer reading assignments.

- Use Microsoft Forms via Office 365 to complete a digital weekly [Reading Log](#) on the books read.
- After reading a book select the 5 most important words in the book and explain why these words are important to the main idea(s) or information presented.
- Create a comic strip to summarize the book you have read.
- Draw a map of the book's setting. Explain the setting in two or three sentences below the picture.
- Create a picture timeline of all the events in the book, labeling each of the events to provide facts, definitions, or important points taking place.
- Create a poster about the book using one or two of the following media: finger-paint, watercolors, crayons, chalk, real materials. Write one to three sentences to explain your visual representation.
- Create a puppet, finger puppet, or draw a portrait about your favorite character. Write a sentence or two of what your character would say to the author.
- Cut out magazine pictures to make a collage or poster illustrating the central idea or theme of the book. Add descriptive words to convey the central idea or theme of the book.
- Write a friendly letter to the main character asking questions and reacting to the events in the story.
- Create a rebus summary (*a summary that uses pictures to represent words*) on one of the books you have read. Substitute pictures (that you draw or cut out) for some of the words you have used in the written summary your book.
- Create a PowerPoint presentation retelling the story using pictures only.



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- Use Microsoft Forms via Office 365 to complete a digital weekly [Reading Log](#) on the books read.
- Surf the Internet prior to, during, or after reading a book to conduct research about the book, its author, or its subject. Develop a log of your findings.
- Use i-Movie or another video platform to create a book trailer advertising your book so someone else will want to read it.
- Use Texting Story, or i-Fake text to create a dialogue with a character regarding a specific event in the story.
- Draw a map of the book's setting and explain how it contributes to the meaning, mood, tone, and beauty of the text.
- Create a PowerPoint "pitch" to a producer explaining why the story or the concept would or would not make a great movie.
- Use Kleki or Sketchpad to create a multi-colored movie poster for the book. Include movie information such as cast, location, setting, credits.
- Create a collage with words and pictures around central idea, theme, or characters in the book.
- Use Office 365 to write a character diary. Write at least five journal entries as if you were the main character in the story. Write down events that happen and reflect on how they affected the character and why.
- Pick the most important word, line, image, object, or event in the book and explain why you chose it. Be sure to support your choice with examples.
- Create a timeline using drawings, magazine cutouts, pictures, and labels to show the main events, and how these events contribute to the meaning of the text.
- Design a T-shirt that promotes your book and write a jingle to sell it.
- Design a poster using multiple print or digital sources to advertise your book. Be creative...use details...elaborate...use color! Try to make it 3-D or movable.
- Use Flipgrid to report live from the scene in your story. Report the events that have taken place, ask questions, and give background information.
- Use Google Forms or Office 365 Forms to create a quiz for the book you read.



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- Use Microsoft Forms via Office 365 to complete a digital weekly [Reading Log Grades 6th - 8th](#) on the books read.
- Create and record a rap or song about one of the books you have read upload the song to a presentation app.
- Create a Meme for each book that you have read or one Meme that combines all the books.
- Using Office 365 write a paragraph describing the title. Is it appropriate? Why not? If you feel it is not appropriate, provide an alternate title and explain why this title is better.
- Look through online magazines for words and pictures that describe your book. Use these to create a virtual collage or a bookmark.
- Using email or other means of corresponding, write to another person (friend or parent) about the book as you read it, having a written conversation about the book.
- Create a virtual tour where instead of traveling into the book, the character(s) travel out of the book into today. Include pictures, sound, music, etc. be creative.
- Design a T-shirt that promotes your book and write a jingle to sell it.
- Search the internet for virtual tours based on the book you are reading. Log your findings in your reading log/journal.
- Visit the author's official website to conduct research and write your findings.
- Design a poster with words and pictures to advertise your book. Be creative...use details...elaborate...use color! Use an app to make it interactive.
- Using Office 365 write a one-page "pitch" to a producer explaining why the story would or would not make a great movie.
- Identify the problem or information presented in your book. Write to explain how you would have responded if you were in the same situation and why.
- Create and write and advice column (Dear Abby) giving the author of the book advice on how they should handle the problems/ dilemmas in the text.
- Write an editorial column stating your position regarding the reasons and evidence the author has provided on the ideas(s), concepts(s) or event(s) presented.
- Create a TOP Ten List in which you write and illustrate events or ideas you learned from the book.



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- Use Microsoft Forms via Office 365 to complete a digital weekly [Reading Log Grades 9th - 12th](#) on the books read.
- Create a mandala with many levels to connect different aspects of the book, its historical time, and culture. Write an explanation of your mandala.
- Create a PowerPoint to include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, etc.... and prepare to present in class.
- Create a Meme for each book that you have read, or one Meme combining all the books that you have read.
- Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Create a virtual tour rite a video describing the homes of your characters and the places where important events in the book took place. Be creative!
- Draw an empty head and inside of it draw any symbols, words, or images that are bouncing around in the mind of a character or characters in the book you are reading.
- Make a timeline of the major events in the book you read. Be sure the divisions on the timeline reflect the time in the plot. Use online drawings, words, or magazine to illustrate events along the timeline.
- Make a “wanted” poster for one of the characters or objects in your book. Include the following: (a) an online drawing or picture of the character or object, (b) a physical description, (c) misdeeds (or deeds?), (d) other miscellaneous information, and (e) the reward offered.
- Using the Internet, research what information is contained in a passport. Create a passport, which belongs to one of the characters in the book. Be creative!
- Create a Top Ten List in which you write and illustrate events and ideas you have learned from the book.
- You are the reporter. Write a front-page news story or a report live from the scene.
- Write an advice column (Dear Abby) giving the author of the book advice on how they should handle the problems/dilemmas in the text.





- Find five websites a character in your book would most frequently visit. Include the websites and an explanation of why your character would choose these sites.
- Imagine that you are the author of the book you just read. Suddenly the book becomes a best seller. Write a letter to a movie producer to convince that the book should be made into a movie. Suggest a filming location and the actors to play the various roles. You may only use books that have not been made into movies.
- Some characters are interesting, and you can relate to, while others possess a specific personality that is intriguing. Select one of those characters that possess a specific personality that is intriguing create an online collage and explain how and why it is intriguing. Use evidence from the text to support your answer.
- There are scenes and lines that are unforgettable. Select a scene(s) and a line(s) from one of the books you have read and explain how and why you feel they are unforgettable. Use evidence from the text to support your answer.

## Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

**Boy Scouts of America Equal Access Act of 2002** - no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).  
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*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

In Addition:

**School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.