

Grades 3–12

# Summer Literacy Planning Checklist for Leaders

Designing Effective Summer Learning for Striving Readers

Summer programs offer a meaningful opportunity to accelerate progress for students who struggle with reading. Use this checklist to guide planning as you design a summer learning program for striving readers.

## 1. Clarify Goals & Identify Students

Define who the program will serve and what success looks like.

Students are identified using recent, relevant data (screeners, diagnostics, classroom evidence).

Student needs are clarified (e.g., foundational decoding, fluency, comprehension)

Program goals are defined and aligned with district MTSS and literacy priorities.

Goals are realistic and achievable within the summer learning window.

Enrollment criteria and program goals are communicated to schools and families.

## 2. Match Students to the Right Support

Striving readers require different kinds of instruction depending on their stage of reading development.

Placement decisions are informed by recent assessment data.

Students needing foundational decoding instruction are identified early.

Groups are formed based on instructional need and stage of reading development, not grade alone.

Instructional materials match student needs (e.g., foundational decoding programs with decodable texts, complex texts with scaffolding).

Supports for multilingual learners address both language development and literacy needs.

### 3. Protect Instructional Time

Summer schedules are tight, so literacy time must be intentionally protected.

Daily schedules include dedicated blocks for literacy instruction.

Schedules allow teachers to implement instructional programs with fidelity.

Daily or weekly routines include time for practice, feedback, and active encouragement.

Attendance strategies support consistent student participation.

### 4. Prepare Teachers

Guidance, training, and the right tools help teachers make the most of the limited summer window.

Instructional materials are aligned to the specific needs of striving readers.

Teachers receive orientation or training before the program begins.

Teachers have access to pacing guides and prioritized skills/learning goals.

Teachers receive support through coaching or check-ins during the program.

### 5. Support Student Engagement

Students are more likely to attend and persist when they feel successful and supported.

Potential barriers to participation are anticipated and addressed (e.g., transportation, scheduling, language access, meals).

Texts and activities are high-interest and relevant to students.

Opportunities for choice and authentic reading and writing experiences are incorporated.

Students experience success through achievable goals, recognition, and encouragement.

### 6. Partner with Families

Families can reinforce learning and attendance when they understand the purpose and feel included.

Families receive clear, multilingual communication about the purpose and expectations of the program.

Resources are shared to support reading at home (book lists, at-home routines, multilingual materials).

Families of non-enrolled students receive suggestions for supporting literacy over the summer.

### 7. Plan for Continuity

Summer learning should build momentum that carries into the school year.

Student progress is monitored during the summer using brief, formative checks.

Instructional notes and end-of-program growth are documented.

Fall teachers have access to relevant summer data.

Early-fall instruction builds on summer learning rather than restarting assessment unnecessarily.

**Need support as you plan? Contact your EPS Learning Account Executive to discuss summer literacy options and resources.**

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