

JOURNAL OF LITERACY INNOVATION

RETHINKING LITERACY INSTRUCTION

VOLUME SEVEN, ISSUE ONE
SPRING 2022

SPECIAL THEMED ISSUE ON COMMUNITY ENGAGEMENT IN THE FIELD OF LITERACY
ISSUE CO-EDITORS: TIFFANY A. FLOWERS AND SEAN RUDAY

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Table of Contents

“Co-Editors’ Introduction: Community Engagement in the Field of Literacy” Tiffany A. Flowers and Sean Ruday.....	3
“Partnering for Practice: Authentic Writing Engagements Within the Community as Teacher Preparation of K-6 Teachers” Danielle L. DeFauw and Katherine Higgs-Coulthard.....	6
“Together We Can Do So Much: A Community Approach to Summer Reading During Turbulent Times” Laura Keisler, Rosario Ordoñez-Jasis, Joanne Chapman, and Carla Salcido.....	23
“When Schools and Public Libraries Come Together: How a Teacher’s Role in a Research Practice Partnership Manifests During a Mobile Library Experience” Sarah Jerasa, Anita Sundrani, and Laveria Hutchison.....	34
“Youth-Led Research for Social Action: A Community Collaborates” Mary Frances (Molly) Buckley-Marudas, Charles Ellenbogen, and Rachel Oscar.....	51
“Coaching Chinese Mothers to Ask Higher-level Questions in Dialogic Reading” Shuling Yang.....	74
“When Third Graders Peer Conference on their Writing: An Action Research Study” Krystal Y. Keener.....	99
“READ & STRIKE & Have a Good Night: STRIKE at Night Virtual Literacy Camp” Jhaneil O. Thompson, Krystal N. Bush, and Cheron H. Davis	117

READ & STRIKE & HAVE A GOOD NIGHT: STRIKE AT NIGHT VIRTUAL LITERACY CAMP

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Abstract

The purpose of this article is to examine the pilot program, STRIKE (Sustaining Technology- and Reading-Infused Kid-Friendly Education) at Night Literacy Camp, a week-long bedtime read-aloud camp held virtually on Facebook and YouTube Live platforms. The online program aims to increase access to culturally relevant, high-quality literature, include multiliteracies via read-alouds and address potential summer loss while children are typically away from their structured academic settings. STRIKE at Night is founded upon five pillars: the science of reading, family involvement, read-alouds, combating summer reading loss, and culturally responsive literature. The purpose of this article is to discuss how grant writing, community partnerships, and strategic online marketing led to increased viewership, total registrations, and ultimately, program impact outside of the target market in Florida. Further, the authors consider the challenges faced when launching a grassroots literacy campaign.

READ & STRIKE & Have a Good Night: STRIKE at Night Virtual Literacy Camp

We READ, and we STRIKE, and we have a good NIGHT!

New York Giants wide receiver Darius Slayton is a great sport—no pun intended. A fifth-round draft pick from Auburn University, he already has 98 receptions for 1,491 yards and 11 touchdowns, leading his team in receiving yards and touchdowns in each of his first two seasons in the NFL. In 2019, Slayton finished top 15 overall in touchdowns—tied for first among all rookie receivers. Tonight, he is about a week away from beginning his third season and has agreed to participate as a celebrity guest reader for an online literacy camp. “I need to pay my barber a visit right now so that he can mold me like a lump of clay so that they’ll want to put me in a museum,” he laughs as he finishes an engaging, exciting reading of Derrick Barnes’s *Crown: Ode to the Fresh Cut*. Barnes’s *Crown* is an eloquent, rhythmic ode to how a trip to the barbershop develops confidence in Black boys worldwide. Darius *knows* this experience. He *lives* it. And he is talking about it with children and adults who are tuned in to this episode of STRIKE at Night (SAN) Literacy Camp. Then, without flinching, this NFL superstar closes the

way STRIKE Camp Counselors Cheron and Jhaneil open and close each night, complete with dramatically animated childish gestures and movements--- *We READ, and we STRIKE, and we have a good NIGHT!*

STRIKE (Sustaining Technology- and Reading-Infused Kid-Friendly Education) at Night Literacy Camp is a week-long bedtime read-aloud camp, held virtually on Facebook and YouTube Live platforms. STRIKE at Night was founded upon five pillars: the science of reading, family involvement, read-alouds, summer reading, and culturally responsive, high-quality literature. This program's purpose is twofold: to promote literacy activities that align with multiliteracies and increase access to multicultural, culturally relevant literature. Prior research indicates that read-alouds are beneficial for language and literacy development, necessary for successful schooling (Beck & McKeown, 2007; Sipe, 2002). SAN also provides caregivers with supplemental literacy activities, allowing parents and adults to actively engage with their child(ren) to acquire the different components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). This program promotes increased read-alouds using easily accessible social media platforms like Instagram, Facebook, Twitter, and YouTube. Due to the target population, it was also essential to the researchers to provide this opportunity for children and families at no cost, and these platforms made that possible. Additionally, this program allows literacy professionals to engage in advocacy by emphasizing the importance of multicultural literature while marketing and promoting the SAN Summer Camp in their school and community networks.

Critical Review of the Research

The culture of standardized assessment and, consequently, narrow curricula in education often disincentivizes the innovative, creative ways teachers can implement literary practices in classrooms. Children's reading becomes a laborious effort based on points and token systems that do not encourage self-motivation but rather competition. Thus, literacy is reduced to a skill set that includes decoding written symbols (letters) and stringing them together. Moreover, it is redundant and restrictive due to its inability to engage children, particularly those from differing racial and lower socioeconomic backgrounds (Fernald et al., 2013, Hart & Risely, 2003; Snow, 2013). As teachers (and teacher educators), it is our job to examine and challenge these exclusive notions.

Policies emanating from crises have produced systems of exclusion and racial subjugation. Narrow definitions of literacy can be traced back to the restrictive notion that only school-based literacy is authentic and valuable (Mahiri & Sablo, 1996). For example, the well-known report *A Nation at Risk* (National Commission on Excellence in Education, 1983), issued by the Reagan administration over thirty years ago, declared education in the United States to be a failure. "Our nation is at risk," it began. The report narrowed the curriculum and proposed testing policies to foster segregation and inequity (Kendi, 2016a; Knoester & Au, 2017). It offered, as proof, the following "indicators of risk:"

- Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension

- About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent (NCEE, 1983).

As the Reading Excellence Act (HR 2614) was being signed into law in 1998 under the guise of seemingly neutral concepts of rigor and achievement (Kendi, 2016a, 2016b; Riley, 2017), two key reports were commissioned by expert panels authorized by the US Congress: (1) *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998) and (2) *Teaching Children to Read: A Report of the National Reading Panel* (National Reading Panel, 2000). No Child Left Behind legislation was directly informed and funded by recommendations from these documents.

Historically and systemically, minoritized students have been denied the rights to reading and writing based on narrow definitions of reading and writing employed by legislation. In this country, literacy definitions, materials, and measures suppress many students' right to read because they are unlikely to mirror their experiences and everyday lives. With a five-pillared approach (see Figure 1) to reaching students during non-tradition academic times of the day and year, SAN uses an evidence-based, culturally relevant approach to combat students' disinterest and potential reading loss. SAN's virtual read-aloud format brings reading into homes during the summer, a time when reading could wane. SAN contributes to a home library by distributing books to participants, increasing accessibility to multicultural, culturally relevant reading material.

Figure 1

Five Pillars of STRIKE at Night Literacy Camp

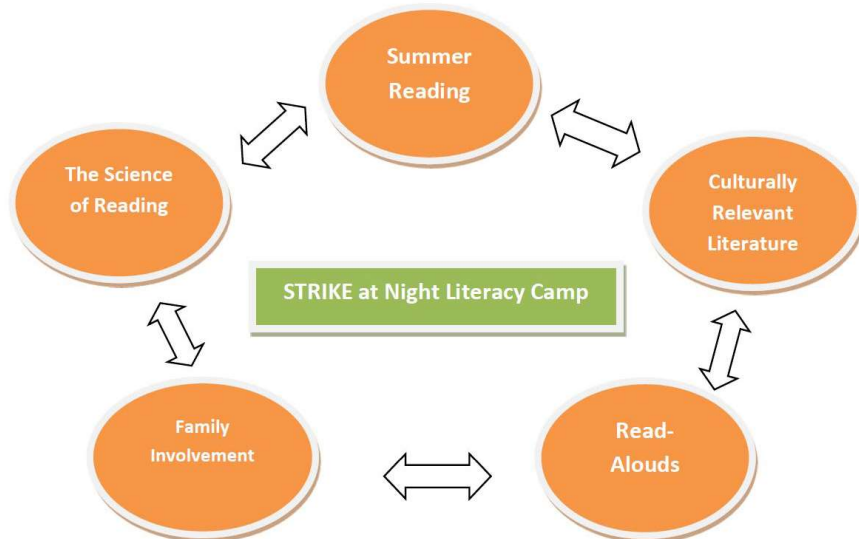


Figure 1: Details the five elements that are foundational to STRIKE at Night Literacy Camp programming.

Summer Reading Loss

Summer reading loss refers to the decline in children's reading development that can occur when children are away from the classroom and not participating in formal literacy programs (Allington & McGill-Franzen, 2003). Research suggests that students can lose between one month and a few months of reading skills during the summer break from school (Bullard, 2020; Alexander et al., 2007; Allington & McGill-Franzen, 2003; Cooper et al., 1996; Entwisle et al., 1997; Entwisle et al., 2001). Like many other literacy challenges, summer reading loss presents as an issue of achievement, but more importantly, access. For example, Jackson and Howard (2014) noted that children experience summer reading loss when they lack access to books and reading instruction during summer break from school.

Thus, not all students experience summer reading loss; rather, economically disadvantaged students experience summer reading loss while reading skills continue to grow for more economically advantaged students during the summer break from school (Alexander et al., 2007; Allington & McGill-Franzen, 2003). The results of a meta-analysis of 11 studies on summer reading loss suggest that the summer break from instruction results in a three-month reading gap between economically advantaged and disadvantaged students (Cooper et al., 1996). In addition, Heyns' (1978) findings suggest that reading activity, which requires access to books and reading instruction, is the activity most strongly correlated to learning during the summer break from school. Approximately 55% of all Florida students (about 1.56 million students) were documented as eligible for free lunch in 2018/2019, indicating lower socioeconomic status and, consequently, higher risk of summer reading loss due to potential access issues (Department of Education, 2019).

Some studies suggest that improving book access during the summer break from school for children from economically disadvantaged households effectively reduces summer reading loss (Allington et al., 2010; Kim & Guryan, 2010). For example, Kim (2004) examined a district-wide, reading-focused summer program with fourth and sixth graders from four different ethnic groups. The results suggest that reading approximately five books during the summer break may prevent summer reading loss for children in intermediate grades. Additionally, Kim (2006) reported that a summer book distribution program had significant effects ($p = .12$) on the fall reading skills of all students, but the largest significant effect was for Black students. Therefore, book access positively correlated with the volume of summer reading and negatively correlated with summer reading loss.

Culturally-Relevant, High-Quality Literature

According to Ladson-Billings (1992), culturally relevant pedagogy is a subfield of multicultural education (e.g., Gibson, 1976; Sleeter & Grant, 1987), which emphasizes that all students (regardless of gender, social class, ethnicity, race, or culture) should have equal opportunities to learn and succeed in schools (Banks, 1993). Culturally relevant pedagogy addresses academic achievement while fostering students' cultural identity development and the critical thinking skills to challenge the status quo (Ladson-Billings, 1992, 2009, 2014). Teachers utilizing culturally relevant pedagogy respond to the cultures of the specific students in the classroom by linking learning to understanding and appreciation of students' cultures (Brown-Jeffy & Cooper, 2011; Ladson-Billings, 1995, 2009, 2014; Rychly & Graves, 2012).

One element of culturally relevant pedagogy is the curriculum. Researchers have studied the importance of using curricula that includes culturally reflective texts or books that allow readers to see themselves. Bishop (1990) first described participants as reading from insider or outsider perspectives, more commonly referred to as windows and mirrors. Books serve as windows when students are not represented in the text. Books function as mirrors when students can see themselves represented in the text. In their research with teacher educators of color, Suh and Hinton (2015) found that the participants engaged in discussions around the text that allowed them to share intimate cultural knowledge as both speaker and listener: This affirmed their identities and validated their ways of knowing. While window texts can be helpful when learning about other cultures, we chose mirror, or culturally reflective texts, as evidence shows that it correlates to increased reading interest (Suh & Hinton, 2015).

The implementation of the curriculum is also vitally important. SAN's is grounded in the science of reading, family involvement, read-alouds, combating summer reading loss, and culturally responsive literature. SAN read-alouds begin with a camp counselor introducing the text's theme before the guest reader begins reading. After the reading, the camp counselor engages the guest reader in the discussion, an activity intended to facilitate comprehension think-aloud strategies for children watching and parents or caretakers to implement at home. These higher-order questions encourage deeper critical thinking beyond rote memorization of facts such as characters or settings and allow students to think deeply about texts to make connections using comprehension strategies (discussed further in *The Science of Reading* section). Finally, the curriculum frequently provides follow-up activities and websites for registrants to visit for more information about the books read during the camp.

As a critical component of the program is to foster children's love of reading, books are selected based on the ability to implement activities derived from children's lived experiences (CDF, 2020; Chilcoat & Ligon, 1999; Jackson & Boutte, 2009; Jackson & Howard, 2014). To increase authenticity, the chosen authors are culturally diverse, like Black authors Matthew A. Cherry and Derrick Barnes. The books focus on topics of particular relevance/interest to students from non-dominant cultures (e.g., discrimination, racism, immigration, bullying; i.e., developing cultural competence).

The Case for Read-Alouds

Although the affective domains of education are often overlooked and undervalued, a vast body of research supports the benefits of reading aloud to young children (Lane & Wright, 2007; Roberts & Burchinal, 2002). Read-alouds are adult-mediated interactions during which teachers use intonation, gestures, prosody, and facial expressions to provide clues about word meanings. A report by Anderson and colleagues (1985) entitled *Becoming a Nation of Readers* found that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. For beginning readers, read-alouds serve as the gateway to language learning because children's listening comprehension is greater than their reading comprehension. When engaged in a read-aloud, children begin to understand more complex ideas, vocabulary, language patterns, and ultimately, the structure of books when they become independent readers (Fountas & Pinnell, 2020). While especially important for developing

readers, students of any age can benefit from hearing a fluent reading of excellent literature. Thus, SAN selects guest readers for read-alouds that represent various age groups, occupations, genders, and backgrounds. This intentional selection promotes excitement and engagement through perceived familiarity by the viewers with the readers during the read-aloud event.

Family Involvement

Parents, and other supportive adults, are children's first teachers, particularly in literacy development (Anderson, 2000; Cassidy et al., 2004). Family involvement is a complex and multidimensional construct, encompassing school-based involvement, adult-child interactions at home, and scheduling children's leisure time (Park, 2008). Family involvement mediates summer reading loss or creates the summer opportunities gap, especially in reading development. Students who perform at higher levels of achievement are more likely to report more familial support than students who perform at lower levels of achievement (Alfara et al., 2006). Researchers have found that family involvement can vary by racial identity and social class (Bodovski & Farkas, 2008; Cheadle, 2008; Lareau, 2002; Zhang et al., 2020). However, what is clear is that future reading achievement can be enhanced by family-child interactions in literacy-rich home environments (Fan, 2001; Park, 2008; Zhang et al., 2020). Taking this into consideration, access to programming like STRIKE at Night Literacy Camp is integral in creating literacy-rich, family events for home engagement.

Building Strong Readers Through the Five and More

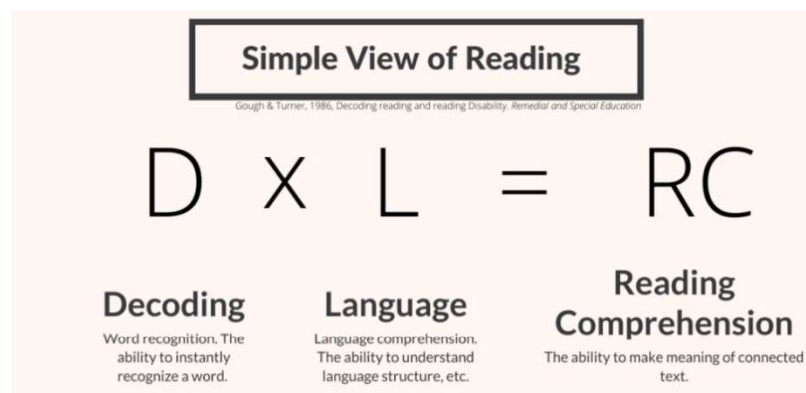
According to the National Reading Panel, effective reading instructions and programs are based on five solid pillars, which ultimately makes up the foundation of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension (National Reading Panel, 2002). With the inclusion of the five pillars and active read alouds, STRIKE at Night was able to successfully engage viewers in a three-night summer camp full of fluent and comprehensive guest readers. Repeated exposure to read-alouds with modeling of appropriate language and fluency encourages the love of reading (Marchessault & Larwin, 2014). The end goal for each night, was to leave each viewer with intrinsic motivation to not only read more during times when instructional schooling is out, but also for our older viewers to share their gift to fluently read by reading aloud when possible.

Learning to read transforms lives. Research has shown that the indirect costs to low literacy contribute to the likelihood of poor physical and mental health, lower socioeconomic status, and increased involvement in crime (World Literacy Federation, 2015). While many agree on the importance of reading, there is no consensus on how the task should be implemented. "Reading wars" continue a metaphorical tug-of-war between a *phonics* approach, in which sounds that letters make are taught explicitly (Chall, 1967; Flesch, 1955), versus a *whole-language approach*, which emphasizes the child's meaning discovery in a literacy-rich environment (Goodman, 1967). The debate around these approaches has resulted in extensive research in psychological science spanning several decades. As a result, a large and diverse body of research now documents reading development and the cognitive processes that skilled readers utilize to understand the text.

The Simple View of Reading, a model first presented by Gough and Tunmer (1986), states that only both decoding (*word recognition*) and language comprehension (*listening comprehension*) must be present for reading comprehension (see Figure 2). In other words, children must learn essential skills to understand the words of the page while also developing their understanding of literacy and the world. Although reading is inherently complex, this model demonstrates how the essential subskills of reading (phoneme awareness, phonics, fluency, word recognition, etc.) can be assigned to decoding and language, seen on the left side of their equation. With the combination of the five pillars of reading and the components of literacy, SAN read-alouds were designed to take the approach to achieve mathematical balance, the *listening comprehension* noted here as reading comprehension on the right side of the equation must also be optimal.

Figure 2

The Simple View of Reading (Gough & Tunmer, 1986)



In addition to orthographic, linguistic, and general knowledge as crucial sources to be acquired to understand text (Perfetti and Stafura, 2014), children need to have adequate background knowledge for comprehension. Through previewing, readers activate top-down processing for reading comprehension by making predictions about the text (Chia, 2001). In addition, easily accessible relevant background knowledge provides more coherent text representations and more salient reading experiences for children, and read-alouds offer the opportunity for post-reading discussion. SAN Literacy Camp read-aloud events capitalize on those integrational opportunities by introducing guest readers with books talks, an inventive way of activating the background knowledge of the viewers (children).

Theoretical Framework

We utilize the faucet theory to demonstrate the importance of summer reading activities. Entwisle and colleagues (2001) developed the “faucet theory” to explain the phenomenon of summer reading loss. When the faucet is on (i.e., when students are receiving academic instruction in their schools), the reading skills of all children, regardless of economic background, develop. However, during the summer break from school (i.e., when the faucet is off), the reading skills of economically advantaged children continue to develop, whereas the reading skills of economically disadvantaged children do not develop and possibly decline (Allington et al., 2010; Entwisle et al., 2001).

The faucet metaphor originated from the Beginning School Study (BSS) findings that tracked students' learning patterns beginning in first grade through adulthood (Alexander et al., 2007). The BSS study revealed that the rich/poor achievement gap increases when students are not in school. Specifically, the study revealed that the achievement gaps are cumulative and that the disparities for some students are measured, not in months, but rather in years (e.g., Alexander et al., 2007). Critics of the faucet theory cite its overreliance on standardized testing as a measure of knowledge. Instead, critics advocated for more comprehensive strategies for measuring different “funds of knowledge” that minorities and other members of the non-dominant class possess (Moll et al., 1992).

To address the criticisms of faucet theory, we draw upon multiliteracies and critical literacy, more culturally sensitive lenses that consider multiple factors when analyzing bioecological data. The Multiliteracies Theory was formulated to address two related trends: increasing cultural and linguistic diversity of learners; and the changing landscape of literacy, including the rise of new technologies” (The New London Group, 1996 as cited in Simon, 2011). Similarly, Cope and Kalantzis (2000, as cited by Simon, 2011) state that multiliteracies include utilizing multiple communication channels for reading and comprehension. By representing reading as an oral, communal act and integrating social media into the reading and comprehension process, we hope to mitigate what is seen as reading loss. Multiliteracies also allow for the beginning of examining identity and privilege within literacy.

Critical literacy builds upon multiliteracies in that the goal is empowerment. According to Freire (2001), literacy is a tool to help understand the written word and the world around you. Thus, literacy examines the relationship between reader, writer, and the greater society. It also interrogates power dynamics and systems of oppression as the goal is empowerment. Students can decide whose voices are valued and disregarded by examining which texts teachers include in their curricula (Ryan & Hermann-Wilmarth, 2019). The books are chosen for SAN help to affirm the experiences and value of the target audience through a representation of authentic experiences and conversations.

Overview of the Project

STRIKE at Night Literacy Camp is an online read-aloud non-profit organization accessible to viewers through two virtual platforms: YouTube and Facebook Live. Readings for the first event aired simultaneously on both platforms. This camp took place on July 12-15, 2021, 8:00-8:30 EST. Guest readers engaged viewers with one of the specifically selected culturally relevant books. Guest readers included NFL wide receiver for the New York Giants, Darius Slayton, Children’s Defense Fund Freedom Schools National Director Dr. Kristal Moore Clemons, and author of *A Kids Book About Leadership* and founder of *Race to Kindness*, ten-year-old Orion Jean. Each night, ten children were randomly selected to receive \$50 book gift certificates using an application called Spin the Wheel Random Picker. This app is a decision-making wheel where users can add custom labels. Using a Google form, participants were required to submit the children’s names and parents' or guardians’ email addresses to enter the drawing. Winners were announced and displayed on the screen to see the contest outcomes each night.

Advertising

For advertising, the researchers used social media, electronic mail, and local television network news. Social media support in the form of retweets and shares also contributed to increased viewership at a minimal cost. The researchers were also able to access local school districts and colleges of education to solicit participation in the literacy camp. Additionally, the local news station ran a promotional story on the 6 PM evening news five days before the event.

Funding

Researchers secured grant funding for the project from two organizations: The National Science Foundation and The Specialized Literacy Professionals. Grant funding was mainly used to support the purchase of books given away during the live events.

Literature

The celebrity guest readers elected to read culturally representative picture books that celebrate the experiences of children of color in literature. NFL wide receiver Darius Slayton read *Crown: An Ode to the Fresh Cut* by Derrick Barnes. This rhythmic, high-spirited text celebrates how boys feel when they leave the barber's chair. Dr. Kristal Moore Clemons dazzled audiences by reading Connie Schofield-Morrison's *I Got the Rhythm*. On a simple trip to the park, the joy of music overtakes this young Black girl and her mother. Readers are taken on a boogie through the streets as the little girl struts her stuff to the beat of her own drum. The book celebrates self-expression and full awareness of her senses. Finally, 10-year-old author and philanthropist Orion Jean chose to read the New York Times Best Seller and award-winning *The Word Collector* by Peter Reynolds, a natural choice for a voracious reader like himself. In the book, Jerome discovers the magic of words and celebrates the impact of sharing your words with the world. Each reader was generous in sharing their time and talent with the SAN viewers.

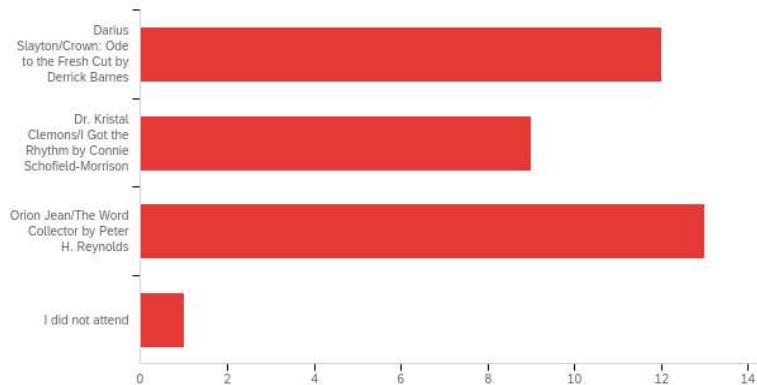
Evaluating Strengths and Challenges of Pilot SAN Program

Event registrants and attendees were asked to complete an online survey that consisted of 12 items, both Likert-scale and short answer questions. The survey was administered, and data was collected via Qualtrics. Participants were solicited via email and social media.

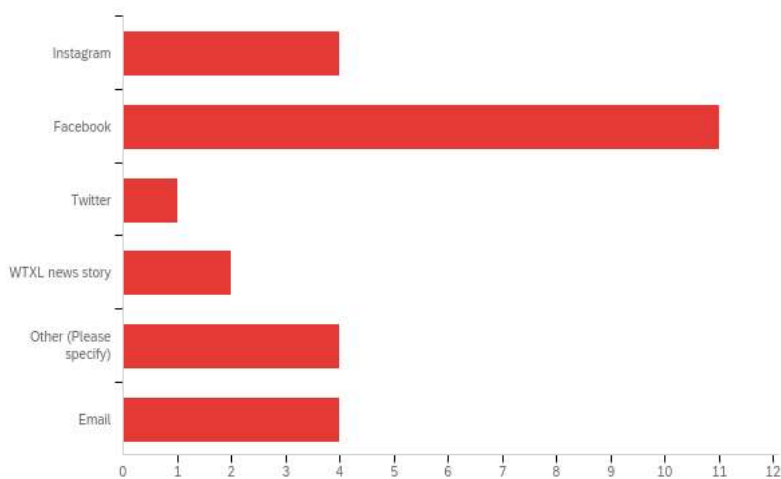
Demographic Information

Twenty-two participants responded and completed the post-event survey. The week-long event targeted audiences in Florida, specifically the Tallahassee tri-county area. Based on registration data, registrants from 26 different states signed up to attend the event, and viewers from 34 states and four countries (United States, Canada, Ireland, and Haiti) tuned in to the live broadcast.

Which of the following nights did you attend the live event? You may select more than one if you attended multiple nights.



How did you hear about STRIKE at Night Literacy Camp?



How likely are you to recommend this event to a friend or colleague? How likely are you to attend this event in the future?

Respondents used a Likert scale from 1 to 5, 1 meaning *I would not recommend this event to a friend or colleague* to 5 meaning *I would highly recommend this event to a friend or colleague*, overwhelmingly (90%) said they would highly recommend the event. Eighty-four percent (84%) of the respondents reported it was highly likely they would attend the event in the future.

What did you like most about the event? What did you like least about the event? Is there anything you would like to share with us?

Open-ended questions allowed researchers to gather data from participants to inform future strategic planning. What seemingly worked well was the interaction between the camp counselors and the guest readers. Feedback included: What seemingly worked well was the interaction between the camp counselors and the guest readers. Feedback included:

Enjoyed the interactivity between the facilitators and us despite it being virtual.

The interest my children had in the program due to the way it was organized to capture their attention

I loved the camp counselor's energy and enthusiasm for reading!

Participants also provided feedback for necessary for improvement. Suggestions varied; however, one theme was found was the presence of technical issues. While virtual programming does allow for an increase in reach, it invited the possibility of increased technical. Participants also noted that the time of the summer event was not ideal for considering programming during the school year. Thus, the time of the event has been changed to accommodate earlier bedtimes during school. Additionally, SAN is implementing more STEM-centered literature upon participant recommendations.

STRIKE at Night Literacy Camp will maintain and continue to expand its media presence. Currently, SAN Literacy Camp has an active social media presence, including over 750 Instagram followers. On September 19, 2021, SAN hosted Canadian-author and TedX speaker Noa Daniel. She read her wildly popular book *Strum and the Wild Turkeys*, using literature and music to teach inclusivity and comprehension skills to children and their families. For the future, SAN plans to host more authors and read-aloud events to share the joy and wonder of literacy with children and adults worldwide.





THE CAMP YOU CAN ATTEND ANYWHERE BECAUSE LITERACY IS FOR EVERYONE!

STRIKE AT NIGHT

Literacy Camp Week 1

BY THE NUMBERS:



SOCIAL MEDIA IMPACT \$1,500 IN

13,447 FACEBOOK
USERS REACHED

279 FOLLOWERS

1,937 INSTAGRAM
USERS REACHED

600+ FOLLOWERS

NEW
BOOKS
GIVEN
AWAY



REGISTRANTS
REPRESENTING
20 STATES!



GLOBAL
IMPACT

STRIKE at Night seen by

- IRELAND (FB)
- ST. LUCIA (FB)
- UK (IG)
- CANADA (IG)
- INDIA (IG)
- NIGERIA (IG)

126 ADULT REGISTRANTS
OVER 200 CHILDREN
1,000+ VIEWS OF LIVESTREAM!



STRIKEatNight



STRIKE at Night Summer Camp



@STRIKEatNightSC



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READ & STRIKE & HAVE A GOOD NIGHT!

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Appendix A

Books Read Aloud During STRIKE at Night Literacy Camp

All three multiliteracy books that were selected to be read aloud portrayed a sense of representation and familiarity within our targeted audience. This purposeful interaction with the multiliteracy books created an allowance for viewers to not only see themselves portrayed positively through illustrations and words, but also view community leaders actively engage with characters much like themselves.

The first multiliteracy read aloud book was *Crown: An Ode to the Fresh Cut* by Derrick Barnes and illustrated by Gordon C. James B. This rhythmic, high-spirited text celebrates how boys feel when they leave the barber's chair. Published in 2017, this pictorial and descriptive representational children's book has received a Newberry Honor, a Corretta Scott King Author Honor, the 2018 Ezra Jack Keats New Writer Award and the 2018 Kirkus Prize for Young Readers.

The second selected multiliteracy book read aloud at camp STRIKE at Night was Connie Schofield-Morrison's *I Got the Rhythm*. On a simple trip to the park, the joy of music overtakes this young Black girl and her mother. Presented by award-winning illustrator Frank Morrison and Connie Schofield-Morrison, uses a young black girl to capture the beat of the street, to create a rollicking read that will get any kid in the mood to boogie. Readers are taken on a boogie through the streets as the little girl struts her stuff to the beat of her own drum. The book celebrates self-expression and full awareness of her senses.

Finally, the last book scheduled to be read aloud at STRIKE at Night was the New York Times Best Seller and award-winning *The Word Collector* by Peter Reynolds. In the book, A young black boy, by the name of Jerome discovers the magic of words and celebrates the impact of sharing your words with the world. Throughout this book Jerome is able understand how much power words may hold and the importance of sharing positive and kind words.

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