

Judy O'Connell, June 2006



Accelerated Reader

Learn to Read, Learn to Succeed



Reading!

The art of teaching reading is like weaving a beautiful tapestry. Like every tapestry, reading knowledge is made up of tightly woven, strong foundational threads. Each thread must be present to make the tapestry strong, able to withstand lifelong use, and be functional through all seasons.



Reading!

1. Readiness/Phonemic Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary and Word Recognition
5. Comprehension
6. Higher-Order Thinking

Skills that readers will need for success in tomorrow's world.



FAQs about Reading

- What makes a difference in reading achievement?
- How much reading time is enough?
- What about student's who can't read?
- Who teaches reading?
- How can we teach reading in content areas?
- What should English teachers do about literacy?



Reading!

The goal of reading must be to:

- teach comprehension skills and strategies
- build understanding and comprehension skills
- teach students how to approach all types of text
- provide motivation, excitement and self-confidence to our students as readers



Literacy Programme

- Who teaches reading?
 - Classroom Teacher
 - Librarian
 - Parents or family
- What motivates literacy learning?
 - Mastery of text and confidence in comprehension
 - Positive practice and reward
 - Being good at something
 - Being interested!



Accelerated Reader

- Accelerate growth in reading ability
- Foster a genuine love of reading in all students using personal skills and interests
- Promote use of library catalogue
- Develop breadth in choice of reading
- Develop lifelong learners and critical thinkers
- Literacy is central to the digital world of our students

Library is central to literacy

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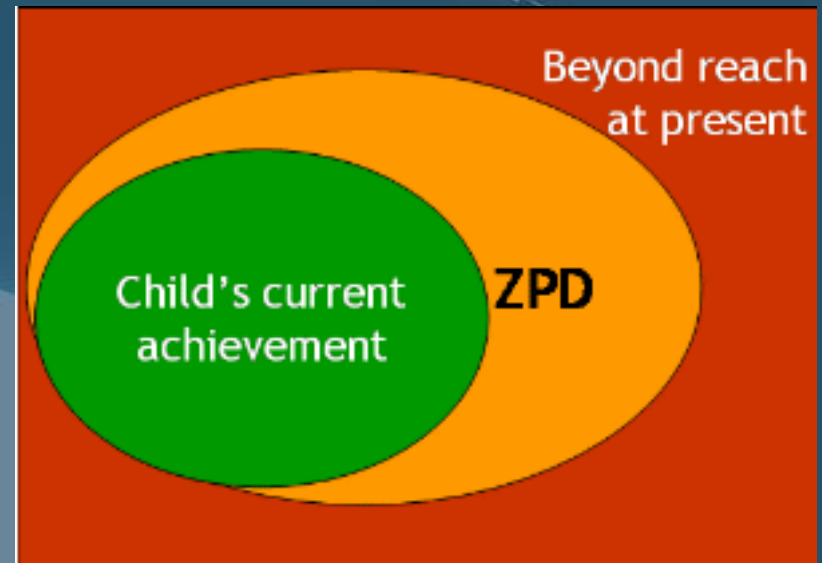
STAR Reading

- Uses brief, in-context vocabulary questions to pinpoint reading levels
- Fast and friendly assessment of student's reading ability
- Questions continually adjust to each student's response pattern
- Takes about 10 mins, yet provides up to 15 reports for monitoring and reporting



Reading Zone

- Constructivism suggests that the learner is actively involved in a joint enterprise with the teacher of creating ("constructing") new meanings.
- The key to "stretching" the learner is to know what is in that person's ZPD—what





Accelerated Reader

Advantages for Teachers

- Generates up to 30 information packed reports
- Lets you know immediately when intervention is needed
- Provides ongoing record of the books students are reading
- Provides comprehension levels, amount of reading practice, diagnostic information and more



George thought he and Lennie would get the job if ---.

- A. the boss could see Lennie work before he heard him speak
- B. he could keep Lennie out of sight until the boss was gone
- C. the other workers could see how strong Lennie was
- D. he could think of a good lie to explain their presence at the ranch



AR Literacy in Action

- Using the library catalogue to choose their own book within their ZPD
- Locating the book
- Borrowing the book
- Reading and more reading!!



Advantages of Sharing

- Teachers were totally involved in their students' literature programme
- Librarian and class teacher were able to
 - Monitor and respond to student's progress together
 - Provide point-of-need support
 - Able to discuss problems
 - Plan future directions



Advantages of Sharing

- Students responded positively to the additional teacher support and encouragement
- Teachers had firsthand experience of the programme and the way it was being implemented
- Teachers received regular and comprehensive reports on all students



AR Literacy in action

- Completing a reading practice quiz
- Getting Results! Printing the TOPS report
- Showing the teacher or librarian their TOPS report



AR Literacy in action

- Sharing books together..
- Incentives and rewards
- Planning student goals
- Student Record Report



AR Literacy in action

Reaching
the *Hall of Fame!*

We love reading!

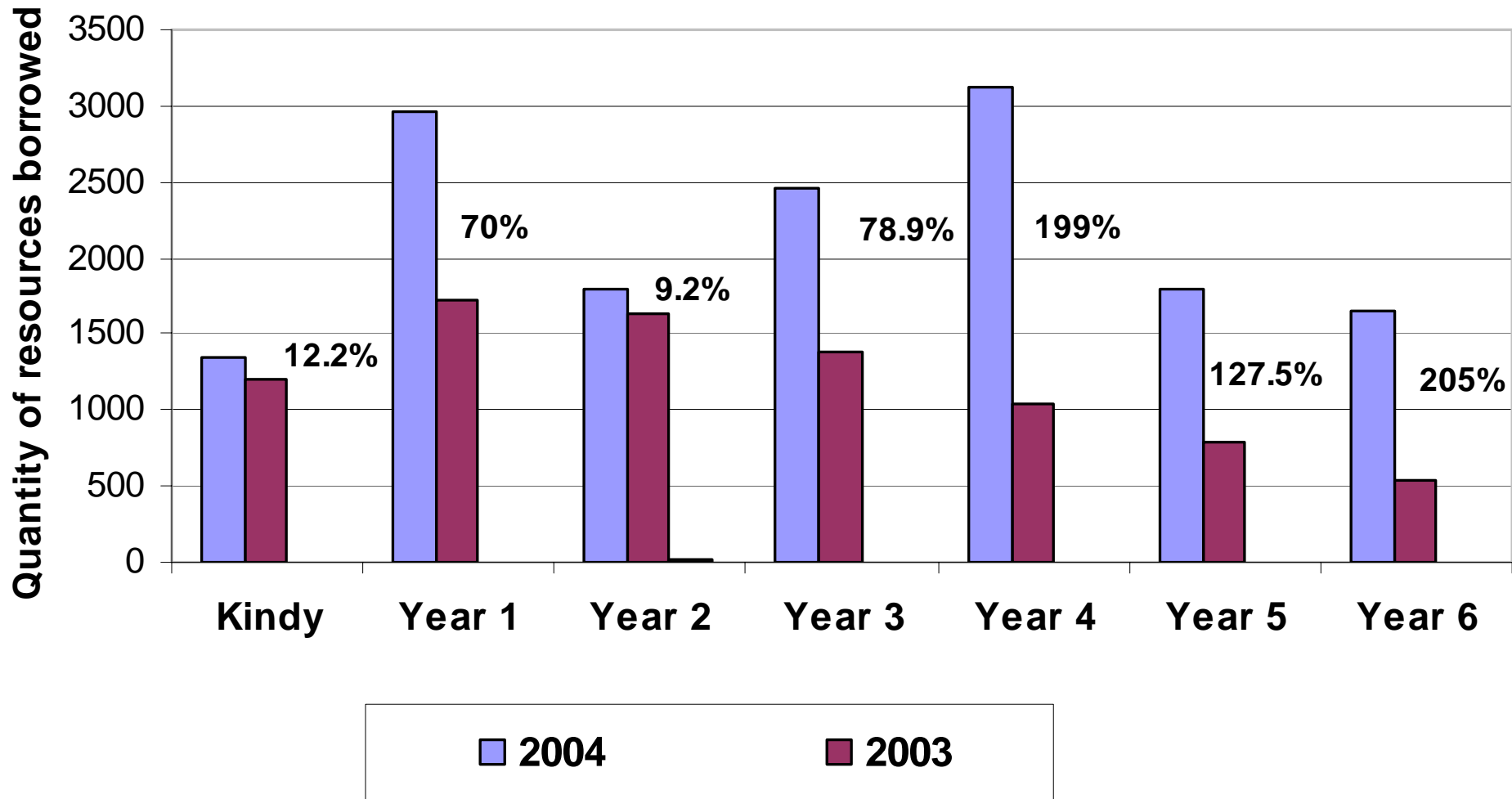


What we found!

- Students became excited about books!
- Students improved their comprehension and critical thinking skills
- We have a powerful formative and summative monitoring tool for each individual
- We have built a genuine, transparent, integrated love of learning.

Junior School Statistics Summary

taken up to Week 2 of Term 4 in 2003 and 2004





What students enjoyed!

- Introduced me to new authors and books
- Freedom of choosing my own books to read
- Reading at my own pace
- Getting scores depending on how well you absorbed and remembered the book
- It made me read more challenging books
- Having so many good books to choose from!



How AR helped me...!

- It made me read faster
- I now read more carefully
- I am much more confident when reading
- It's improved my vocabulary
- It's helped my reading skills
- Gaining points helped me by encouraging me to read more
- I know I can read better!



Overall Advantages

- Become independent in using the library
- Become faster readers
- Enjoy doing computer quizzes
- Enjoy freedom of choosing own books
- Enjoy instant praise through TOPS report
- Motivated by quizzes, points, reading...
- Recommend books to each other
- Keen to do quizzes outside lessons
- REALLY read the books – no cheating!



Differentiated approach

- **Very good readers**
 - Broadens and extends reading experience (makes them read books they normally wouldn't read)
- **Average readers**
 - Motivates them to read more with enjoyment



Differentiated approach

- **Poor or reluctant readers**
 - Pressure of competition is off
 - Competes against self
 - Read books appropriate for their reading level
 - Can achieve and be successful



10 Steps to AR Success

1. Thoroughly understand Accelerated Reader
2. Schedule regular reading time
3. Work with and monitor the ZPD (reading range)
4. Take status of the class & plan progress weekly
5. Set student personal and group reading goals



10 Steps to AR Success

1. Check the TOPS report immediately!
2. Review the diagnostic report weekly
3. Guide individual reading practice as a partnership
4. Create a system of motivators
5. Share the fun of reading together at the end of class





Judy O'Connell

BA Dip Ed, GDAS, MAppSc, MEd, GradCertRe, AALIA

Catholic Education Office, Sydney.

judy.oconnell@parra.catholic.edu.au

<http://parra-bib-blog.blogspot.com/>

<http://heyjude.wordpress.com>

**Vice President – Association Relations
International Association of School
Librarianship**

<http://www.iasl-slo.org/>



Notes

