



## 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.

"The Threads of Reading: Strategies for Literacy Development" by Karen Tankersley

- ## 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.***

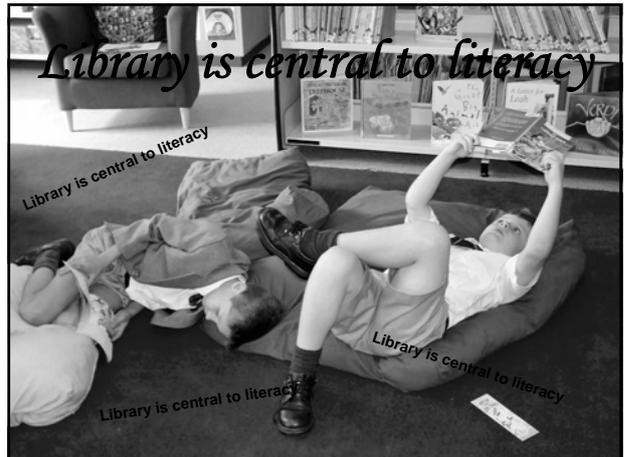
- ## FAQs about Reading
- What makes a difference in reading achievement?
  - How much reading time is enough?
  - What about student's who can't read?
  - Who teaches reading?
  - How can we teach reading in content areas?
  - What should English teachers do about literacy?
  - How do I engage students in the reading process?
  - What are my reading goals for my students?

- ## 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

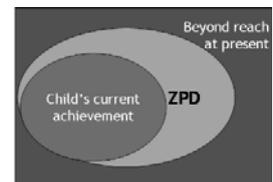


## STAR Reading

- 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 comes next, for them.



## 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

Amanda Addison Of Mice and Men

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

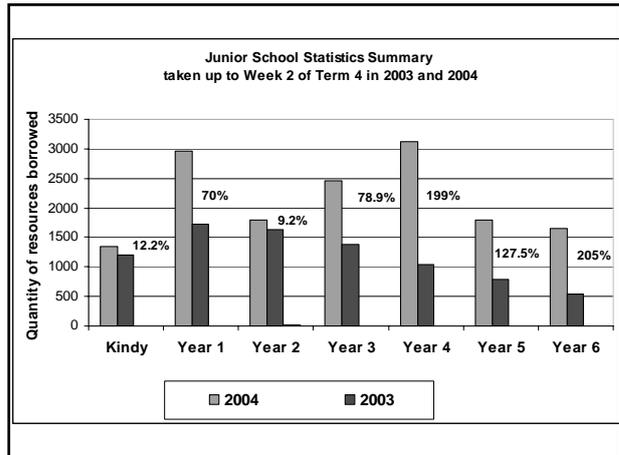
### AR Literacy in action

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.



## 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](mailto:judy.oconnell@parra.catholic.edu.au)  
<http://parra-bib-blog.blogspot.com/>  
<http://heyiude.wordpress.com>

Vice President – Association Relations  
International Association of School  
Librarianship  
<http://www.iasl-slo.org/>

## Notes