

Accelerated Reading Program

Accelerated Reader is an incentive program used to encourage students to do as much reading as possible outside the classroom or during free time in the classroom. Research shows that children become better readers by reading more. This program is designed to have children stretch their reading ability and go as high as they can. The Accelerated Reader Program is a multi-level approach that is good for readers at all levels.

The students check out books from the library. A label located on the front cover of each library book contains the title, author, reading level, and the points assigned for each book. Students may choose to read any book they wish on their assigned reading range. They then take a computerized comprehension test. If they answer all questions correctly, they earn the designated points. They may answer several questions incorrectly and still earn a percentage of the book points. However, too many incorrect answers results in no points earned and the test may not be retaken. Since the students are reading books on their own individual reading level, they are expected to score at least an 80 on tests. An occasional score below 80 may happen, but if your child scores below 80 on several tests, this is probably a sign that he/she is rushing through the book. Students are encouraged to read carefully and to “dive deep” into the book.

We had such success with this program last year! The students were genuinely enthusiastic about reading and acquiring points. They were their own motivators. We will be doing many exciting things throughout the year with Accelerated Reading. You may notice very soon, if you haven't already, that your child is reading more books than usual. Many parents, in fact, find their children's new enthusiasm for reading so contagious that they start reading more themselves--a great family activity to do together!

Explanation of A.R. Reports:

- ❖ Each student took a Star Reading Test to determine his/her independent reading range.
- ❖ I divided this range into two parts: fiction and non-fiction. My rationale is that non-fiction is harder and requires more thinking, thus students should be reading non-fiction books in the lower half of the range. Fiction is easier, so I would like to challenge them by having them read fiction in the upper part of the range.
- ❖ When students consistently read books below their independent reading level, it is hard for them to grow as readers.

Please look over the reports with your child. The Student Record Report lists scores, points, and averages for all tests taken for the year. I have written your child's reading ranges for fiction and non-fiction, and highlighted tests that were taken below or above this range. The Weekly Progress Report summarizes each student's reading activity week by week since the first week of school. The report includes the number of quizzes passed and taken, points earned and the average reading level. It also shows the average increase in points and book level per week.