

Pflugerville Independent School District
Position Statement
Accelerated Reader Component of Reading Renaissance

Research supports the fact that many students do not read on grade level because there is not enough practice time for reading. The Reading Renaissance program is a formula for successful, school-wide reading that combines technology, motivation and individualized instruction to support in-school reading practice. Within Reading Renaissance is the Accelerated Reader component. To clarify the role of Accelerated Reader within an instructional program, the following statements have been developed.

ACCELERATED READER IS . . .	ACCELERATED READER IS NOT . . .
designed to motivate students to read and create a love of reading	designed as a stand-alone reading program for any grade
intended for students to accumulate points which reflect time spent in reading practice (may choose to redeem points for privileges/prizes)	intended as a point system tied to content grades determining whether or not a student passes or fails a course
designed for students to set reasonable individual point goals for a grading period	designed for teachers to assign identical point goals per grading period for every student
meant to challenge students to read more and above grade level	meant to discourage students from reading any book they choose regardless of grade level
intended to be used school-wide across all content areas	intended to be focused solely in the English Language Arts curriculum
meant to encourage a wide variety of titles of varying difficulties in a variety of topics and interests, regardless of designation as AR books	meant to be exclusive; students can and should read books other than AR titles
intended for a close assessment by the teacher for each student to find the right “fit” to a book in both interest and difficulty	intended as an “on your own” program where students pick a book, read and take a test
strengthened through modeling Duolog Reading and mini-lessons (other components of The Reading Renaissance program)	successful if reinforced with just reading time and test-taking with no interaction with peers or modeling by the teacher
intended for quiet, undisturbed reading time daily	intended for random, small chunks of reading time where students can not concentrate
intended as a supplement to core curriculum	intended to become a curriculum nor should teachers exclude district or state curriculum to the exclusive use of AR