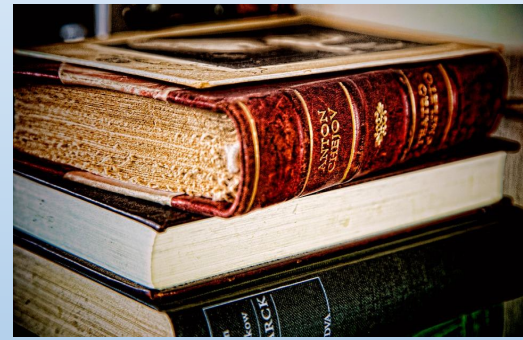


publicdomainvectors.com



# Curating for the Classroom

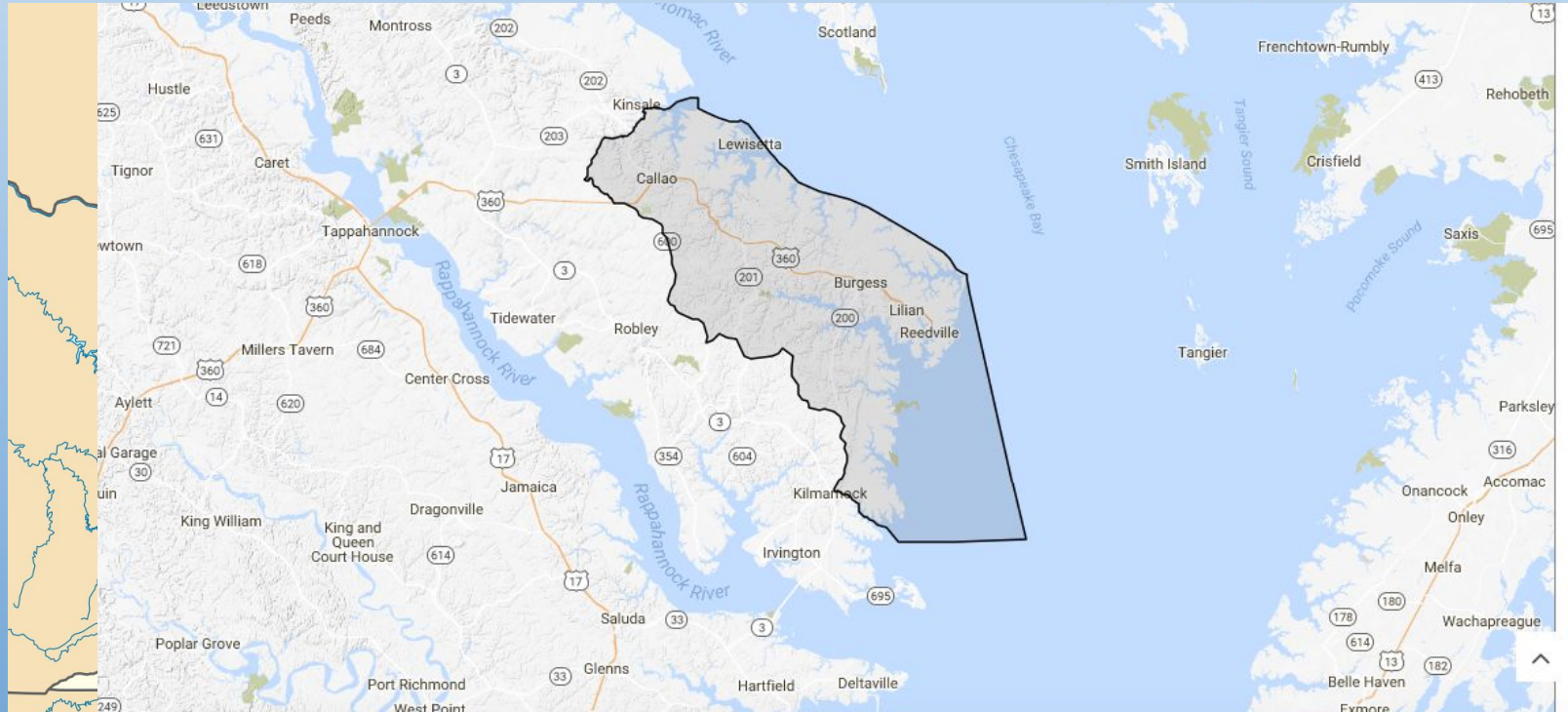
Liz Hood  
Media Specialist  
Northumberland Middle/High  
School

VAASL 2019  
Roanoke, Virginia



- Small rural district
- Three schools
- NES Pre-K - 5
- NMS 6 - 8

- NHS 9 - 12
- 1338 students
- 54.1% Economically Disadvantaged



# Curation

fusion of materials for specific goal

fusion of materials for ???

# Expertise

content expert

standards expert

methodology expert

literacy expert

resource expert



# Expertise

content expert

[standards expert](#)

methodology expert

literacy expert

resource expert



# Expertise

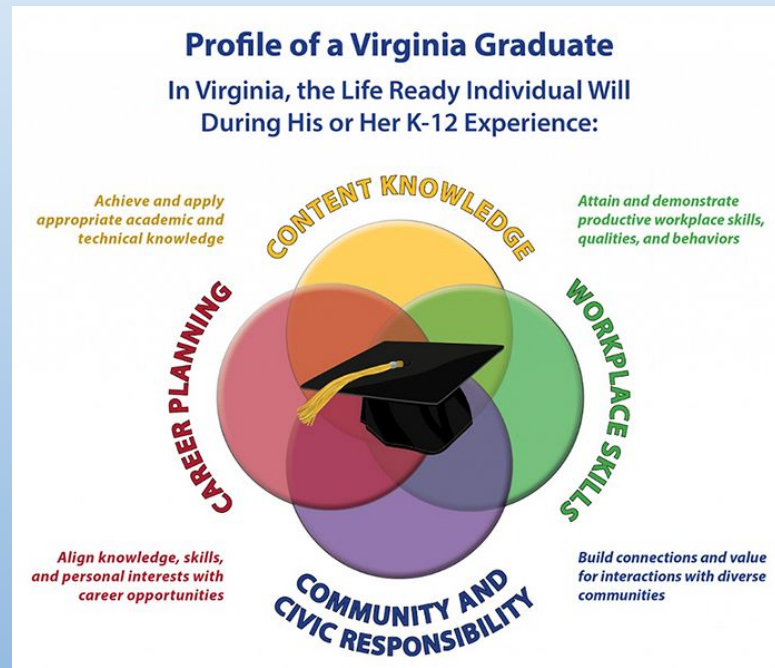
content expert

[standards expert](#)

methodology expert

literacy expert

resource expert



# Expertise

content expert

[standards expert](#)

methodology expert

literacy expert

resource expert



# Literacy Expert

lexile

RIT (ready for information today)

Date	(+/- Std Err)	Err	Range	n	A	B	C
09/05/19	209	212 215 23 30 38	810L-960L	88 m	209-221	207-213	209-221
09/23/19	232	235 238 77 83 88	1275L- 1425L	35 m	<b>239-251</b>	225-237	223-235
09/05/19	248	251 254 96 98 99	1595L- 1745L	61 m	252-264	247-253	243-255
09/05/19	209	212 215 23 30 38	810L-960L	66 m	207-219	199-211	<b>212-224</b>
09/05/19	180	184 188 1 1 2	245L-395L	90 m	177-189	177-189	181-194
09/05/19	218	221 224 44 52 60	990L-1140L	120 m	210-222	214-226	<b>221-233</b>
09/05/19	231	234 237 75 81 86	1250L- 1400L	47 m	230-242	231-243	223-235
09/05/19	216	219 222 39 47 55	950L-1100L	45 m	<b>217-229</b>	211-223	210-222
09/05/19	224	227 230 59 67 74	1110L-1260L	60 m	221-233	<b>230-242</b>	212-224
09/05/19	213	216 219 31 39 48	890L-1040L	35 m	<b>214-226</b>	204-216	213-225
09/05/19	213	216 219 32 39 48	890L-1040L	25 m	206-218	212-224	210-222
09/05/19	208	211 214 21 28 36	790L-940L	67 m	206-218	206-218	203-215
09/05/19	192	195 199 3 5 8	465L-615L	91 m	185-197	183-195	<b>199-211</b>
09/05/19	182	185 188 1 1 2	265L-415L	26 m	<b>185-197</b>	179-191	172-194
09/05/19	224	227 230 59 67 74	1110L-1260L	68 m	224-236	214-226	<b>227-239</b>
09/05/19	221	224 227 51 60 67	1050L- 1200L	85 m	221-233	<b>223-235</b>	211-223
09/05/19	204	207 211 14 20 27	705L-855L	46 m	<b>208-220</b>	203-215	194-206
09/05/19	226	229 232 64 71 78	1150L-1300L	76 m	224-236	<b>230-242</b>	216-228
09/05/19	201	204 207 11 15 20	645L-795L	31 m	193-205	199-211	<b>202-214</b>
09/05/19	229	232 235 71 77 83	1210L-1360L	93 m	224-236	217-229	<b>235-247</b>
09/05/19	192	195 198 3 5 8	465L-615L	57 m	<b>193-205</b>	185-197	189-201
09/05/19	211	214 217 27 35 43	850L-1000L	65 m	<b>212-224</b>	<b>212-224</b>	202-214
09/05/19	208	211 215 21 28 36	790L-940L	38 m	208-220	<b>211-223</b>	195-209
09/05/19	192	195 199 3 5 8	465L-615L	32 m	<b>200-214</b>	189-195	<b>198-210</b>
09/05/19	213	216 220 31 39 48	890L-1040L	122 m	211-223	212-224	209-221
09/05/19	197	200 204 7 10 14	565L-715L	36 m	195-207	191-203	195-207
09/05/19	173	176 180 1 1 1	80L-230L	41 m	169-181	167-179	<b>174-186</b>
09/05/19	225	228 231 62 69 76	1130L-1280L	64 m	214-226	<b>228-240</b>	222-234
09/05/19	192	195 198 3 5 8	465L-615L	49 m	<b>199-213</b>	188-200	187-193
09/05/19	188	191 194 2 3 5	385L-535L	48 m	178-190	<b>193-205</b>	184-196
09/05/19	205	208 211 16 23 30	720L-870L	67 m	202-214	192-204	200-212





# Resource Expert

relevance

credibility

accuracy

quality



# Google

 Search Google or type a URL



# Bias

- rationale for production of information links

# eMediaVA<sup>SM</sup>

Featuring content from



PBS LearningMedia

- audio
- images
- video
- text
- worksheets
- assignments



**FIND IT VIRGINIA**

- databases
  - journals
  - periodicals
- online learning products
  -
- ebooks

username: **valib**

password: **va@lib1**



- audio
- images
- video
- text

username: **indianpride**

password: **indians**

# Google Scholar

Articles  Case law

Stand on the shoulders of giants

scholarly journal articles

The screenshot shows a Google Scholar search results page. The search query is "accelerated reader and reading improvement". The page displays several search results, each with a title, author information, and a brief description. The results are sorted by relevance. The first result is "A study of the effects of the Accelerated Reader program on fifth grade students' reading achievement growth" by CM Malton, BC Smothers, and E Anderson, published in 2004. The second result is "A randomized experimental evaluation of the impact of Accelerated Reader Reading Renaissance implementation on reading achievement in grades 3 to 6" by JA Nunmery, SM Ross, and A McDonald, published in 2006. The third result is "The use of Accelerated Reader with emergent readers" by MJ Cuddeback and MA Capriano, published in 2002. The fourth result is "Computerized self-assessment of reading comprehension with the Accelerated Reader Action research" by SR Vollaard, Keith J Topping, and Ryka M., published in 1999. The fifth result is "Effects of the Computerized Accelerated Reader Program on Reading Achievement" by J Paak, MW Dewalt, published in 1993. The sixth result is "Computer-assisted assessment of practice at reading: A large scale survey using Accelerated Reader data" by KJ Topping, Terry D Paul, published in 1999. The seventh result is "How the Accelerated Reader program can become counterproductive for high school students" by G Thompson, M Maubari, published in 2008. Each result includes a citation count and a link to related articles. Some results also have a PDF icon and a link to the full text.

scholar.google.com/scholar?hl=en&as\_sdt=0%2C478q=accelerated+reader+and+reading+improvement&btnG=

Google Scholar accelerated reader and reading improvement

About 174,000 results (0.10 sec)

Articles

Any time  
Since 2019  
Since 2018  
Since 2015  
Custom range...

Sort by relevance  
Sort by date

Include patents  
 Include citations

Create alert

A study of the effects of the **Accelerated Reader** program on fifth grade students' **reading achievement growth**  
CM Malton, BC Smothers, E Anderson. ... **Improvement**. 2004 - go.galegroup.com  
The purpose of this study was to compare the **reading achievement** growth of fifth grade students following a year of participation in the **Accelerated Reader** program with the **reading achievement** growth of fifth grade students who did not participate in the ...  
☆ <sup>99</sup> Cited by 48 Related articles All 6 versions <sup>90</sup>

A randomized experimental evaluation of the impact of **Accelerated Reader Reading Renaissance** implementation on **reading achievement** in grades 3 to 6  
JA Nunmery, SM Ross, A McDonald - *Journal of Education for ...* 2006 - Taylor & Francis  
... **EXPERIMENTAL EVALUATION OF ACCELERATED READER 3 ...** School- or district-wide **improvements in reading achievement** after implementation of AR or ARRR have ... correlational studies also point to a relation between ARRR imple- mentation and **improvement in student ...**  
☆ <sup>99</sup> Cited by 108 Related articles All 10 versions <sup>90</sup> [PDF] bwgriffin.com

The use of **Accelerated Reader** with emergent readers  
MJ Cuddeback, MA Capriano - *Reading Improvement*, 2002 - go.galegroup.com  
Background One of the occasional criticisms directed at the AR system including its related assessments has been that use of 8 testers' lower level' comprehension of what is read. Lower level comprehension sometimes referred to as "literal comprehension" is generally ...  
☆ <sup>99</sup> Cited by 28 Related articles All 5 versions <sup>90</sup>

Computerized self-assessment of **reading comprehension** with the **Accelerated Reader Action research**  
SR Vollaard, Keith J Topping, Ryka M. ... - *Reading & Writing ...*, 1999 - Taylor & Francis  
... All children showed greater **improvement in reading attitude** than com- parisons, significant only for girls. ... Studies of the effectiveness of the **Accelerated Reader** might focus on experimental variation in the quantity of class **reading time** and consequent **reading ...**  
☆ <sup>99</sup> Cited by 132 Related articles All 5 versions <sup>90</sup>

Effects of the Computerized **Accelerated Reader Program** on **Reading Achievement**  
J Paak, MW Dewalt - 1993 - ERIC  
... ISSN: N/A. Effects of the Computerized **Accelerated Reader Program** on **Reading Achievement**. Paak, Jamie, Dewalt, Mark W. The objective of this study was to determine if the **Accelerated Reader Program** significantly improved **reading skills** of middle-school students ...  
☆ <sup>99</sup> Cited by 28 Related articles <sup>90</sup>

Computer-assisted assessment of practice at **reading**: A large scale survey using **Accelerated Reader data**  
KJ Topping, Terry D Paul - *Reading & Writing Quarterly*, 1999 - Taylor & Francis  
... readers, a student with higher **reading ability** being likely to need to read more to gain the same amount of **improvement** as a student. It should be noted that almost all of the participating schools used the **Accelerated Reader** as a supplement to the regular **reading curric- ulum ...**  
☆ <sup>99</sup> Cited by 52 Related articles All 5 versions <sup>90</sup>

How the **Accelerated Reader program** can become counterproductive for high school students  
G Thompson, M Maubari - *Journal of Adolescent & ...* 2008 - Wiley Online Library  
the aforementioned studies sug- gest that AR can be successful in **improving stu- dents ...** dedicated

[PDF] booklovefoundation.org

# Primary Sources

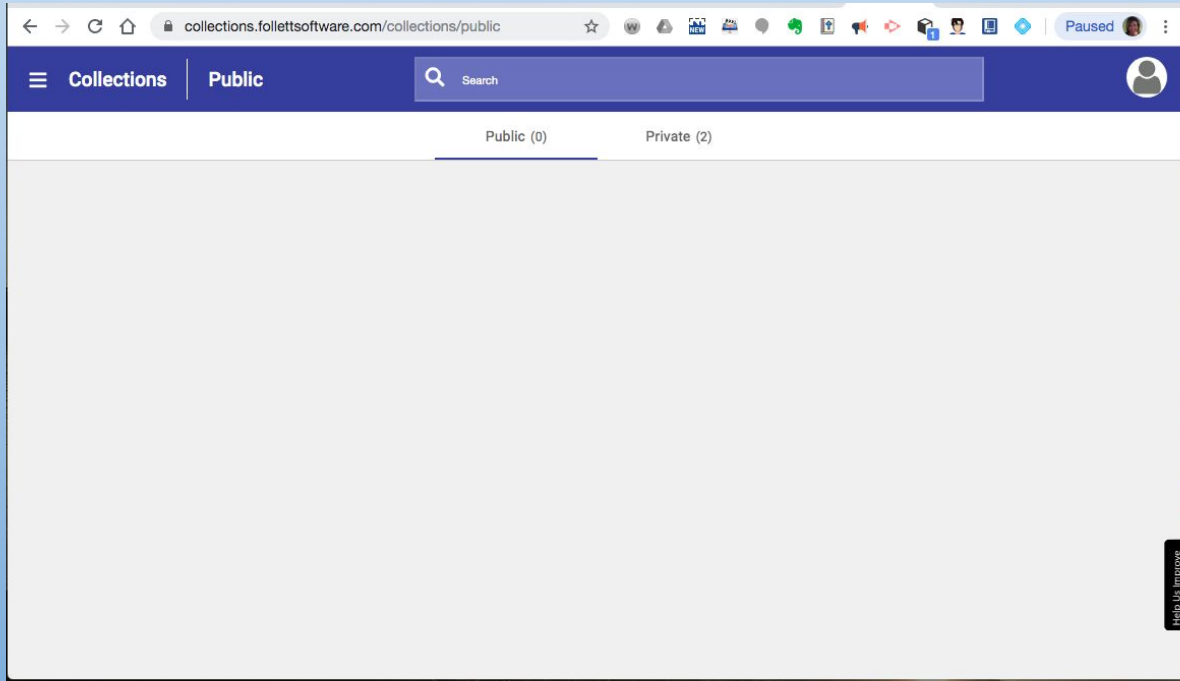
The logo for the Library of Congress, featuring the word "LIBRARY" in large, bold, black capital letters, and "LIBRARY OF CONGRESS" in smaller, bold, orange capital letters to its right.

**LIBRARY** LIBRARY  
OF CONGRESS

- audio
- images
- video
- text



# Destiny Collections



# Collection Development

## Northumberland Mdl Sch Library Collection Grades 6–8; 737 Students

NOVEMBER 7, 2019

Prepared by

Northumberland Mdl Sch,  
Librarian/Media Specialist  
804-580-5753

### August 2017 Grades 6–8; 737 Students

AUGUST 14, 2017

Items in collection

12,121

Average age

1996

100% Recognized Call Numbers  
89.6% Matched in Titlewave

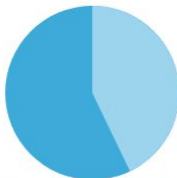
98.8% Recognized Publication Years

### Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

57%  
Fiction

AVG. AGE: 2000



43%  
Nonfiction

AVG. AGE: 1993

Items in collection

8,969

Average age

2001

Items per student

12.2

99.9% Recognized Call Numbers  
93.0% Matched in Titlewave

98.4% Recognized Publication Years

GOAL: 10 ITEMS

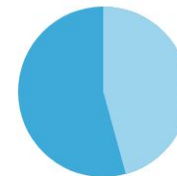
### Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

54%  
Fiction

AVG. AGE: 2004



46%  
Nonfiction

AVG. AGE: 2000

# Curating for the Classroom

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Media Specialist  
Northumberland Middle/High School

VAASL 2019  
Roanoke, Virginia

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@cybrarianliz

