Accelerated Reader

Learning Goals

Grade Band	3 – 5
Possible Math Tools	• Arithmetic: Repeated addition, multiplication, and division • Number Sense: Estimation, approximation, rounding, place value to 1,000,000 • Measurement & Data: Averaging, rates, obtaining and representing data
Real-World Context	Many students have goals for the number of words they need to read by the end of the year. Such large numbers may feel daunting, and so scheduling reading time to meet that goal can be helpful in showing the students it is something they are capable of. Students should answer the following questions: • How much am I reading? Is it less than I thought? • What would I have to do to become a "reading millionaire" (read 1,000,000 words in a semester?)
Cross-Curricular Connections	Students can obtain data from reading assignments, either classroom work or homework.

Relevant Common Core Standards:

CCSS.MATH.CONTENT.3.NBT.A
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Task: Use reading data to make sensible goals for the next week, month, and year.

CCSS.MATH.CONTENT.3.NF.A
Develop understanding of fractions as numbers.
Task: Visually represent progress toward each reading goal.

CCSS.MATH.CONTENT.3.MD.B
Represent and interpret data.
Task: Present reading data on a graph and visualize any improvement.

CCSS.ELA-LITERACY.W.3.1 / CCSS.ELA-LITERACY.W.4.1 / CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons.
Task: Justify reading goals and demonstrate improvement.

CCSS.ELA-LITERACY.SL.3.1 / CCSS.ELA-LITERACY.SL.4.1 / CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3/4/5 topics*, building on others' ideas an expressing their own clearly.
Task: Discuss reading goals and progress, so students are accountable to each other.

CCSS.ELA-LITERACY.SL.3.4 / CCSS.ELA-LITERACY.SL.4.4 / CCSS.ELA-LITERACY.SL.5.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Task: Reflect on how a week of reading compared to the goal for that week.

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CCSS.MATH.CONTENT.4.OA.A
Use the four operations with whole numbers to solve problems.
Task: Extrapolate reading goals across the year, and calculate reading rates.

CCSS.MATH.CONTENT.4.NBT.B
Use place value understanding and properties of operations to perform multi-digit arithmetic.
Task: Represent reading goals in terms of word count. Find out what’s required to reach 1 million words.

CCSS.MATH.CONTENT.4.NF.B
Build fractions from unit fractions.
Task: Calculate one half, third, etc. of a reading goal. Express progress as a non-unit fraction.

CCSS.MATH.CONTENT.4.MD.B
Represent and interpret data.
Task: Use graphs of reading data to quantify success and improvement.

CCSS.MATH.CONTENT.5.NBT.A
Understand the place value system.
Task: Develop reading goals at different scales (over the week, month, and year)

CCSS.MATH.CONTENT.5.NBT.B
Perform operations with multi-digit whole numbers and with decimals to hundredths.
Task: Express reading rates on several scales and extrapolate over a year or more.

CCSS.MATH.CONTENT.5.NF.B
Apply and extend previous understandings of multiplication and division.
Task: Relate short-term and long-term goals, and see if they can be reached at the current rate.

CCSS.MATH.CONTENT.5.MD.B
Represent and interpret data.
Task: Demonstrate results by presenting a performance graph and recording the slope.