Advanced Topics

Literacy Skills Quizzes
Notes
Accelerated Reader
Advanced Topics

Literacy Skills Quizzes

Topics

• What Literacy Skills Quizzes measure
• How the quizzes can be used
• Understanding data on reports

Literacy Skills Quizzes

• Measure skills assessed on high-stakes tests
• 24 skills identified but not every skill tested on every quiz
• Available for selected titles
• 12 or 24 questions on each quiz
• Default passing score is 70%
Different Purposes

- Reading Practice Quizzes assess basic comprehension
- Students take after every book
- Take quiz once
- Earn points
- Quizzes help you monitor and guide reading practice

- Literacy Skills Quizzes assess critical-thinking skills
- Students take after some books
- Can quiz on same book 3 times—different questions
- No points
- Quizzes help you plan instruction and prepare students for high-stakes tests

With Books Read as a Class

- With first few books, project quiz and take it together
- Show where skill is identified for each question and discuss terminology
- Discuss answers to questions
- Students take another quiz on same book independently

After a Few Books

- Students transition to taking quizzes on their own
- Use reports to identify strengths and weaknesses in the class
- Be aware not every student will get the same questions on the same book
- Plan instruction on skills with which the class is weak
Promote Self-Directed Learning

- Reinforce thinking deeply
- Encourage students to ask, “Am I doing better with this skill?”
- Create a positive attitude about preparing for state tests

With Books Read Independently

- Use to identify strengths and weaknesses
- Follow up with instruction
- We recommend students only take a Literacy Skills Quiz when they have passed the Reading Practice Quiz

Teacher’s Guide

- For each book with a Literacy Skills Quiz
- Printed from the software
- Summarizes the book
- Provides questions for discussion or writing assignments, or to ask during Status of the Class
- Some guides also identify teachable skills
Monitor With Reports

- TOPS Report
- Student Record Report
- Literacy Skills Chart
- Literacy Skills Class Summary
Goals

• Decide how you would like to use Literacy Skills Quizzes in your classroom
• Check out which books have Literacy Skills Quizzes
• Introduce the quizzes and TOPS Report to your class
Reference 14483

Literacy Skills Quizzes

Product: Accelerated Reader
Intent: External
Fax: Yes
Email: Yes
Last Updated: 7/14/2005

Issue:

What is a Literacy Skills Quiz?

Resolution:

Used on selected books, Literacy Skills Quizzes allow you to assess how your students are progressing in 24 specific skills. You can target instruction so your students will master state and district standards. Here is a complete list of the specific skills addressed:

**Initial Understanding**

- **Describing Action or Events** – Recognizing how specific actions or events relate to the story line or character development.
- **Identifying Reason** – Recognizing contributory factors that are stated directly or indirectly in the story.
- **Recognizing Details** – Recalling significant details that advance the plot, enhance the setting, define characters, or otherwise contribute to the advancement of the story.
- **Recognizing Feelings** – Understanding the emotional state of a character at a given moment and recognizing factors that contributed to this state.
- **Understanding Dialogue** – Deriving meaning from the statements characters make as they interact by using context or background relating to the dialogue.
- **Understanding Sequence** – Understanding the significance of the order of events in the story, and how the events relate to one another.

**Literary Analysis**

- **Recognizing Plot** – Identifying elements related to the plot such as the central problem, events leading to the climax, and the resolution of the problem.
- **Recognizing Setting** – Understanding when and where the story or scene takes place, and understanding the importance of the setting to the story.
- **Understanding Literary Features** – Recognizing elements of the story such as theme, tone, mood, or genre.
• Understanding Characterization – Understanding traits, motivations, and behaviors of the central characters.

• Understanding Historical/Cultural Factors – Recognizing the historical and cultural factors that influenced the author or are represented in the story.

• Understanding the Author’s Craft – Identifying the techniques used by the author or tell the story, such as point of view, purpose, style, and devices such as flashback or foreshadowing.

Inferential Comprehension

• Comparing and Contrasting – Recognizing similarities and differences between characters, events, and ideas in the story.

• Drawing Conclusions – Using information stated directly or indirectly to extract a deeper understanding of events, characters, and the progress of the plot beyond what is described explicitly.

• Extending Meaning – Taking the story beyond what the author has presented by using the clues that are implied in the text.

• Making Inferences – Understanding ideas that require ‘reading between the lines’ to infer the author’s meaning.

• Making Predictions – Predicting an event based on evidence in the story.

• Recognizing Cause and Effect – Identifying a cause and effect relationship between the events of the story.

Constructing Meaning

• Deriving Word or Phrase Meaning – Using context to understand a figurative word or phrase as it is used in the story.

• Differentiating Fact and Opinion – Determining whether statements made by the author or characters in the story are fact or opinion.

• Identifying Reading Strategies – Identifying text that supports the plot, setting, or characterization and recognizing how it contributes to the reader’s understanding.

• Identifying Persuasive Language – Identifying text that is either directly intended to influence the reader or an attempt by one character to influence or persuade another.

• Responding to Literature – Recognizing how a typical reader will respond to a critical event in the story.

• Understanding the Main Idea – Recognizing a summary statement that reflects an entire book, or critical section of a book, or a short scene that contributes significantly to the plot of the story.
In this endearing story, a little girl and Charlotte, a beautiful grey spider, struggle to save Wilbur the pig from being butchered.

**Award:** ALA Notable Children's Books; NCTE Notable Children's Books in the Language Arts; Newbery Honor; SLJ Best Book

**Topics:** Animals, Misc./Other; Insects, Spiders; Power Lessons AR, Grade 4; READNOW - Demco Media Turtleback Books, Demco Media - Read Now Grades 6-8; Recommended Reading, California Recommended Lit., English, 3-5

### Main Characters

- **Avery** Fern's brother
- **Charlotte** the large gray spider who is Wilbur's true friend and saves his life by weaving words about him in her web
- **Dr. Dorian** the Arables' family doctor, who tells Mrs. Arable not to worry that Fern hears animals talking
- **Fern** the eight-year-old girl who prevents Wilbur, the runt of the litter, from being killed at birth
- **Henry Fussy** Fern's friend
- **Lurvy** the hired man on the Zuckermans' farm
- **Mr. Arable** Fern's father
- **Mr. Zuckerman** Fern's uncle, who raises Wilbur on his farm after Wilbur is no longer a baby
- **Mrs. Arable** Fern's mother
- **Mrs. Zuckerman** Fern's aunt
- **Templeton** the selfish, gluttonous rat who finds words for Charlotte to spin in her web
- **Wilbur** the pig

### Vocabulary

- **balloonist** someone who flies as if in a balloon
- **magnum opus** the greatest achievement

**Synopsis**

A litter of pigs is born on the Arables' farm. Eight-year-old Fern is dismayed that her father plans to kill the runt. She persuades him to allow her to raise the piglet, whom she names Wilbur. At her parents' insistence, Fern takes Wilbur to live at her uncle's farm when Wilbur is no longer a baby. There, Wilbur becomes acquainted with the barnyard animals, including a large grey spider named Charlotte and a rat named Templeton. Wilbur and Charlotte become friends.

Wilbur's happy existence is shattered when the sheep tells him that the farmer, Mr. Zuckerman, is feeding him well in preparation for being butchered. Charlotte devises a plan to save Wilbur's life, and one morning the words "SOME PIG" appear written in Charlotte's web.

Visitors flock to the Zuckermans' farm to witness the miracle. Over the next days and weeks, Charlotte writes "TERRIFIC" and then "RADIANT" in the web.

When it is time for the County Fair, the Zuckermans enter Wilbur. Wilbur believes that if he can distinguish himself at the Fair, Zuckerman will certainly let him live. Charlotte and Templeton travel along with Wilbur. At the Fair, Charlotte weaves the word "HUMBLE" into the web. She also makes an egg sac and lays 514 eggs. There is an anxious moment at the Fair when Uncle, a pig much larger than Wilbur, is found with a blue ribbon on his pen. But Wilbur gets a special award. The judges say the web is a miracle. Fern misses the ceremony; she chooses instead to ride the Ferris wheel with her friend Henry Fussy.

That night, Wilbur and Charlotte agree Wilbur's safety is ensured. Charlotte says she wove the webs for Wilbur because she likes him; Wilbur says he would gladly give his life for Charlotte. Then Charlotte tells Wilbur her life is nearly spent; she will not return to the barnyard. Wilbur persuades Templeton to fetch Charlotte's egg sac so Wilbur can take it back to the barnyard. If Charlotte cannot go home, at least her children must.

The eggs hatch the next spring. Soon, most of the baby spiders let loose clouds of fine silk and balloon away. Wilbur is heartbroken. Three spiders, however, make...
their homes in the doorway of the barn. They, and their children after them, become Wilbur's friends. None of them, however, can ever replace Charlotte in his heart.

**Open-Ended Questions**

Use these open-ended questions as the basis for class discussions, student presentations, or extended writing assignments.

**Initial Understanding**

Why is it important that Fern leaves to go for a ride on the Ferris wheel before Wilbur receives his prize at the County Fair?

_The author is showing that Fern is growing up and becoming interested in other things._

**Literary Analysis**

Why do you think E.B. White did not end the story of *Charlotte's Web* with Charlotte's death at the Fair?

_He probably wanted to show the cycles of life and that each life holds the potential for more than one friendship._

**Inferential Comprehension**

When Fern says her father is unjust in wanting to kill Wilbur because he is a runt, a "queer look" comes over Mr. Arable's face, and he looks "almost ready to cry himself." Why might this be?

_Mr. Arable probably realizes that there is some truth in Fern's words. He seems to have a soft heart, as does Fern. He may also be concerned about Fern's feelings._

**Constructing Meaning**

With personification, an author gives an animal or object the qualities of a human being. There are many examples of personification in *Charlotte's Web*. Can you identify some of them?

_One example is that animals speak. Also, animals have human emotions; for example, Templeton is selfish, Charlotte and Wilbur have a true friendship, and Wilbur is sad when Charlotte dies._

**Teachable Skills**

**Understanding Literary Features:** The theme of the book is that true friendship is one of life's greatest satisfactions. Ask the students to reflect on the importance of friendship in their lives. Who have been their truest friends? Why have these friendships been important? Have they ever thought someone was their friend, only to find out they were not? How did they feel? Ask the students to convey their thoughts in a short essay.

**Understanding Characterization:** Fern changes through the story of *Charlotte's Web* from a girl whose main interest is caring for Wilbur and spending time with the barnyard animals to one who prefers to spend her time with her friend Henry Fussy. Ask the students to think about how their interests have changed as they have become older. Ask them to make a list of the activities they enjoyed at different ages.

**Deriving Word or Phrase Meaning:** One of the distinguishing features of *Charlotte's Web* is the author's use of personification. The animals display emotions and can speak. Instruct the students to go to the library and locate other books that extensively use personification. Have each student present a favorite selection to the class.

**Recognizing Setting:** *Charlotte's Web*, written in 1952, takes place on a farm. The family-owned-and-operated farms that were commonplace nearly fifty years ago are much less prevalent now. Ask the students why the family farm might be struggling to survive. Do they think it matters whether family farms survive? How would the farm in the story be different if it were a large, corporately owned farm? They could make a collage showing the contrast between the types of farms.
Ron passed the Literacy Skills Quiz #708 on the book *The Great Gatsby* by F. Scott Fitzgerald. Ron scored 83.3% overall and 70% was required to pass this quiz. Ron has taken a quiz on this book 1 time.

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*Overall score are for the dates 8/17/2005 to 10/13/2005.
**Student Record Report**

Friday, 10/28/2005, 10:38 AM  
Report Period: 08/17/05 – 10/27/05

Riverside High School  
Group by Nonstandard Class

**Betz, Jon**  
Id: 2382  
Grade: 9  
Teacher: Colletti, Theresa

### Reading Practice

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### Other Reading

No quizzes taken.

### Report Summary: 1 Students

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*Book Level averages are based on passed quizzes.
### Accelerated Reader™

**Literacy Skills Class Summary Report**

**Monday, September 26, 2005, 3:17:00 PM**


**Mill Creek School**

**Group by Class**

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| **Literary Analysis** | **Constructing Meaning** |
| Correct | Possible | % | Correct | Possible | % |
| Recognizing Plot | 12 | 15 | 80 | Deriving Word or Phrase Meaning | 20 | 22 | 91 |
| Recognizing Setting | 11 | 13 | 85 | Differentiating Fact and Opinion | 9 | 10 | 90 |
| Understanding Literary Features | 3 | 8 | 38 | Identifying Reading Strategies | 9 | 10 | 90 |
| Understanding Characterization | 10 | 12 | 83 | Identifying Persuasive Language | 8 | 10 | 80 |
| Identifying Historic/Cultural Factors | 9 | 10 | 90 | Responding to Literature | 9 | 11 | 82 |
| Understanding the Author's Craft | 11 | 14 | 78 | Understanding the Main Idea | 7 | 9 | 78 |
| **Group Totals** | 56 | 72 | 78 |

<p>| Students | Correct | Possible | % |</p>
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Software Key Tasks

Literacy Skills Quizzes

Renaissance Place

Previewing a Quiz
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quizzes.
2. Click Literacy Skills.
3. Type in a quiz title and click Search.
4. Click Select.
5. Click Take a Sample Quiz.
6. Click Start Quiz.

AR Enterprise Users: Viewing and Editing Quiz Availability
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quiz Availability.
2. Click Literacy Skills Quizzes.
3. The list that appears shows active quizzes. To view inactive quizzes, click Show Inactive Quizzes or Show Both Active and Inactive Quizzes under Actions.
4. To change the status of a quiz, scroll through the list, or use the Search for Quizzes area to search by title, author, quiz number, or book level. Click More Criteria to narrow your search.
5. Click the box next to a quiz to activate or inactivate. A check mark means the quiz is active. To change the status of all the quizzes in a search, click Activate All Quizzes or Inactivate All Quizzes.
6. Click Update Selected Quiz Availability.

Creating a Quiz List Report
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Reports.
2. Click School Management.
4. Click Customize This Report. Select options.
5. Click View Report and click Print.

Setting the Preference for Printing the TOPS Report
Note: Someone with Administrator access must first set a preference to allow you to edit this option for your class.
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under Classroom Preferences, click Student Quizzing.
3. Click Edit Student Quizzing.
4. In the drop-down menu, select Classroom Settings.
5. Select an option by clicking in the box next to the LS pencil icon.
Setting the Preference for Literacy Skills Retakes
Note: Someone with Administrator access must first set a preference to allow you to edit this option for your class.
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under Classroom Preferences, click Student Quizzing.
3. Click Edit Student Quizzing.
4. Use the pull-down menu to adjust the number in the box next to the LS pencil icon.

Viewing a Teacher’s Guide
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quizzes.
2. Click Literacy Skills.
3. Type in a quiz title and click Search.
4. Click Select.
5. Click View the Teacher’s Guide.

Viewing a Question Bank
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Manage Quizzes.
2. Click Literacy Skills.
3. Type in a quiz title and click Search.
4. Click Select.
5. Click View the Literacy Skills Quiz Questions.

Locating, Viewing, and Printing Reports
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Reports.
2. Click Literacy Skills.
3. Click on the name of the report.
4. Select options and click View Report.
5. Click Print.

Setting the Preference for Passing Percent
Note: Only someone with Administrator access is allowed to change this preference.
1. On the Renaissance Place Home page, scroll to Accelerated Reader and click Preferences.
2. Under School Preferences, click Student Quizzing.
3. Click Edit Student Quizzing.
4. Under Literacy Skills Passing Percent, use the pull-down menu to adjust the number in the box next to the LS pencil icon.

Desktop

Previewing a Quiz and Viewing a Teacher’s Guide
1. Click the Go drop-down menu. Click Quizzes.
2. Click the **Literacy Skills** tab.
3. Click the quiz you wish to preview. Click **Preview**.
4. To take a sample quiz, click **Take a Sample Student Quiz**.
5. To view the teacher’s guide, click **Teacher’s Guide**.
6. To see the quiz questions without taking the quiz, click the **Questions** tab.
7. Scroll to see all questions. When you click a question, the dialog box will show details.

**Creating a Quiz List Report**
1. Click the Go drop-down menu. Click **Reports**.
2. Click **Quiz List – Literacy Skills**.
3. Click **Group**, **Date**, or **Option** for customization wizards.
4. Click **Print**.

**Setting the Preference for Printing the TOPS Report**
Note: Someone with Administrator access must first set a preference to allow you to edit this option for your class.
1. Click the Go drop-down menu. In the Classroom section, click **Preferences**.
2. Click **TOPS Report**.
3. Click **Edit** and select an option.
4. Click **OK**.

**Setting the Preferences for Literacy Skills Retakes**
Note: Someone with Administrator access must first set a preference to allow you to edit these options for your class.
1. Click the Go drop-down menu. In the Classroom section, click **Preferences**.
2. Click **Literacy Skills Quiz Retakes**.
3. Click **Edit** and select an option.
4. Click **OK**.

**Locating, Viewing, and Printing Reports**
1. Click the Go drop-down menu. In the Classroom section, click **Reports**.
2. Click the report you wish to print. Click **Print**.

**Setting the Preference for Passing Percent**
Note: Only someone with Administrator access is allowed to change this preference.
1. Click the Go drop-down menu. In the School section, click **Preferences**.
2. Click **Literacy Skills Passing Percent**.
3. Click **Edit** and click a percentage.
4. Click **OK**.