

# Accelerated Reader® Improves the Reading Attitudes of Fifth-Grade Students

McKnight, D. (1992). *Using Accelerated Reader and other strategies and varied techniques to improve the reading attitudes of fifth-grade students*. Unpublished doctoral dissertation, Nova University.

Research conducted during the 1991–1992 school year.

## Introduction

Accelerated Reader reading management software had a positive impact on the reading attitudes and achievement of unmotivated, television-watching students. After just 11 weeks, the majority of students in the study improved test scores, reduced the time spent watching television, and displayed better behavior during reading time.

## Study Description

During fall 1991, Accelerated Reader was implemented in a group of 17 fifth-grade students to measure reading attitudes. The goals for this research were for students to “read more books, read better books, and read for pleasure.” Students were selected based on their lack of motivation to read and their preoccupation with watching television at home. Motivational strategies included involving parents, teachers, and media specialists to model reading behaviors and provide stimulating and engaging reading materials. For a period of 11 weeks, students selected books and took Accelerated Reader quizzes. They also kept daily reading logs and participated in read-aloud sessions, contests, and daily sustained silent reading. Students also received prizes. The instrument used to measure success was a pre- and post-TV survey to gauge reading attitudes.

## Results

Of the 17 students, the following results were obtained:

- Ten students maintained a reading log.
- Twelve students achieved reading goals previously set.
- Ten students checked out books from the library at least twice a week for pleasure reading.
- Ten students reduced their time spent watching “commercial” television.
- Seven students said reading was at least their second favorite activity.
- Ten students displayed improvement in behavior during sustained silent reading time.
- Nine students’ test scores improved, and they earned at least a “B” on a language arts exam.

## Conclusion

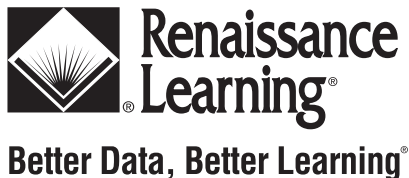
Overall, reading attitudes greatly improved after using Accelerated Reader for 11 weeks. The students were enthusiastic about reading books and using the computer to take Accelerated Reader quizzes.

## Main Findings

- After using Accelerated Reader for just 11 weeks, students were enthusiastic about reading.
- Time spent watching television was reduced and test scores improved.

## Educator Background

**Deloris McKnight** has taught elementary school and has held the positions of media specialist and elementary guidance counselor. She has a Bachelor of Science degree in Education as well as a Master of Education degree. This research was submitted August 28, 1992, in partial fulfillment of the requirements toward a Doctor of Education degree in Early and Middle Childhood Education at Nova University, Fort Lauderdale, Fla.



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