

# Using data to inform reading programs

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<http://krc.stpats.vic.edu.au>

<http://wired.stpats.vic.edu.au/>





**St Patrick's College, Ballarat**

# Kelty Resource Centre



KRC Team



# Team effort

1. ICT staff and eLearning
2. English Faculty
3. Literacy coordinator
4. Deputy Principal – Teaching and Learning
5. Principal



SPC's ICT Team

# READING PROGRAMS

Sustained silent reading

Free voluntary

DEAR – Drop everything and read



The Power of Reading with Professor Stephen Krashen -  
Library at The Dock, Monday 19 October, 2015



Wide

Interest

Reading

English

Development

# WIRED



1 x 45 minute session every 2 weeks.  
Part of English classtime

# WIRED



750  
students  
every  
fortnight.



# Our journey to using data



# OUR JOURNEY



In 2013, we started working with Literacy coordinator, Sarah Slater. The library offered to coordinate the tests and share results. At this point, some teachers were not confident in using On Demand test data.

# Our journey to using data



Will read *Specky Magee* all year, despite being a very strong reader. Prior to using On Demand, the TL did not have an efficient way of knowing a student's reading proficiency other than asking them.

READING & DATA

# On Demand Testing



Data is used to inform planning,  
intervention and support

# READING & DATA

To move from being:

data collectors → data givers → **data users**

# WHAT is On Demand?

- Online resource
- Generated by the VCAA
- Linked to Standards
- English and Mathematics

# WHO?

- Year 7, 8 & 9 students
- Once a year (November) but 7s also in March
- During scheduled English/WIRED classes
- Results available for all staff asap

# On Demand = Adaptive test

| Standard Score | Standard Level 01 | Standard Level 02 | Standard Level 03 | Standard Level 04 | Standard Level 05 | Standard Level 06 | Standard Level 07 | Standard Level 08 |
|----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 3.3            |                   |                   | 2/2               | 5/12              | 3/9               | 0/3               | 1/3               | 0/1               |
| 2.2            |                   | 1/3               | 4/9               | 1/6               | 0/2               | 0/2               | 2/5               | 1/3               |
| 8.7            |                   |                   |                   |                   |                   |                   | 2/2               | 5/6               |
| 1.3            | 2/3               | 4/9               | 1/6               | 1/4               | 1/4               | 0/2               | 0/2               |                   |
| 5.9            |                   |                   |                   |                   |                   | 12/17             | 3/13              |                   |
| 10.3           | ◀                 |                   |                   |                   |                   |                   | 1/1               | 2/2               |
| 5.2            |                   |                   |                   | 1/1               | 2/5               | 3/9               | 3/7               | 3/7               |
| 5.1            |                   |                   |                   |                   | 4/7               | 2/8               | 6/14              | 0/1               |

[For a clear explanation from VCAA, click here.](#)



# Individual Student Report

| Standard Level | Key Area                               | Skill Descriptor                                                                                                                                                                                   |
|----------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 07             | Interpreting, Analysing and Evaluating | (ACELY1723) Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources                                 |
| 08             | Interpreting, Analysing and Evaluating | (ACELY1734) Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the . |
| 08             | Interpreting, Analysing and Evaluating | (ACELY1734) Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the . |
| 08             | Interpreting, Analysing and Evaluating | (ACELY1734) Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the . |
| 08             | Interpreting, Analysing and Evaluating | (ACELY1732) Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text        |
| 08             | Interpreting, Analysing and Evaluating | (ACELY1734) Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the . |

[For a clear explanation from VCAA, click here.](#)

# WHY?

- Identify a student's strengths and weaknesses
- Discuss a student's progress with other teachers, parents/guardians and student.
- Moderation
- Informs students' literacy profiles

# On Demand - Adaptive Reading test

“As with any assessment instrument, a single On

Demand test cannot provide a definitive summary of a student’s ability in any given subject area.

The tests are intended to be used in conjunction with  
◀ other classroom assessments and should not be used  
in isolation.”

[http://www.vcaa.vic.edu.au/Documents/ondemand/adaptive\\_odtests.pdf](http://www.vcaa.vic.edu.au/Documents/ondemand/adaptive_odtests.pdf)

# Big Picture: analysis informs curriculum

## Comprehension Skills

- Cause & Effect
- Concluding
- Fact or Opinion
- Finding Information
- **Inferring**
- Point of view and purpose
- **Predicting**
- Sequencing
- Similarities & Differences
- Summarising
- The Main Idea
- Understanding Words

# Curriculum

## Reading Skills

Predicting

Inference



YouTube clip. Introduction to Reading Skills



Reading Strategies

# WIRED .5

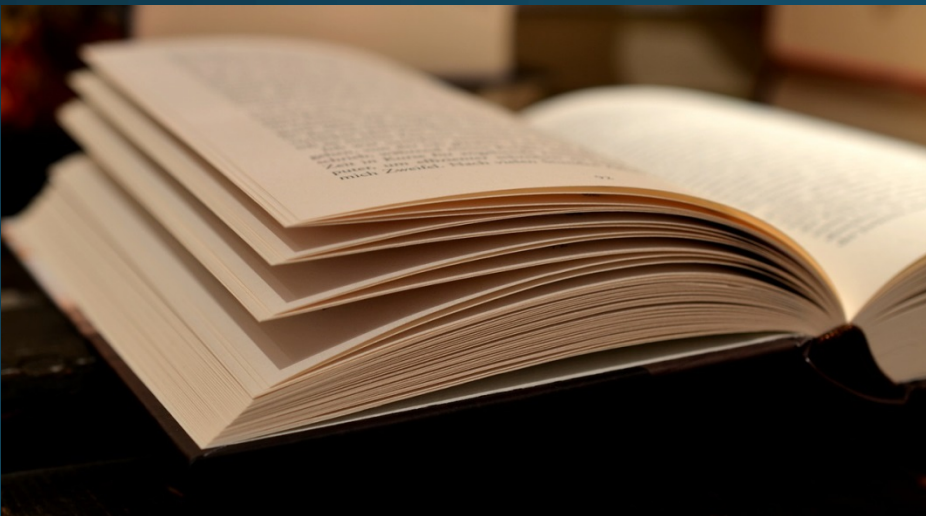
- A response to On Demand testing
- Set a goal for student improvement  
ie. .5



# Collaboration



# READING & DATA







# Library Game Changer

# Circ desk- Academic profile

| B           | H                 | I                          | J                          | K                           | L                                        | O                                   | P                                     |
|-------------|-------------------|----------------------------|----------------------------|-----------------------------|------------------------------------------|-------------------------------------|---------------------------------------|
| First Name  | 2016 Year 7 TORCH | 2016 Year 7 NAPLAN READING | 2016 Year 7 NAPLAN WRITING | 2016 Year 7 NAPLAN SPELLING | 2016 Year 7 NAPLAN GRAMMAR & PUNCTUATION | Year 7 English On Demand March 2016 | Year 7 English On Demand October 2016 |
| JAYDEN      | 7                 | 616.3                      | 572.9                      | 533.2                       | 546                                      | 9.2                                 | 9.3                                   |
| NICHOLAS    | 4                 | 476.9                      | 497.4                      | 507                         | 531.9                                    | 4.9                                 | 4.1                                   |
| DECLAN      | 3                 | 500.1                      | 510                        | 541.6                       | 622.3                                    | 6.1                                 | 8.1                                   |
| ZACKARIE    | N/A               | 500.1                      | 471.6                      | 558.3                       | 531.9                                    | 5.8                                 | 5.6                                   |
| JACK        | 5                 | 599                        | 572.9                      | 575.4                       | 546                                      | N/A                                 | 9                                     |
| THOMAS      | 4                 | 507.7                      | 497.4                      | 434.1                       | 475                                      | 4.4                                 | 5.8                                   |
| CHRISTOPHER | 4                 | 522.5                      | 510                        | 584.2                       | 574.8                                    | 6.3                                 | 8.1                                   |
| ADAM        | 7                 | 552.2                      | 510                        | 549.9                       | 517.9                                    | 8.4                                 | 8.5                                   |
| MITCHELL    | N/A               | 567.2                      | 510                        | 549.9                       | 605.7                                    | 8.6                                 | 6.8                                   |
| JOSHUA      | 8                 | 567.2                      | 572.9                      | 558.3                       | 589.9                                    | 9.7                                 | 9.5                                   |
| JUSTIN      | 5                 | 582.8                      | 572.9                      | 549.9                       | 546                                      | 6.8                                 | 8.5                                   |
| HARRISON    | 5                 | 529.9                      | 522.5                      | 487.5                       | 503.8                                    | 5.3                                 | N/A                                   |
| LUKE        | 8                 | 645.2                      | 484.6                      | 593.3                       | 574.8                                    | 10.3                                | 10.2                                  |
| TAYLOR      | 9                 | 680.3                      | 560.2                      | 533.2                       | 640.3                                    | 10                                  | 9.5                                   |
| JACK        | 6                 | 552.2                      | 471.6                      | 541.6                       | 475                                      | 6.7                                 | 7                                     |
| MICHAEL     | 6                 | 559.7                      | 510                        | 516                         | 589.9                                    | 8.2                                 | N/A                                   |
| KANE        | 2                 | 515.1                      | 471.6                      | 450.5                       | 475                                      | 5.8                                 | 5.7                                   |
| BENJAMIN    | 5                 | 522.5                      | 585.4                      | 584.2                       | 560.3                                    | 8.3                                 | 9.2                                   |
| CHRISTIAN   | 7                 | 544.7                      | 597.5                      | 622.4                       | 517.9                                    | 8.5                                 | 9                                     |
| NATE        | 7                 | 537.3                      | 572.9                      | 602.6                       | 589.9                                    | 8.4                                 | 6.5                                   |
| JORDAN      | 1                 | 452.2                      | 458.3                      | 413.9                       | 460                                      | 4.5                                 | 3.1                                   |
| TYLER       | 5                 | 574.9                      | 510                        | 464.4                       | 503.8                                    | 8.6                                 | 8.9                                   |
| ISAIAH      | 6                 | 544.7                      | 560.2                      | 487.5                       | 489.6                                    | 6.6                                 | 7.9                                   |
| SAMUEL      | 7                 | 582.8                      | 510                        | 566.8                       | 531.9                                    | 9                                   | 9.3                                   |
| DUNCAN      | 5                 | 507.7                      | 597.5                      | 524.7                       | 460                                      | 6.7                                 | 8.4                                   |
| CAYLEB      | 3                 | N/A                        | N/A                        | N/A                         | N/A                                      | N/A                                 | N/A                                   |
| WILLIAM     | 5                 | 522.5                      | 497.4                      | 487.5                       | 489.6                                    | 5                                   | 7.2                                   |

# Most valuable asset = Knowledge of collection



Leonie Darken  
Teacher Librarian  
WIRED



# Collaboration



Pam Delahunty  
Librarian  
WIRED

# Curriculum - Accountability

## WIRED DATA 2015

Year 7 Data Analysis

Year 8 Data Analysis

Year 9 Data Analysis

The KRC uses two different types of data to consider the cohort's progress in WIRED over the year.

### Reader Profile Survey

We survey students and ask them several questions about their reading habits and how they feel about the WIRED program.

### On Demand Adaptive Literacy Test

Students are tested in November and that result is compared with their result for November the year before. There are 30 questions in the Adaptive literacy test and it adapts to match a student's ability. The questions will get easier or more difficult depending on how the student responds to the previous question so each student sits a unique test.

It is quite boring so we don't like to over use this test. Some students do not apply themselves on the test and score well below what we would expect them to achieve. Teachers are encouraged to retest students who have dropped 2 AusVELS levels.

It is only a snapshot of a student's ability and needs to be used in conjunction with other classroom assessment for a better understanding of a student's progress.

Our analysis considers how the whole cohort has progressed. Next year we aim to include our NAPLAN data into the mix.

### AusVELS Scale Conversion Chart

| Subgroup Year | AusVELS Level | Score on AusVELS Level |
|---------------|---------------|------------------------|
| 1             | 1             | 10-12                  |
| 2             | 2             | 13-15                  |
| 3             | 3             | 16-18                  |
| 4             | 4             | 19-21                  |
| 5             | 5             | 22-24                  |
| 6             | 6             | 25-27                  |
| 7             | 7             | 28-30                  |
| 8             | 8             | 31-33                  |
| 9             | 9             | 34-36                  |
| 10            | 10            | 37-39                  |
| 11            | 11            | 40-42                  |
| 12            | 12            | 43-45                  |

Please note that a

### WIRED Reader Profile Survey

WIRED Year 9 Reader Profile

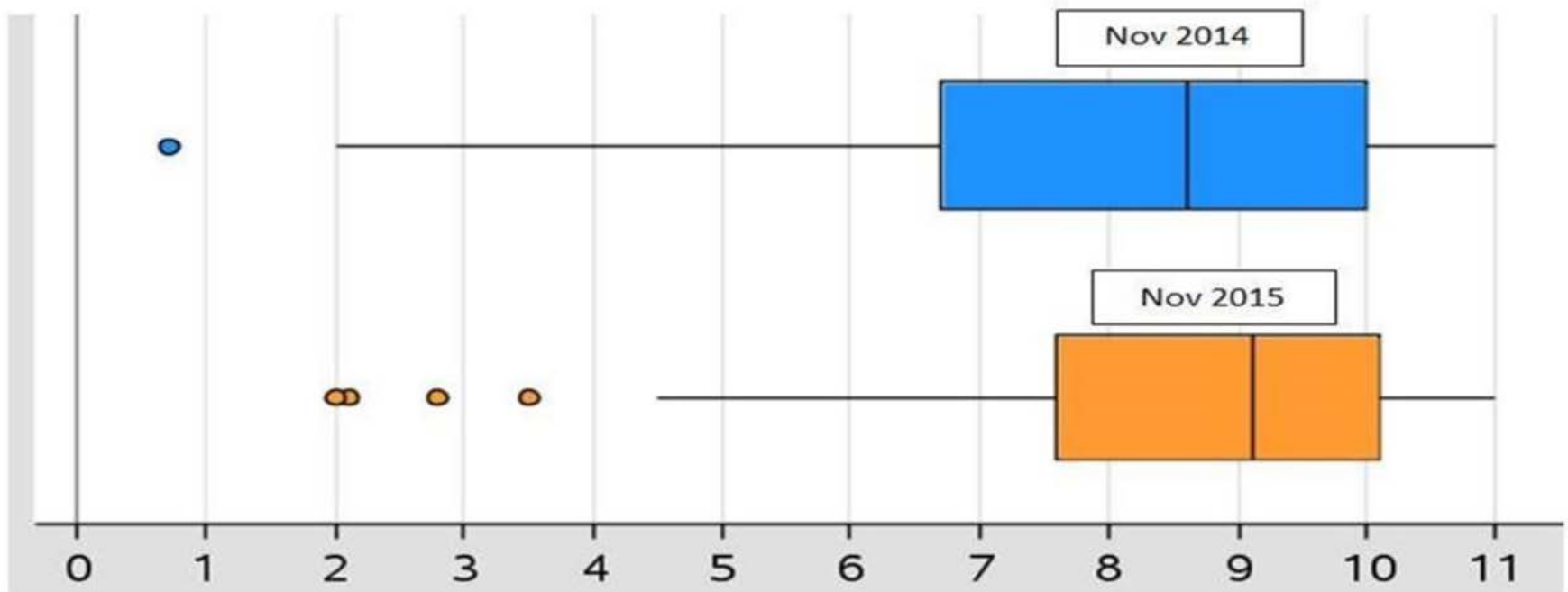
\* 1. Please enter your first name

\* 2. Please enter your last name

<http://wired.stpats.vic.edu.au/wired-data-2015.html>

# Curriculum - Accountability

Plot 2: Year 8 -2 removed (202)



Students who have dropped 2 from where they were last year on the AusVELS scale have been removed from this data set.

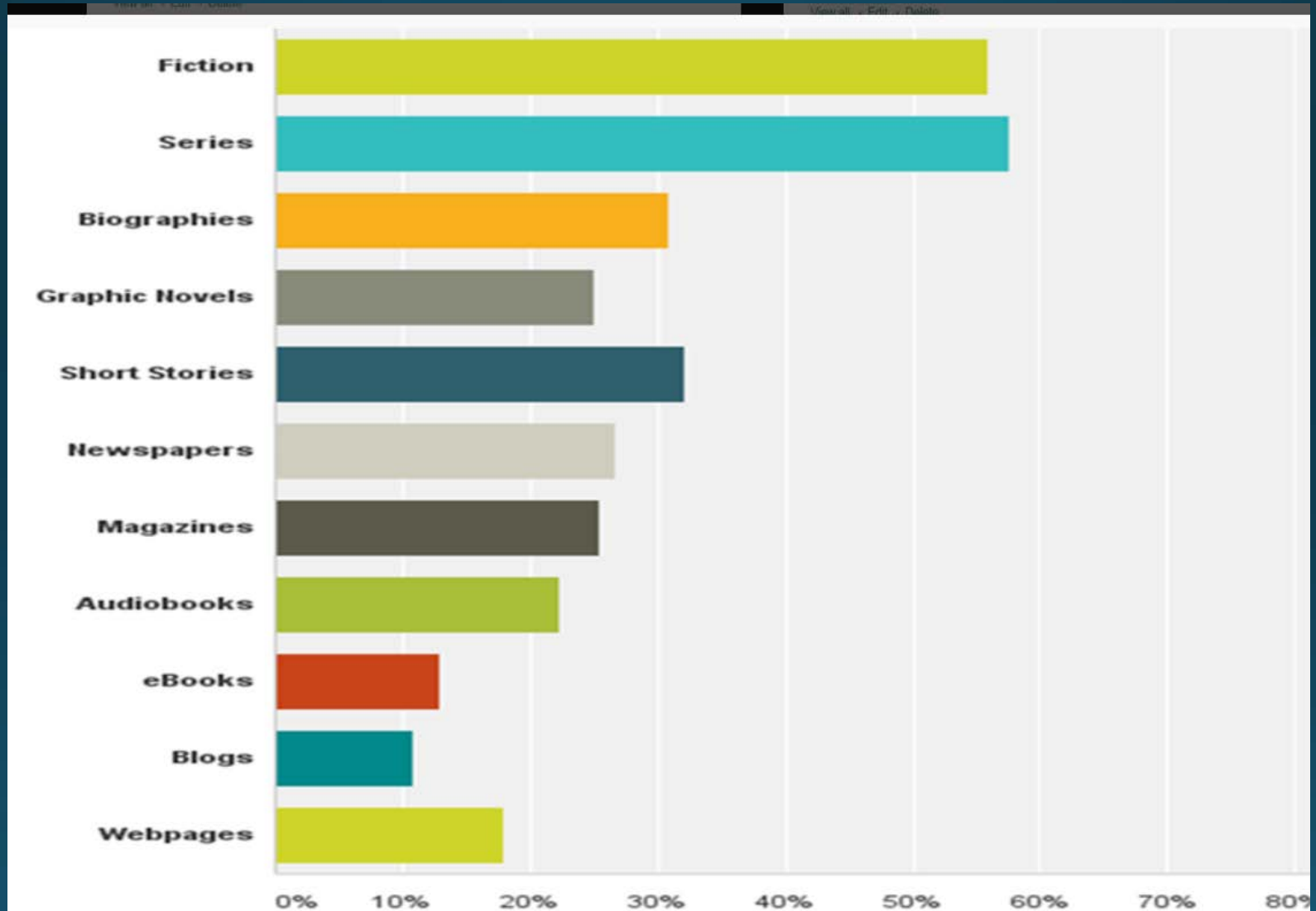
*A drop of 2 indicates they need to be retested to see if they were just not trying.*

# WIRED Review Survey

- Survey all students at the end of the year
- Analyse results and adjust program
- Report to English Faculty
- Show students Review results in a WIRED session in Term 1 the following year.

# WIRED Review Survey

## What do you like to read?





# Q8 What did you like about WIRED this year?

Answered: 175 Skipped: 9

Year 8

Categorized responses with Survey Monkey

| #  | Responses                                                                                                                                      |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | I liked the way reading was time and pages were easier as it was computerised instead of written on paper.                                     |
| 2  | <b>Opportunity to read</b> Reading                                                                                                             |
| 3  | <b>Selection assistance</b> The types of books I read.                                                                                         |
| 4  | <b>Opportunity to read</b> That I get to read constantly                                                                                       |
| 5  | <b>Opportunity to read</b> That every morning you get to read for like 10-15 mins nearly every morning                                         |
| 6  | <b>Opportunity to read</b> doing more reading this year                                                                                        |
| 7  | <b>Opportunity to read</b> Thank it encouraged reading a lot more the last year and it help me read more                                       |
| 8  | <b>Alternative class time</b> We could stop working                                                                                            |
| 9  | <b>Opportunity to read</b> Getting to read and borrow, without having to go up in my own time. Also getting books at the start of every class. |
| 10 | <b>Opportunity to read</b> Reading new books                                                                                                   |

# Q9 What would have made WIRED better

Answered: 168 Skipped: 16

Year 8

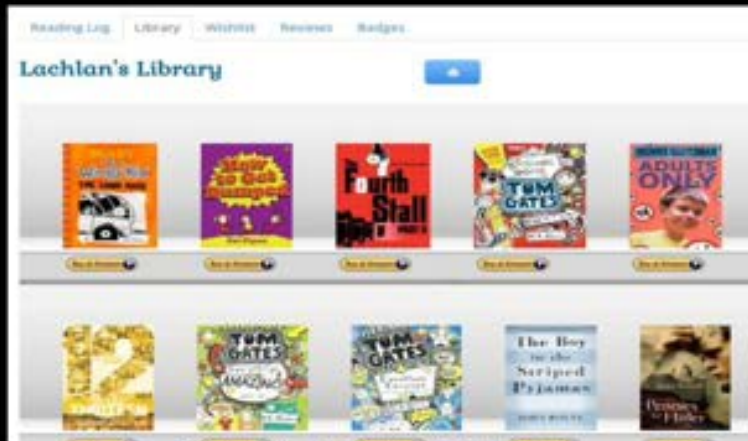
Categorized responses with Survey Monkey

| #  | Responses                                                                                                                                                  |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | I think WIRED would have been better if it was easier to log in to reading logs as it would leave me behind trying to log in, find the book and log it in. |
| 2  | <b>broader reading choices</b> Being able to borrow and read more biographies and autobiographies.                                                         |
| 3  | Nothing.                                                                                                                                                   |
| 4  | <b>More reading/often</b> Going to the library more often                                                                                                  |
| 5  | <b>More reading/often</b> If we could read at the start and the end of the lesson                                                                          |
| 6  | If it was a choice                                                                                                                                         |
| 7  | <b>More reading/often</b> Have more reading time at the start of the session                                                                               |
| 8  | <b>More reading/often</b> Have longer                                                                                                                      |
| 9  | <b>More reading/often</b> Getting to go to go to the KRC more often.                                                                                       |
| 10 | Nothing                                                                                                                                                    |
| 11 | <b>More reading/often</b> Making wired more often. Or making a specific session for it not all over the place w teacher remembers.                         |

# February WIRED Teacher Pack (TP)

- WIRED Semester Report comments
- Goal setting guided questions
- Role descriptions – Teacher, TL and Teacher assistant
- Reading Log options

# TP - Reading Log Options



Student view - books read, Reading Rewards.



Individual student goal setting and interview - Google doc.

**Lachlan's Reading Log**

| Date       | Book                                | Minutes | Pages | Comments | Validated? | Logged     | Add Comment |
|------------|-------------------------------------|---------|-------|----------|------------|------------|-------------|
| 11/26/2015 | Diary of a Wimpy Kid: The Long Haul | 15      | 29    | Page 179 | ✓          | 11/25/2015 | 👍           |
| 11/26/2015 | How to Get Dumped                   | 10      | 33    | Finished | ✓          | 11/25/2015 | 👍           |
| 11/12/2015 | How to Get Dumped                   | 10      | 18    | Page 70  | ✓          | 11/11/2015 | 👍           |
| 11/06/2015 | How to Get Dumped                   | 10      | 11    | Page 34  | ✓          | 11/05/2015 | 👍           |
| 11/04/2015 | How to Get Dumped                   | 5       | 16    | Page 18  | ✓          | 11/03/2015 | 👍           |
| 10/29/2015 | The Fourth Stall Part II            | 15      | 17    | Page 106 | ✓          | 10/28/2015 | 👍           |
| 10/26/2015 | The Fourth Stall Part II            | 5       | 5     | Page 88  | ✓          | 10/27/2015 | 👍           |
| 10/23/2015 | The Fourth Stall Part II            | 10      | 12    | Page 80  | ✓          | 10/22/2015 | 👍           |
| 10/21/2015 | The Fourth Stall Part II            | 10      | 14    | Page 41  | ✓          | 10/20/2015 | 👍           |
| 10/15/2015 | The Fourth Stall Part II            | 20      | 13    | Page 13  | ✓          | 10/14/2015 | 👍           |
| 10/12/2015 | The Brilliant World of Tom Gates    | 10      | 47    | Page 173 | ✓          | 10/11/2015 | 👍           |

Teacher view of individual student reading log, Reading Rewards

**READING LOG**

| Author       | Title                           | Date Started    | Not Finished | Finished                 | Rating |
|--------------|---------------------------------|-----------------|--------------|--------------------------|--------|
| Jeff Kinney  | Diary of a Wimpy Kid            | Feb 12th        | Page 22      |                          | 2/5    |
| Felice Arena | Specky McGee                    | March 20th      |              | April 10th               | 5/5    |
|              |                                 |                 |              |                          |        |
| scatso       | time index: Day of the Predator | April           |              | March                    | 5/5    |
| scatso       | doomadly code                   | end of term 1   |              | halfway through holidays | 5/5    |
| scatso       | eternal war                     | halfway through |              | end of holidays          | 5/5    |

Individual student reading log - Google doc.

# February WIRED Teacher Pack (TP)

- Reader Profile – reading habits from survey
- Academic profile (including On Demand)
- Data interpretation guidance

# Circ desk- Academic profile

| First Name  | 2016 Year 7 TORCH | 2016 Year 7 NAPLAN READING | 2016 Year 7 NAPLAN WRITING | 2016 Year 7 NAPLAN SPELLING | 2016 Year 7 NAPLAN GRAMMAR & PUNCTUATION | Year 7 English On Demand March 2016 | Year 7 English On Demand October 2016 |
|-------------|-------------------|----------------------------|----------------------------|-----------------------------|------------------------------------------|-------------------------------------|---------------------------------------|
| JAYDEN      | 7                 | 616.3                      | 572.9                      | 533.2                       | 546                                      | 9.2                                 | 9.3                                   |
| NICHOLAS    | 4                 | 476.9                      | 497.4                      | 507                         | 531.9                                    | 4.9                                 | 4.1                                   |
| DECLAN      | 3                 | 500.1                      | 510                        | 541.6                       | 622.3                                    | 6.1                                 | 8.1                                   |
| ZACKARIE    | N/A               | 500.1                      | 471.6                      | 558.3                       | 531.9                                    | 5.8                                 | 5.6                                   |
| JACK        | 5                 | 599                        | 572.9                      | 575.4                       | 546                                      | N/A                                 | 9                                     |
| THOMAS      | 4                 | 507.7                      | 497.4                      | 434.1                       | 475                                      | 4.4                                 | 5.8                                   |
| CHRISTOPHER | 4                 | 522.5                      | 510                        | 584.2                       | 574.8                                    | 6.3                                 | 8.1                                   |
| ADAM        | 7                 | 552.2                      | 510                        | 549.9                       | 517.9                                    | 8.4                                 | 8.5                                   |
| MITCHELL    | N/A               | 567.2                      | 510                        | 549.9                       | 605.7                                    | 8.6                                 | 6.8                                   |
| JOSHUA      | 8                 | 567.2                      | 572.9                      | 558.3                       | 589.9                                    | 9.7                                 | 9.5                                   |
| JUSTIN      | 5                 | 582.8                      | 572.9                      | 549.9                       | 546                                      | 6.8                                 | 8.5                                   |
| HARRISON    | 5                 | 529.9                      | 522.5                      | 487.5                       | 503.8                                    | 5.3                                 | N/A                                   |
| LUKE        | 8                 | 645.2                      | 484.6                      | 593.3                       | 574.8                                    | 10.3                                | 10.2                                  |
| TAYLOR      | 9                 | 680.3                      | 560.2                      | 533.2                       | 640.3                                    | 10                                  | 9.5                                   |
| JACK        | 6                 | 552.2                      | 471.6                      | 541.6                       | 475                                      | 6.7                                 | 7                                     |
| MICHAEL     | 6                 | 550.7                      | 510                        | 516                         | 580.0                                    | 8.2                                 | N/A                                   |

# TP – Reader Profile

| First name | English class. | How often do you read?                            | What was the best book you read this year?                                     |
|------------|----------------|---------------------------------------------------|--------------------------------------------------------------------------------|
| jordan     | 7Z             | I read at least once a day                        | Norm                                                                           |
| Noah       | 7A             | I read at least once a day                        | I Am Number 4                                                                  |
| Flynn      | 7A             | I read every night and at other times if possible | I have read a lot of books as a great reader a probably the very hungry zombie |
| Taylor     | 7A             | I read about once or twice a week                 | Runner' by Robert newton                                                       |
| Daunté     | 7A             | I read about once or twice a week                 | Injustice Year One Volume Two                                                  |
| Ezra       | 7A             | I read about once or twice a week                 | Skulduggery Pleasant: Mortal Coil                                              |
| Jack       | 7A             | I read about once or twice a fortnight            | One true thing.                                                                |
| William    | 7A             | I read at least once a day                        | Phoenix files series                                                           |
| Harry      | 7A             | I read about once or twice a week                 | Tim Cahill and Runner                                                          |
| Jack       | 7A             | I read at least once a day                        | Harry Potter and the philosifers stone                                         |
| Harry      | 7A             | I read about once or twice a week                 | Hatchet                                                                        |
| Darby      | 7A             | I read at least once a day                        | Deborah Ellis Diegos something idk the rest                                    |
| Sam        | 7A             | I only read when I have to                        | The maze runner                                                                |
| Rory       | 7A             | I read about once or twice a week                 | Runner                                                                         |
| Daniel     | 7A             | I read about once or twice a week                 | The Grade Cricketer                                                            |

# Yr 8 Best Books

## 8A Best Books

1. FOX SWIFT  
2. THE TREE  
3. SPECKY  
4. THE BOY ON THE BOAT  
5. THE HEART

6. THE LAST THING HE SAID  
7. THE HUNGER GAMES  
8. THE SCARLET LEAF  
9. THE SECRET LIFE OF BEAUTY  
10. SHANE CRAWFORD

11. THE SECRET LIFE OF BEAUTY  
12. THE SCARLET LEAF  
13. THE HUNGER GAMES  
14. THE LAST THING HE SAID

15. THE SECRET LIFE OF BEAUTY  
16. THE SCARLET LEAF  
17. THE HUNGER GAMES  
18. THE LAST THING HE SAID

## 8B Best Books

1. FROM SACRED  
2. SPECKY  
3. OUTLAW  
4. THE SECRET LIFE OF BEAUTY  
5. THE HUNGER GAMES

6. THE SECRET LIFE OF BEAUTY  
7. THE SCARLET LEAF  
8. THE HUNGER GAMES  
9. THE LAST THING HE SAID

10. THE SECRET LIFE OF BEAUTY  
11. THE SCARLET LEAF  
12. THE HUNGER GAMES  
13. THE LAST THING HE SAID

14. THE SECRET LIFE OF BEAUTY  
15. THE SCARLET LEAF  
16. THE HUNGER GAMES  
17. THE LAST THING HE SAID

## 8C Best Books

1. IN THE END  
2. THE TREE  
3. SPECKY  
4. THE BOY ON THE BOAT  
5. THE HEART

6. THE LAST THING HE SAID  
7. THE HUNGER GAMES  
8. THE SCARLET LEAF  
9. THE SECRET LIFE OF BEAUTY

10. THE SECRET LIFE OF BEAUTY  
11. THE SCARLET LEAF  
12. THE HUNGER GAMES  
13. THE LAST THING HE SAID

14. THE SECRET LIFE OF BEAUTY  
15. THE SCARLET LEAF  
16. THE HUNGER GAMES  
17. THE LAST THING HE SAID

## 8D Best Books

1. THE LAST THING HE SAID  
2. THE HUNGER GAMES  
3. THE SCARLET LEAF  
4. THE SECRET LIFE OF BEAUTY  
5. SHANE CRAWFORD

6. THE SECRET LIFE OF BEAUTY  
7. THE SCARLET LEAF  
8. THE HUNGER GAMES  
9. THE LAST THING HE SAID

10. THE SECRET LIFE OF BEAUTY  
11. THE SCARLET LEAF  
12. THE HUNGER GAMES  
13. THE LAST THING HE SAID

14. THE SECRET LIFE OF BEAUTY  
15. THE SCARLET LEAF  
16. THE HUNGER GAMES  
17. THE LAST THING HE SAID

## 8E Best Books

1. THE 100  
2. SPECKY  
3. THE BOY ON THE BOAT  
4. THE HEART

5. THE SECRET LIFE OF BEAUTY  
6. THE SCARLET LEAF  
7. THE HUNGER GAMES  
8. THE LAST THING HE SAID

9. THE SECRET LIFE OF BEAUTY  
10. THE SCARLET LEAF  
11. THE HUNGER GAMES  
12. THE LAST THING HE SAID

13. THE SECRET LIFE OF BEAUTY  
14. THE SCARLET LEAF  
15. THE HUNGER GAMES  
16. THE LAST THING HE SAID

## 8G Best Books

1. THE GREAT WALL OF CHINA  
2. THE TREE  
3. SPECKY  
4. THE BOY ON THE BOAT  
5. THE HEART

6. THE LAST THING HE SAID  
7. THE HUNGER GAMES  
8. THE SCARLET LEAF  
9. THE SECRET LIFE OF BEAUTY

10. THE SECRET LIFE OF BEAUTY  
11. THE SCARLET LEAF  
12. THE HUNGER GAMES  
13. THE LAST THING HE SAID

14. THE SECRET LIFE OF BEAUTY  
15. THE SCARLET LEAF  
16. THE HUNGER GAMES  
17. THE LAST THING HE SAID

<http://wired.stpats.vic.edu.au/best-books.html>



# Promotional Resources

Data from  
reader survey.

Each class has  
their own  
poster  
displayed in  
their English  
classroom.



# Curriculum

Core curriculum each term.

Teacher can then choose what suits.

## Term One

[Intro to WIRED, WIRED Rules & Reading log](#)  
[Reader Profile Survey](#)  
[WIRED.5 Goal setting - interview students](#)  
[Book Selection Tool](#)



## Term Two

[Using Oliver - title & Student Login](#)  
[Class best book poster](#)  
[Why read Fiction?](#)  
[VPRC - Presentation - opt in](#)  
[Timed Read](#)

## Term Three

[Central Highlands Libraries - eBooks & Audiobooks](#)  
[Design a logo for Book Week](#)  
[CBCA Bookweek](#)  
[KRC eBooks](#)

## Term Four

[On Demand Test](#)  
[Reader Profile Survey](#)

## Options

[Collection - Short Stories](#)  
[Reading Skills](#)  
[Collection - Graphic Novels](#)  
[Historical Fiction - Genre - World](#)  
[Picture Books - Spend a session reading in the library](#)  
[Make your own Book Trailer!](#)

[ReadWorks.org](#) [reading comprehension](#)  
[Reading Personality quiz](#)  
[Benefits of Reading](#)  
[Read around the world](#)  
[Quick reads eBooks](#)

# WIRED

1. Presented by English teachers
2. One timetabled lesson in KRC reading area per cycle supported by TLs.
3. Teacher librarian provides book selection support
4. WIRED curriculum accessed via the WIRED website
5. Reader profile data provided
6. Literacy profile provided
7. Reading logs provided – students to maintain
8. Library supports implementation of On Demand test

# Diverse range of resources



# Diverse range of resources

Year 8 & 9

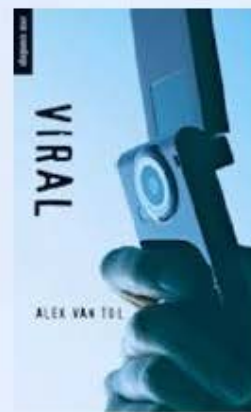
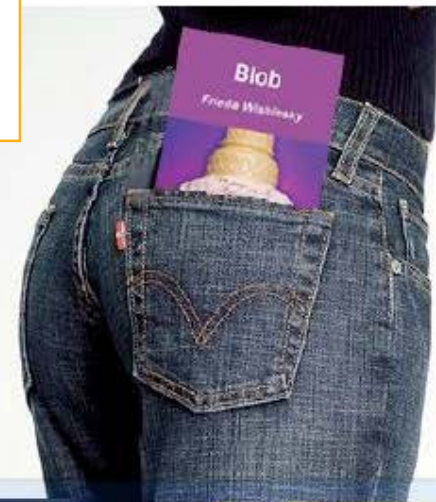
## SKINNY READS Pocket Size Books Real Stories

Published by Orca in a narrow, hip pocket format, these are short, fully formed fiction. Compelling stories about interesting real teenagers in **realistic** situations.

These books are designed for self directed reading, with linear plots, and controlled vocabulary and grammar.

All the books are graded to Fry Readability levels of 2.5 - 4.5 ( Grade 2-4 reading level) but with content aimed at Grades 5 - 9,

THESE BOOKS ARE NOT STANDARD, LONGFORM TEEN FICTION.



## Orca Soundings

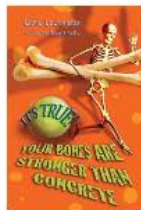
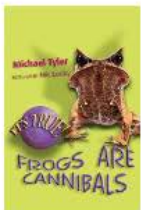
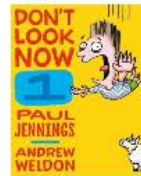
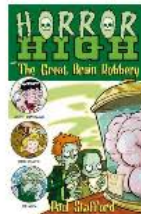
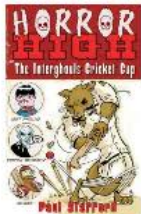
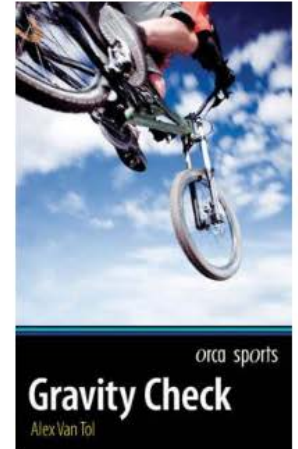
Orca Soundings are short, fully formed fiction

# Quick reads online



## eBooks Quick Reads Collection

Click on the book to go to the eBook.  
Login and then you can borrow it!



# eAudiobooks @ SPC



## eAudiobook Management



We use iTunes to secure the use of the audiobook. iPads have to be synched to our library iTunes account.

# eResources beyond SPC

## Central Highlands Libraries

Provides an extension to our WIRED program. Part of enrolment policy: join the local library.



**CENTRAL  
HIGHLANDS  
LIBRARIES**

CONNECT  
HELP BIO POETRY  
AUDIO THINK CREA HISTO BESTS HEAL GRO  
NEW/CD/DEDS ORE I LITED AC LANGUA AUTHC

### Central Highlands Online Library Resources

Here is a range of databases you can access with your Central Highlands Library membership.  
To login use the barcode number including the 35/  
If you have forgotten your pin number call the library and ask for it to be reset.

**Borrow an eMagazine**



rb digital magazines

You will need to set up an account using your library card number. Then download the app and use your new account details.

[Click here to download the RB digital app.](#)

**Young Adult eBooks and Audiobooks**



**Borrow Box.**

**Read papers from around the globe**



Press Reader

You'll need your library card number.

[Click here to download the Pressreader app.](#)

**Australian children's stories**



Story Box Library

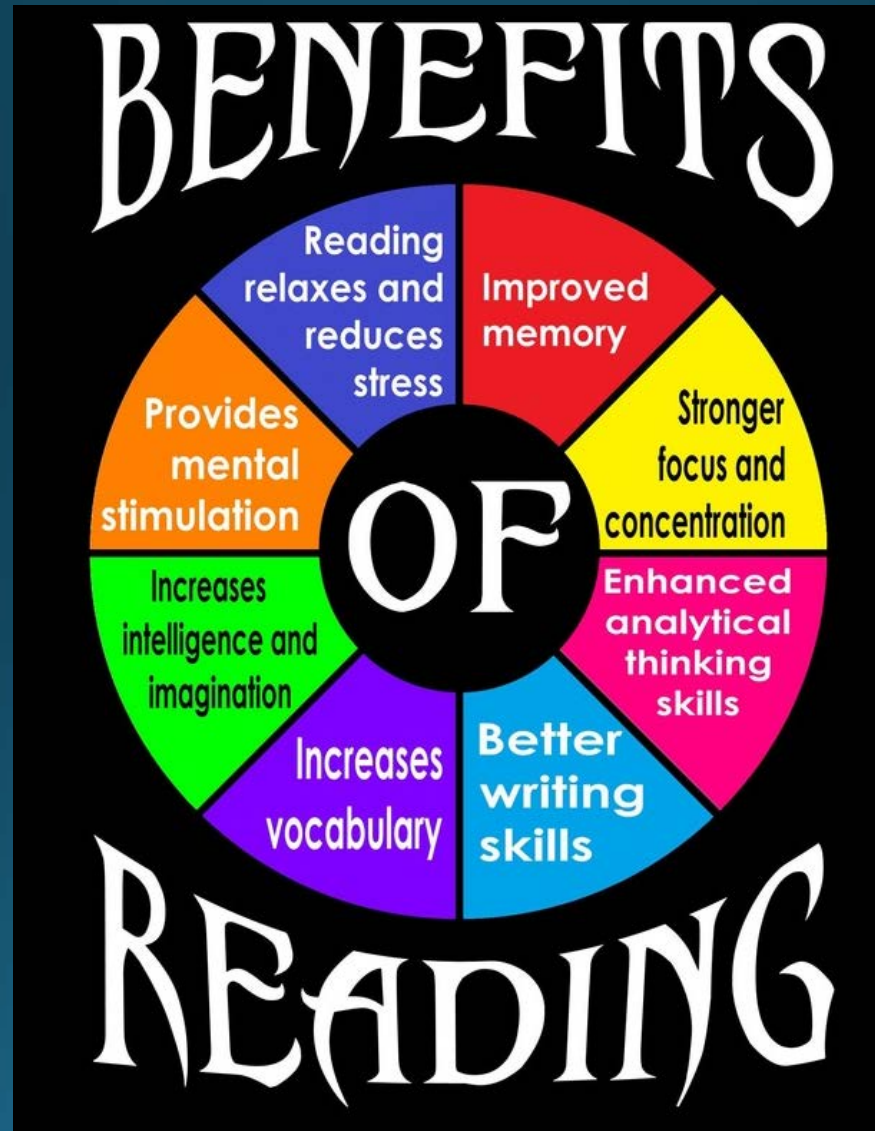
<http://krc.stpats.vic.edu.au/central-highlands-libraries-databases.html>



# eAudiobooks from Ballarat Library



# WIRED Curriculum



# WIRED Curriculum



## Timed Read

Use the formula below to work out how long it will take you to read the book you are currently reading.

### Timed Reading Formula

A= Number of pages read in 10 min.....8

B= Number of pages in the whole book.....264

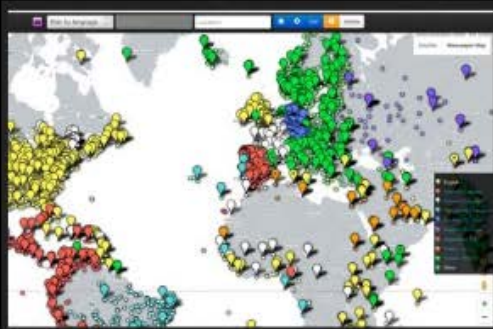
C= B divided by A..... $264/8 =$ .....33

D= C times 10 = number of mins to read book  
..... $33 \times 10 =$ .....330mins

E = D divided by 60 = hours to read whole book  
..... $330 / 60 =$ .....5.5hrs



## Read newspapers and books from all around the world!



This site allows you to filter by language, newspaper and location. Look at the world map and click on markers - yellow is for English newspapers.



Thousands of newspapers.  
Search via country.



You will need your Central Highlands Library membership details to use this site. Look at the back of your library card and use the number starting 35/.....

It's worth the effort - this is an amazing resource as the site displays the newspaper as a paper not as a webpage - so get your library card...or join up if you haven't!

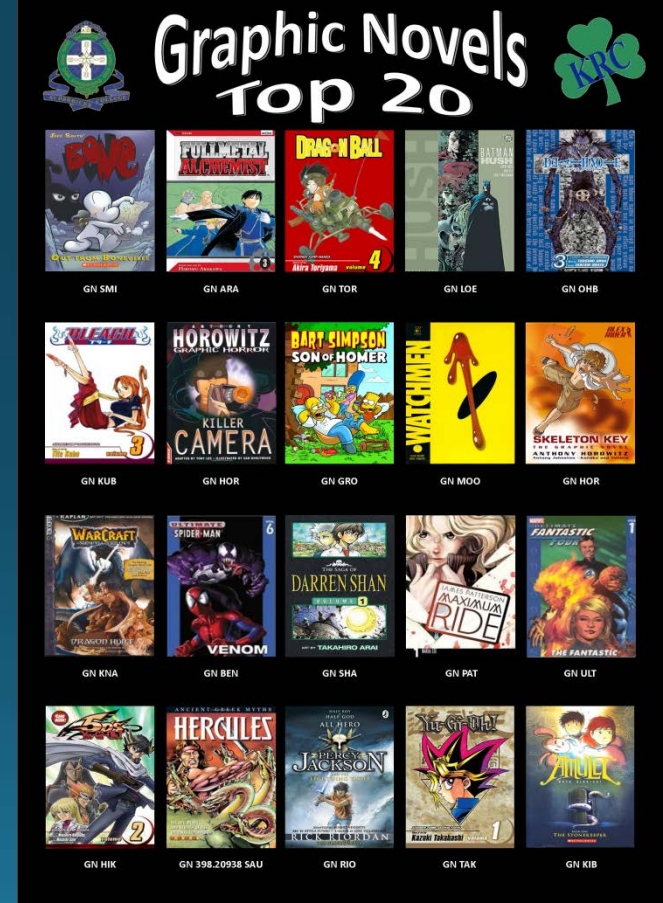
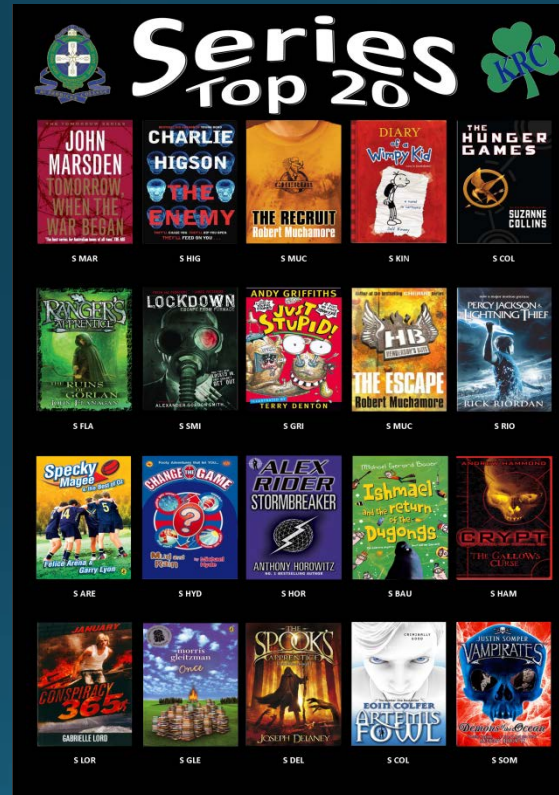
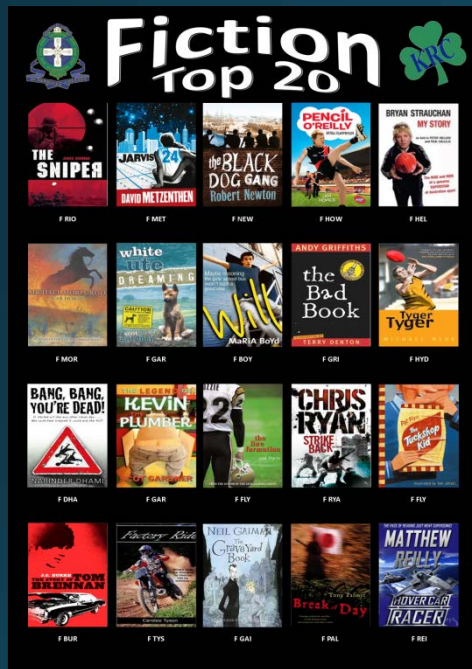


Project Gutenberg collection

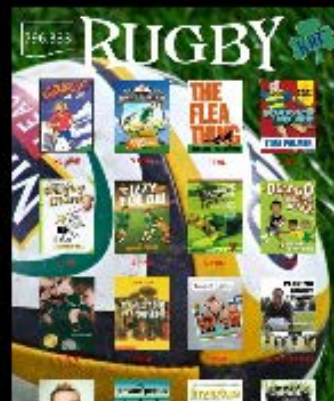


International Children's Digital Library

# Promote your collection



# SUBJECT



<http://wired.stpats.vic.edu.au/books-by-subject.html>

799.2

# HUNTING/SHOOTING



F TOW



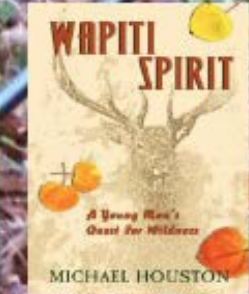
BIO 636.7 PAU



F PAU



S PAU



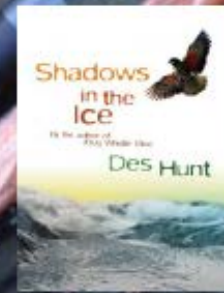
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F GEO



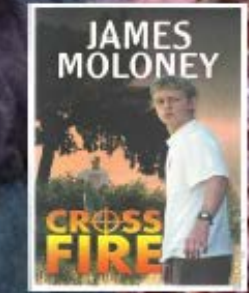
F FAR



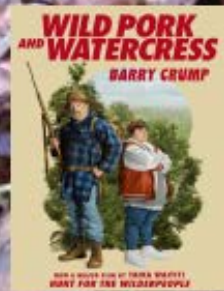
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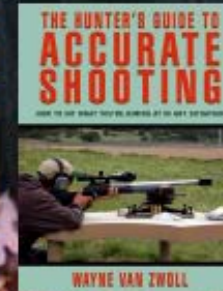
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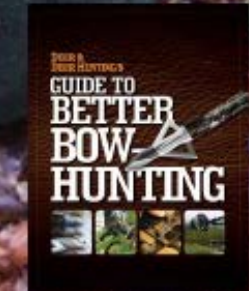
F LEI



F BOR



NF 799.2 VAN



NF 799.2 DEE

Call number = easy location

Differentiated - low to high

# All the best!



<http://wired.stpats.vic.edu.au/>

<http://krc.stpats.vic.edu.au/>

<http://krcbookweekspc.weebly.com/>

[librarian@stpats.vic.edu.au](mailto:librarian@stpats.vic.edu.au)