

ARC: American Reading Company

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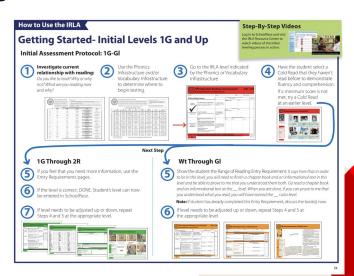




Independent Reading Levels Assessment (IRLA)

Teachers follow a protocol to determine a student's **INDEPENDENT** reading level. This is a mindset shift from BAS, where teachers were looking for an instructional level.

- Phonics infrastructure
- Vocabulary infrastructure
- Cold read
- Skill check



Developmental Reading Taxonomy





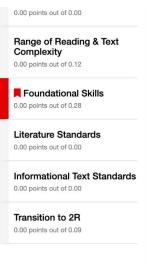
Power Goals

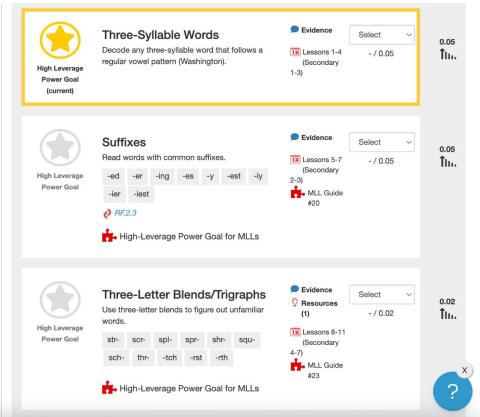
> Students > Settings Student Zakariya Farah Guled > Student History SchoolPace Connect > SchoolPace Connect Resources > IRLA Resource Center > ENIL Resource Center > SchoolPace Resource Center Announcements ▶ Announcements <</p> **Book Database** Search Book Database **ARC Bookshelf** > ARC Bookshelf

Information

ARC Adventures

> Set Up ARC Adventures







Home Connection







Student's Progress in Wt

Student can already:

- . Read and understand Wt-level books without help.
- Notice and determine meaning of academic vocabulary using clues from the text (context clues). Academic vocabulary includes words/phrases that are not used in everyday speech, like "exclaimed." (1-2 per page)
- . Read chapter books.

Reading Practice: Student should be reading books of his/her choice every day. It is recommended your child reads at least an hour each day.

Time spent reading books is the best predictor of a child's growth as a reader. Students who read more, read better.

 Anderson, R. et al. Reading Research Quarterly. 1988.

Moving to the Next Level

To move to Bk. Student must be able to:

- . Read and understand Bk-level informational texts and chapter books.
- . Acquire an academic vocabulary of 1500+ words (mostly learned through reading Wt texts).
- . Notice and determine meaning of academic vocabulary using clues from the text (context clues). (3-5 per page)

What Can Families Do?

Reading growth is a result of strategic coaching and regular reading practice. Use the Wt/Bk Skills Cards and Coaching Records to help coach at this level. Most importantly, develop your child's love for reading in any language, making sure they read whatever they want to, regardless of the level.

Coaching Wt

Ask Student about new vocabulary: Do you see a word you don't normally use? What do you think it might mean? Why?

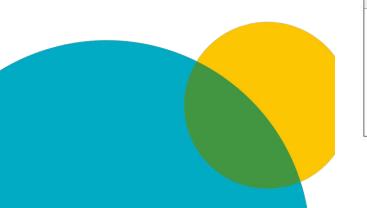
Coaching Engagement

What are you reading? What would you like to read about? Let's try to find a book that you might like...

Wt series easily found in your local library/

Series	Author		
A to Z Mysteries	Ron Roy		
Claudia Cristina Cortez	Diana Gallagher		
Judy Moody	Megan McDonald		
My Weird School	Dan Gutman		
Zack Files	Dan Greenburg		
Miami Jackson	Patricia McKissack		
Bainhow Eairles	Dairy Mandour		

Find your local library: https://librarytechnology.org/libraries/uspublic



Four Primary Thematic Units for Each Grade Level



	Reading Focus	Final Writing Product(s)	Focus Standards	Standards In All Units
Literacy Lab (100 Book Challenge)	Literature & Informational	Narrative & Argumentative Essay	R.1, R.4, R.10, W.9, W.10	Reading #1, #4, #7, #9, #1 Writing #4-10 Speaking & Listening #1- Language #1-6
Informational	Informational	Informational Text/Book	R.2, R.5, R.7, W.2	
Genre Study	Literature	Literary Essay & Short Story	R.2, R.3, R.5.R.9	
(A. S.	Informational	Laurence autables Carres	D C D C SATE	

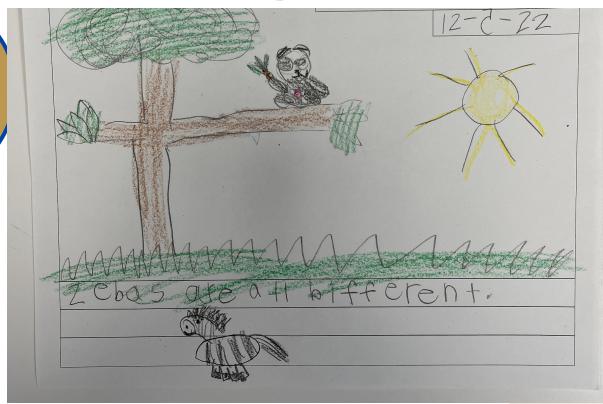


\Box	Unit 1	Unit 2	Unit 3	Unit 4
Grade K		Zoology	Ecology	Entomology
Grade 1	Labs®	ANIMALS	Family Stories	Plants
Grade 2	ıcy La	Big	Sperts Library	Jobs in My COMMUNITY
Grade 3	Literacy	WEATHER AND CLIMATE	TRADITIONAL TALES & World Cultures	Marine Life ^
Grade 4	ARC	ANIMAL ADAPTATIONS	Mystery Afterest falmed	U.S.
Grade 5		cosustems	Science Fiction	Civil Richips Era



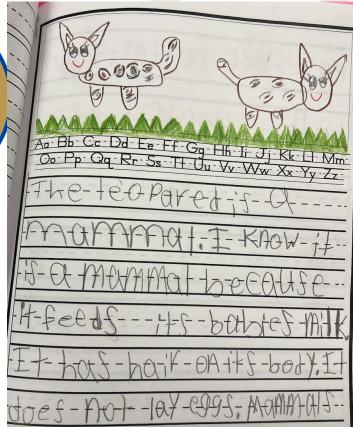


Kindergarten: Zoology





First Grade
Wild &
Endangered
Animals





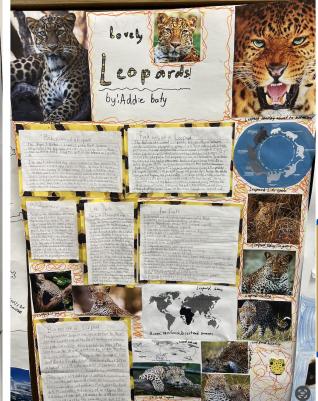


2nd Grade:
Bugs
In their
Ecosystems

So wash

3rd Grade: Weather & Climate

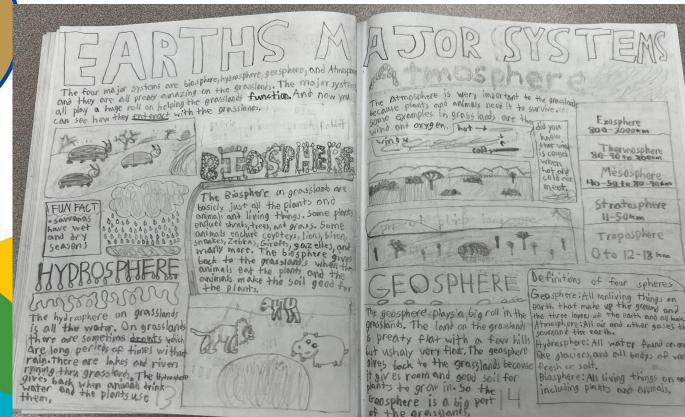
around







5th Grade: Ecosystems



Daily Framework for Literacy Instruction: Kindergarten

Kindergarten ARC Literacy Lab: Unit Overview

Best Practices Morning Meeting/ Community Building

- Morning Message: Foundational Skills and Focus Concept/ Standard Review
- Physical Stretch & Focus Concept/Standard Review
- Community Building Activity

Interactive Read-Aloud

- Establish Today's Learning Goal
- Introduce Key Concepts
- Experience Connected Text
- Discuss

Phonological Awareness Reading Lab

- Mini-Lesson
 (Foundational Skills)
- Read-Aloud/ Shared Reading
- Partner and Independent Practice
- · Accountable Talk

Centers/Recess Writing

- Interactive Writing (Foundational Skills)
- Independent Writing
- Sharing and Mini-Lessons

Music/Drama

- Phonological Awareness: Songs, Chants, Rhymes
- Drama

Additional Read-Aloud and Independent Reading

Focus Standards

Foundational Reading Skills

Read emergent-reader texts with purpose and understanding. CCSS REK.4

Follow words from left to right, top to bottom, and page by page. CCSS RF.K.1.A

Understand that words are separated by spaces in print. CCSS RF.K.1C

Recognize and name all upper- and lowercase letters of the alphabet. CCSS RF.K.1.D

Recognize and produce rhyming words. CCSS RF.K.2.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. CCSS R.K.3.A

Reading

With prompting and support, ask and answer questions about key details in a text. CCSS R.K.1

Ask and answer questions about unknown words in a text. CCSS R.K.4

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story/presenting the ideas or information in a text. CCSS R.K.6

With prompting and support, describe the

relationship between illustrations and the story/text in which they appear (e.g., what moment in a story an illustration depicts/what person, place, thing, or idea in the text an illustration depicts). CCSS R.K.7

IRLA Reading Goal

· Listen to the title and/or first

· "Read" comfortably and with

· Look at context for clues and

Know the difference between

a letter and a word and use a

finger to point to each word while reading (can jump over

the spaces between words).

· Demonstrate basic knowledge

correspondences by producing

most frequent sounds for each

of one-to-one letter-sound

the primary or many of the

consonant, CCSS RF.K.3C

CCSS RF.K.1A/C

Next (Unit 2):

reference to the context.

offer a word that makes sense in

out the rest of the book.

confidence.

page of a predictable book and

use the sentence stem to figure

Current:

Actively engage in group reading activities with purpose and understanding. CCSS R.K.10 $\,$

Writing

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS W.K.7 $\,$

Language

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. CCSS L.K.6 $\,$

Speaking & Listening

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. CCSS SL.K.1

- A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.





Daily Framework for Literacy Instruction: Third Grade

120-Minute Literacy Block

Daily components, in any order that makes sense

Read/Write/ Discuss Complex Text (20-35* min.)

Common Core Mini-Lesson

Teacher introduces today's Focus.

Read/Write/Discuss Complex Text

- · Whole-group, grade-level shared reading or writing.
- Students work in small groups/pairs to practice applying today's Focus to the shared text or to writing.

Independent Reading

Reading Lab (35–45 min.) Students practice applying today's Focus to self-selected texts at a variety of levels. At least a portion of this time is spent with texts within the Thematic Unit.

Teacher Coaching/Formative Assessment

 Teacher works one-on-one (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's focus.

Writing (30–60 min.)

Common Core Mini-Lesson

Teacher models how today's Focus will be applied to writing.

Writing

· Students practice applying today's Focus to writing.

Teacher Coaching/Formative Assessment

 \bullet Teacher works one-on-one (and eventually with small groups) to coach writing proficiency and growth.

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Reading Lab Part 2

(20-40 min.)

Wide Reading

 Students practice applying their Power Goals to self-selected texts at a variety of levels. Students can pick any texts on any topics/in any genre.

Formative Assessment

 Teacher works one-on-one (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's focus.

*Time ranges vary intentionally. Depending on the lesson and student energy, teachers may spend more time writing or more time reading.

Weekly Goals:

- Students read for 5 hours a week, with some time spent reading texts within the Thematic Unit and some time in complete free-choice. Reading time can be spread across the school day and/or at home.
- Teacher meets with a minimum of 10 students one-on-one or in small groups to focus on their Power Goals.





Daily Framework for Literacy Instruction: Fifth Grade

120-Minute Literacy Block

Daily components, in any order that makes sense

Read/Write/ Discuss Complex Text (20-35* min.)

Common Core Mini-Lesson

Teacher introduces today's Focus.

Read/Write/Discuss Complex Text

- Whole-group, grade-level shared reading or writing.
- Students work in small groups/pairs to practice applying today's Focus to the shared text or to writing.

Reading Lab (35–45 min.)

Independent Reading

 Students practice applying today's Focus to self-selected texts at a variety of levels. At least a portion of this time is spent with texts within the Thematic Unit.

Teacher Coaching/Formative Assessment

 Teacher works one-on-one (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's focus.

Writing (30–60 min.)

Common Core Mini-Lesson

Teacher models how today's Focus will be applied to writing.

Writing

· Students practice applying today's Focus to writing.

Teacher Coaching/Formative Assessment

 Teacher works one-on-one (and eventually with small groups) to coach writing proficiency and growth.

Reading Lab Part 2 (20–40 min.)

Wide Reading

 Students practice applying their Power Goals to self-selected texts at a variety of levels. Students can pick any texts on any topics/in any genre.

Formative Assessment

 Teacher works one-on-one (and eventually with small groups) to accelerate reading growth through Power Goal conferences. Teacher checks proficiency with the day's focus.

*Time ranges vary intentionally. Depending on the lesson and student energy, teachers may spend more time writing or more time reading.

Weekly Goals:

- Students read for 5 hours a week, with some time spent reading texts within the Thematic Unit and some time in complete free-choice. Reading time can be spread across the school day and/or at home.
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Royal Oaks 100 Book Challenge

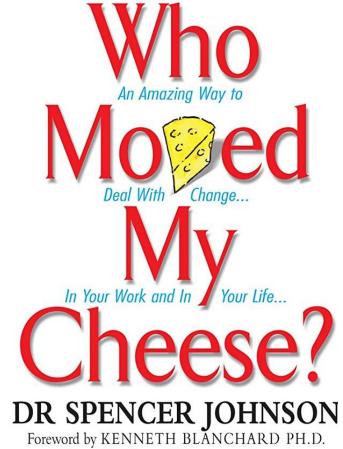


Turning the Page at Newport

Newport will implement ARC next year, sunsetting our Journeys literacy curriculum.

Newport staff spent time reflecting and discussing the change. We are reading "Who Moved My Cheese" to help us with the change.

'One of the most successful business books ever Daily Telegraph





From the bestselling co-author of The One Minute Manager

Staff Learning

Newport teachers decided they wanted to fully embrace ARC and learn as much as possible this year.

Planned ARC trainings include: IRLA assessments, SchoolPace, Unit 1 & 2 exploration, and "Read to Me" students.





ARC in Action

Newport teachers requested to "see" ARC in action, so they will be visiting Crestview Elementary to observe ARC in the classroom.

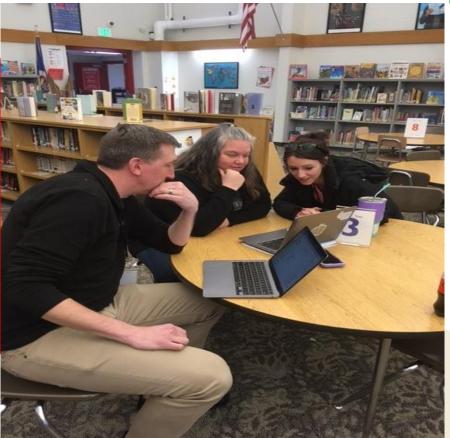
The goal is to see how ARC is being implemented.





Summer Learning

Newport staff will continue their learning and work with summer learning opportunities, so they start the new school year with a strong ARC foundation.







Questions?