



School Showcase

ARMSTRONG ELEMENTARY SCHOOL
CRESTVIEW ELEMENTARY SCHOOL

January 4, 2024



ARC (American Reading Company)

Informational Reading/Writing/and Research



Daily Writing Experiences for ALL students grades K-5



Writing

- ☐ Daily writing
- ☐ Engaged writers
- ☐ Students own writing products
- ☐ Student writing craft improves
- ☐ Writing Conferences
- ☐ Teacher models writing
- ☐ Effective use of Mentor Texts
- ☐ Effective use of Writing Rubrics

Grades K-5 Connecting Reading and Writing

Informational Reading, Writing, & Research in One Science Topic

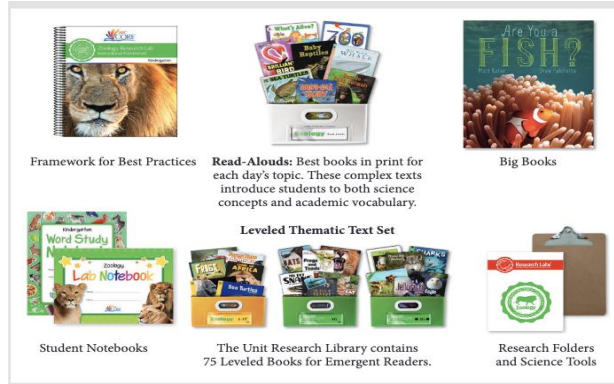
Grade-Level Rigor: Use mini-lessons and shared/close reading of complex cross-genre texts to teach Science content and reading, writing, and vocabulary.



Differentiated Support: Students practice applying what's been taught as they research in informational books on the same topic at a wide range of reading levels.



Integrated Reading & Writing: Students integrate new knowledge and vocabulary to write their own informational texts.



**Classroom
Libraries/Materials**

Digital Bookshelf



**School Media
Centers**

ARC Kindergarten – Grade 1



Writing

Writing Tasks/Write to Text

- Students write daily.
- Students use graphic organizers or rubrics to measure their own progress toward proficiency.
- Teacher models at the point of need.
- Sharing/mini-lessons teach/reinforce the specific grammar, language, and foundational skills students need.

Structured Independent

Living Organisms vs. Non-Living Objects

Morning Meeting	Interactive Read-Aloud	Science Lab	Writing	Centers	Reading Lab	Music/Drama/Literature
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Writing

Interactive Writing: Living Organisms in My Home

Show students how you want them to set up their Writing Paper (included in the Writer's Notebook and as blackline masters in the Literacy Lab) each day. We suggest a big box for the drawing with three lines at the bottom for student writing. Make sure each paper is dated so you can watch student progress over time.

Have an enlarged Writing Paper to model the process as needed.

- *My name is ____.* (Write your name on the paper.)
- *Today's date is ____.* (Write the date on the paper.) A date stamp is helpful, or you can write the date for students until they can do it themselves.
- *Today, we will write about the living organisms in our homes.* (Do not insist that students write on your topic. If someone wants to write about something else, let it happen.)
- Model thinking about the living organisms that live with you. Use your own example (e.g., *I have two children, a dog, and two plants that live with me.*).
- Draw simple figures as you describe your organisms. *Here is my dog. She always loves to relax with us in our living room, so I'm going to draw her watching TV. I have two plants on the tables in my living room. I'll need to draw a few non-living objects, too. I'll draw the tables and the sofa, so you'll know it's my living room.*
- Model saying a word aloud, identifying the sounds you hear, and writing letters to match those sounds in order you hear them. *Now that I have my picture, I am going to write my story down here: "I live with 2 children, a dog, and 2 plants." I know the word "I," so I'll write that. "Live" starts with /l/. Can you get your mouth ready to say that sound? I'll write an "l." What other sounds do you hear in "live"? What letter spells each sound? Continue to model writing letters to match sounds you hear in words. *What do I need to put at the end to show my sentence is done?... That's right, a period. (Read aloud.) "I live with 2 children, a dog, and 2 plants." I like that. Can you read my story with me? (Read together.) "I live with 2 children, a dog, and 2 plants." Great!**
- Model using known Power Words (e.g., "I," "a," etc.).
- **Optional Word Study:** Choose up to a few words to study (e.g., *What do we need to include in "plants" to make sure it's plural?... Its, an "s." But look at "children." We don't say "two child." Isn't it interesting that "one child" becomes "two children"? What sounds do you hear in "children"?).*
- *Each of you think about what living organisms live with you. Are you ready? Tell the person beside you. Who is ready?*

As soon as a student can tell you what they are going to write about, hand them a Writing Paper (already dated) and a pencil and have them begin writing.

Foundational Skills Focus

Phonics/Word Study

Read and Spell
1G Words

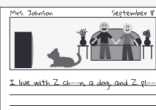
Letter Names
and Sounds

Writing

Writing gives students time to write and choose about what to write. Teachers start from where each student is and systematically support their growth. The focus is not on conventional forms of writing. The focus is on communicating information and learning to use oral speech to map written language.

Date Each Piece of Writing

Do not have students copy from an adult model. This does not help them learn to read and write. Date each piece of work to track student development in both reading and writing.



1.1

Independent Writing

One-on-One Writing Conferences and Underwriting

As students write, move among them, encouraging students to express themselves in drawing/writing in whatever way they can. They will probably draw first.

Have students talk about which things in their pictures are living organisms and which are non-living objects. They may count them. Focus on the information in the writing.

As a student finishes their drawing/writing, they help other students or start another page for tomorrow.

Letter Names and Sounds Assessment

As you circulate, collect information about which letter names and sounds each student knows using a letter-sound recording tool (see the end of this lesson for examples).

Writing Center

Students may want to continue their writing and/or finish their illustrations later in the Writing Center. Show students where the Writing Paper and writing materials are stored. Establish rules and routines for working in this Center.



Phonics-Based Spelling

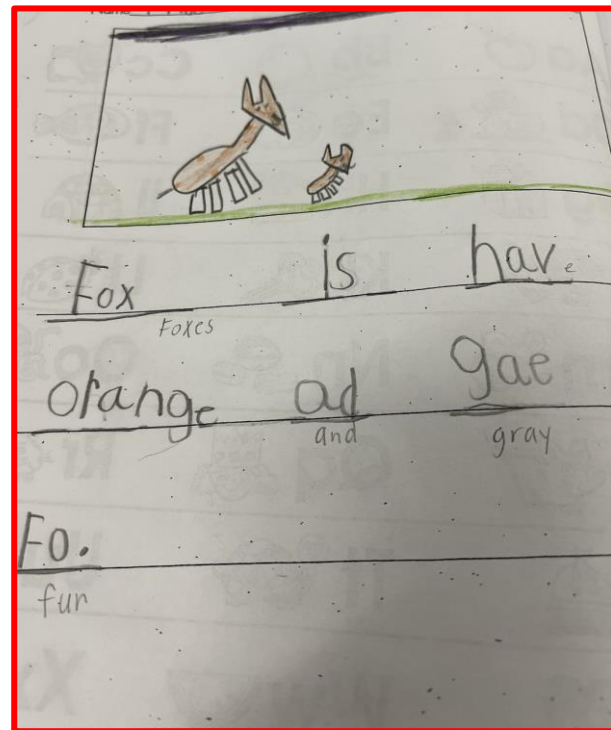
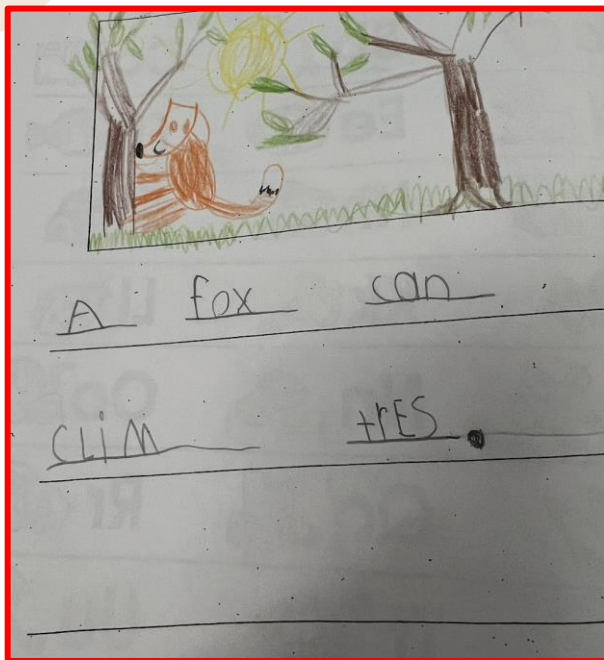
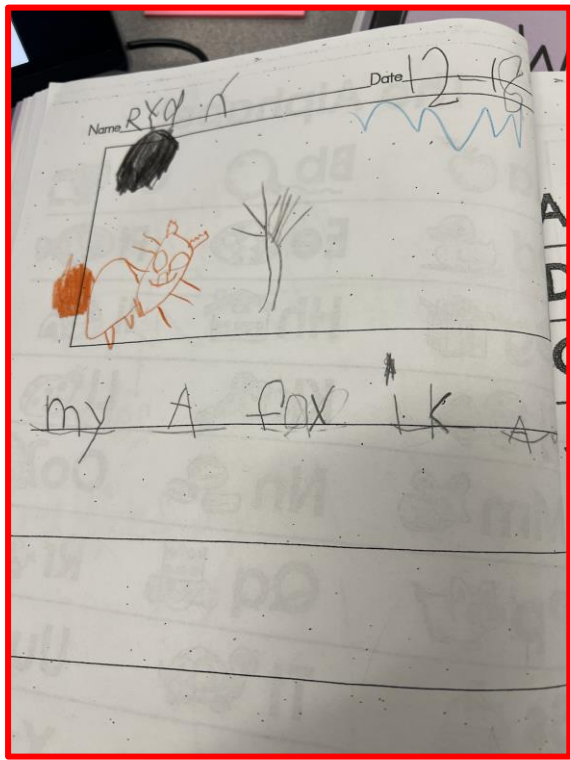
The focus of initial writing instruction is to help students learn to read. As they try to figure out how to write their oral language down on paper, they will draw on their phonemic awareness. Establishing the link between speech and writing is crucial at this stage.

As students learn to use their own speech as their resource for spelling, you will move them toward conventional spelling. This transition is gradual and may not be completed until second grade. It is important not to insist on "conventional" spelling or standard English speech before a student has learned to use phonics-based spelling, or you will remove the student's major source of learning to read and write: their own speech.

Underwriting

Once the student has completed their best attempt at writing, you will "underwrite" the student's writing using a pencil. Do not write the sentence for the student to copy. If the student just copies your writing, they will not be learning to use their own speech to read/write. Describe some of the similarities between your adult writing and the student's writing (e.g., *You used a "b" for "bird" and I made a "b" for the first letter in "bird".* Be positive and descriptive. Don't belabor this, but do take advantage of this excellent teaching opportunity. Model and encourage a growth mindset; focus on what each student has done well and how to build on that.

ARC - Kindergarten



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Grades 2–5



Writing

Writing Tasks/Write to Text

- Students respond to text-dependent Writing Prompts related to the text(s), the task, and the focus.
- Students use graphic organizers or rubrics to measure their own progress toward proficiency.
- Students write daily.
- Teacher models at the point of need.

Collaborative Writing/Peer Review: Students work together to improve their writing.

Grade 5



Intermediate Research Card



Ecosystems

matter energy organisms

Reader: _____ Room: _____

Select an ecosystem to research.

Research Questions:

1. Describe the key characteristics of this ecosystem.
2. Who are the producers in this ecosystem? How do they obtain what they need to survive and reproduce?
3. Who are the consumers in this ecosystem? How do they obtain what they need to survive and reproduce?
4. Who are the decomposers in this ecosystem? What do they obtain from the ecosystem and what do they give back?
5. Construct an energy pyramid describing how energy transfers from the sun to the apex predator in this ecosystem.
6. Construct a food web to describe how matter cycles and energy moves through this ecosystem.
7. How are the Earth's major systems, the geosphere, hydrosphere, atmosphere, and biosphere, represented in this ecosystem?
8. What are the threats to the health and stability of this ecosystem? What might be done to protect it?



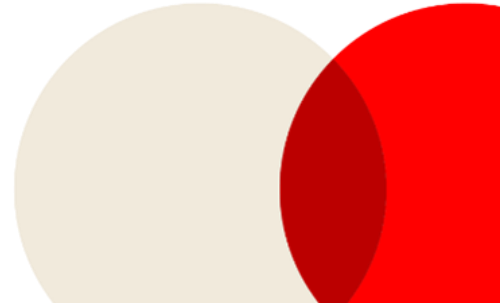
Grade 5



Ava Vang – Research Paper

Melanie Speak – Research Paper

John Campbell – Research Paper



ARC vs Balanced Literacy

- Consistent structure from grade to grade
 - Consistent structure from school to school
 - Increased opportunities for PD support
 - Consistent materials for new teachers
 - SchoolPace provides important data and growth reports
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School Power Goal Data Wall by Grade



- > **District**
South Washington
County School District
- > **School**
ARMSTRONG
ELEMENTARY
- > **School Power Goal**
Data Wall by Grade

Reports

For more ways to analyze your data, click on the following reports.

Power Goal Data Walls

> Power Goal Data Wall by Classroom

This data wall groups students by power goal and by classroom.

ARMSTRONG ELEMENTARY

Grade	Students	VOCABULARY	COMPREHENSION	PRINT CONCEPTS	PHONICS	RANGE of READING	WORD RECOGNITION	TRACKING	PHONOLOGICAL AWARENESS	OTHER
K	44				34		1	9		
1st	44		4		18		20	1	1	
2nd	54				49		2		3	
3rd	49	15	3		25		6			
4th	45	25			8	11	1			
5th	49	32			14	1	2			
	285	72	7		148	12	32	10	4	

The background of the slide is white and decorated with numerous circles of three colors: yellow, red, and beige. These circles are scattered across the entire page, with some appearing as single circles and others as overlapping pairs. The text is centered in the middle of the slide.

Thank you for your
commitment to public
education, and for taking
time to learn about the work
we are doing in our schools!