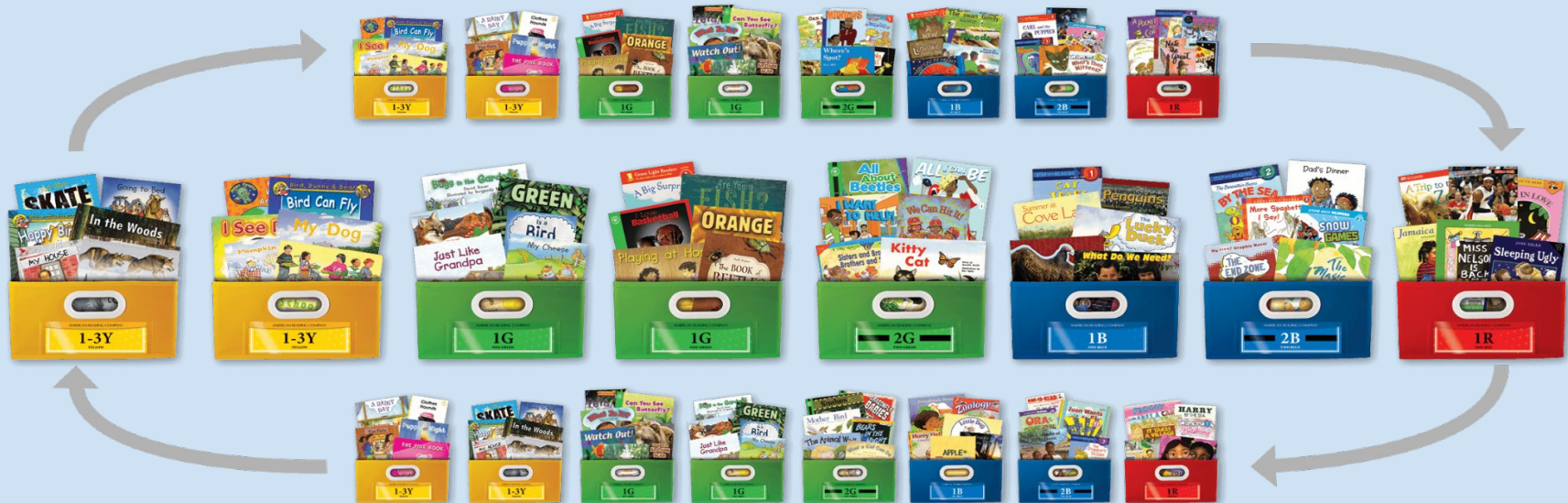


AMERICAN READING COMPANY (ARC CORE) OPEN HOUSE INFORMATION K-3

MANCHESTER PUBLIC SCHOOLS



ARC CORE INFORMATION

ARC CORE IS A HIGH-QUALITY CURRICULUM DESIGNED TO IMPROVE OUTCOMES FOR STUDENTS AND TEACHERS. A CAREFULLY STRUCTURED PROJECT-BASED LEARNING PROCESS ENSURES STUDENTS ARE READY TO MEET THE DEMANDS OF COLLEGE (OR CAREER) THROUGH EXTENSIVE READING (BOTH AS A CLASS AND INDEPENDENTLY), MULTIPLE EXTENDED WRITING PROJECTS, AND DAILY PRACTICE DISCUSSING IDEAS AND TEXTS WITH PARTNERS.

ARC CORE INFORMATION (CONT.)

ARC CORE PLACES EMPHASIS ON MEETING LEARNERS AT THEIR READING LEVEL. THE FOCUS IS ON PROVIDING STUDENTS WITH A LARGE SELECTION OF TEXTS. THEIR APPROACH TO READING USES CORE TEXTS, APPROPRIATELY LEVELED TO EACH GRADE, THAT IS READ AND DISCUSSED AS A WHOLE CLASS. EACH TEACHER IS PROVIDED WITH A CLASSROOM LIBRARY THAT CAN BE ARRANGED IN VARIOUS WAYS; BY THEME, CONCEPTS, GENRE, INDIVIDUAL INTERESTS, AND MORE.

IRLA: INDEPENDENT READING LEVEL ASSESSMENT FRAMEWORK

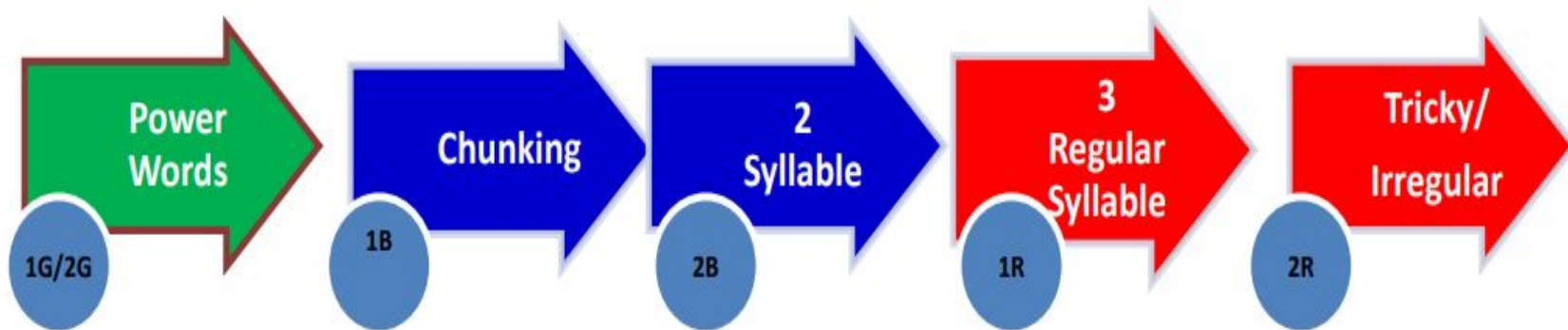
TEACHERS USE THE IRLA TO LOCATE EACH STUDENT ON THE READING
CONTINUUM TO:

- IDENTIFY BASELINE READING PROFICIENCY.
- IDENTIFY WHICH SKILLS, AND IN WHAT ORDER, ARE THE MOST CRUCIAL FOR EACH READER TO LEARN NEXT IN ORDER TO ACCELERATE THEIR GROWTH TRAJECTORY.
- MONITOR PROGRESS IN REAL TIME TO ENSURE ALL STUDENTS ARE ON-TRACK TO MAKE SUFFICIENT READING GROWTH OR TO INTERVENE EARLY.



CCSS Formative Assessment Supports Stages of Reading Acquisition

	1G/2G	1B	2B	1R	2R
am	am	ham	hammer	hammering	Samuel
an	an	man	candle	candlelight	piano



KINDERGARTEN

Unit 1

Focus Standards: Reading & Writing
Literary & Informational Texts

So you want to be a Scientist?

Famous Scientists from Around the World

Quality, Knowledge-Building Texts



Read-Alouds



Hook Book
Library

Unit 2

Focus Standards: Reading & Writing
Informational Texts

Zoology

A Study of Animals

Quality, Knowledge-Building Texts



Big
Books



Read-
Alouds



Decodables



Research
Library

Unit 3

Focus Standards: Comparing,
Analyzing, & Writing Literature

Ecology

A Study of Biomes

Quality, Knowledge-Building Texts



Big
Books



Read-
Alouds



Decodables



Research
Library

Unit 4

Focus Standards: Analyzing & Writing
Arguments

Entomology

A Study of Bugs

Quality, Knowledge-Building Texts



Big
Books



Read-
Alouds



Decodables



Research
Library

GRADE 1

Unit 1

Focus Standards: Reading & Writing
Literary & Informational Texts

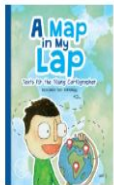
Mapping My World

Mapping Our World

Quality Knowledge-Building Texts



Read-Alouds



Decodables



Hook Book
Library

Unit 2

Focus Standards: Reading & Writing
Informational Texts

WILD AND ENDANGERED ANIMALS

NGSS Science Study: Endangered Animals

Quality Knowledge-Building Texts



Read Alouds



Decodables



Research
Library

Unit 3

Focus Standards: Comparing,
Analyzing, & Writing Literature

Family Stories & Families

Family Stories Through Time & Around the
World

Quality Knowledge-Building Texts



Read-Alouds



Decodables



Research
Library

Unit 4

Focus Standards: Analyzing & Writing
Arguments

Plants

Social Studies/Science: Who Needs Plants?

Quality Knowledge-Building Texts



Read-Alouds



Decodables



Research
Libr



GRADE 2

Unit 1

Focus Standards: Reading & Writing
Poetry & Prose

Words *change* the *world*

Poetry & Personal Narrative Studies

Quality Knowledge-Building Texts



Core Texts



Read Alouds



Hook Book
Library

Unit 2

Focus Standards: Reading & Writing
Informational Texts



NGSS Science Study: How Living Things
Depend/Contribute to Their Ecological
Community

Quality, Knowledge-Building Texts



Core
Texts and
Read-Alouds



Research
Library

Unit 3

Focus Standards: Comparing,
Analyzing, & Writing Literature



Animal Stories Across Genres: Realistic
Fiction, Fantasy, or Fable?

Quality Knowledge-Building Texts



Core
Texts and
Read-Alouds



Research
Library

Unit 4

Focus Standards: Analyzing & Writing
Arguments

Jobs in My
COMMUNITY

Social Studies: A Field Guide to Communities

Quality Knowledge-Building Texts



Core
Texts and
Read-Alouds



Research
Library



GRADE 3

Unit 1

Focus Standards: Reading & Writing
Literary & Informational Texts

DINOSAURS & KNIGHTS

Magic Tree House (Dinosaurs, Knights, and
The Series Formula)

Quality Knowledge-Building Texts



Read-Alouds
(Knights)



Hook Book
Library

Core
Texts and
Read-Alouds

Unit 2

Focus Standards: Reading & Writing
Informational Texts

WEATHER AND CLIMATE

NGSS Science Study: Weather & Climate

Quality Knowledge-Building Texts



Core Texts



Research
Library

Unit 3

Focus Standards: Comparing,
Analyzing, & Writing Literature

TRADITIONAL TALES & World Cultures

World Cultures Through Traditional Tales

Quality Knowledge-Building Texts



Core Texts



Research
Library

Unit 4

Focus Standards: Analyzing & Writing
Arguments

Marine Life

Social Studies/Science: Who Needs Oceans?

Quality Knowledge-Building Texts



Core Texts



Research
Library



IRLA LEVEL SKILL CARDS



IRLA® Developmental Reading Taxonomy®

Threshold Concepts That Build Reading Competency

The IRLA's reading taxonomy outlines the big "jumps" in reading skills, strategies, and concepts that distinguish one IRLA reading level from the next. The concept listed for each level is the new "threshold concept" required for independent reading of text at that level that was not required by text at previous levels.

The IRLA is not intended to limit what students read. Students should be encouraged to read anything of interest, leveled or not, because at every level, along with the new threshold concept, students are developing competence in the full range of creative and critical reading identities, behaviors, and habits.



PreK	Kindergarten		1		2		3	4	5	6	7	8	9 & 10	11 & 12	
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI
-	.01-.59	.60-.99	1.00-1.29	1.30-1.59	1.60-1.99	2.00-2.49	2.50-2.99	3.00-3.99	4.00-4.99	5.00-5.99	6.00-6.99	7.00-7.99	8.00-8.99	9.00-10.99	11.00-12.99

100 BOOK CHALLENGE

RESEARCH SHOWS THAT STUDENTS WHO READ FOR ONE HOUR EVERY DAY, FROM BOOKS THEY CAN READ AND WANT TO READ, HAVE A MUCH BETTER CHANCE OF SUCCESS IN SCHOOL AND BEYOND.

THE “100 BOOK CHALLENGE” SYSTEM PUTS CHILDREN, AND THEIR READING LIVES AT THE CENTER OF THE CURRICULUM.

- STUDENTS TRACK THEIR PROGRESS (1 STEP = 15 MINUTES OF READING).
- REWARDS ARE GIVEN FOR EVERY 100 STEPS!

100 BOOK CHALLENGE (CONT.)

MOST DAYS EACH CHILD WILL RECEIVE 30 MINUTES (2 STEPS) OF UNINTERRUPTED MINUTES OF READING EACH DAY AT SCHOOL. DURING THIS TIME, STUDENTS INDEPENDENTLY READ BOOKS OR MEET WITH THE TEACHER FOR TARGETED SKILL PRACTICE. **A READING LOG WILL COME HOME WITH YOUR CHILD TO REPORT THEIR HOME READING PROGRESS.**

EACH CLASSROOM IS FILLED WITH FICTION AND NONFICTION BOOKS FOR ALL READING LEVELS. THE BOOKS ARE ROTATED EVERY WEEK SO CHILDREN CAN ACCESS NEW EXCITING TITLES.