



American Reading Company: Core Program for Kindergarten DL

Board of Education Presentation
April 21, 2020

Madeline Sanchez,
Director of Multilingual Education





Peekskill's Promise

Our Mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.



**Rigorous
PreK-12 Aligned
and Culturally
Responsive
Academics**



**Robust
Literacy
and STEAM
Opportunities**



**Whole-Child
Commitment**



**Enrichment
Experiences
For All**

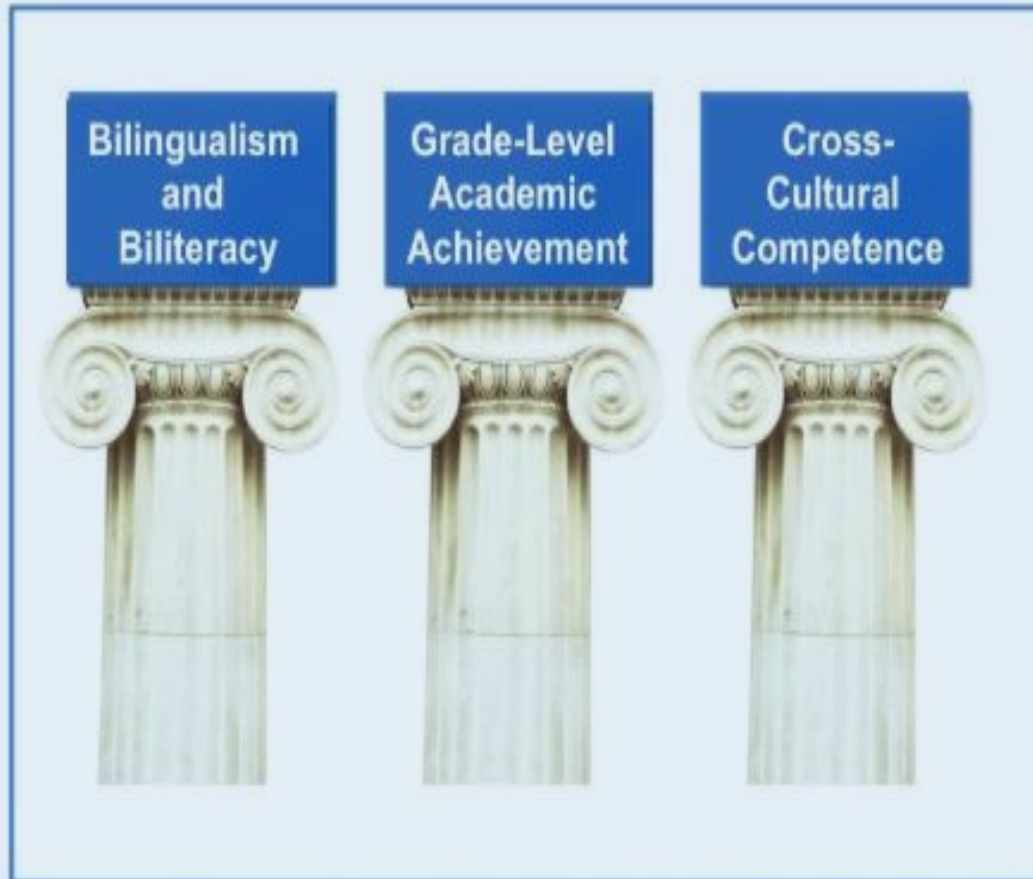


**Powerful
Parent, Family
and Community
Partnerships**

Feedback from stakeholders



Three Pillars of Dual Language Education



©2016 Center for Applied Linguistics

1. Parents
2. Teachers
3. Building Leaders

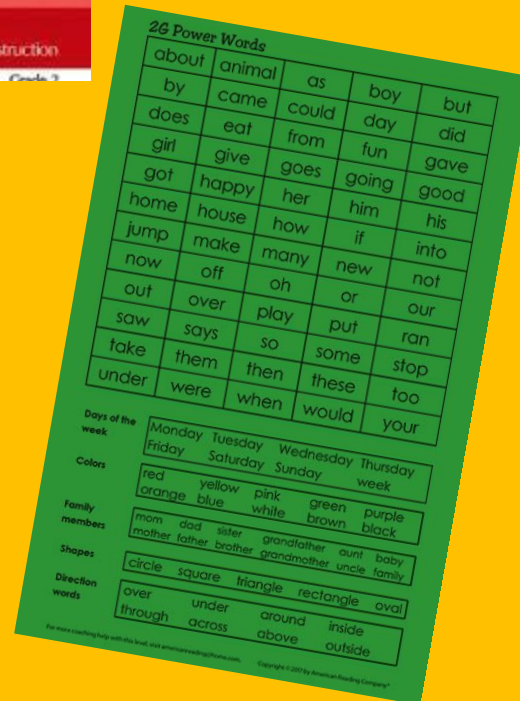
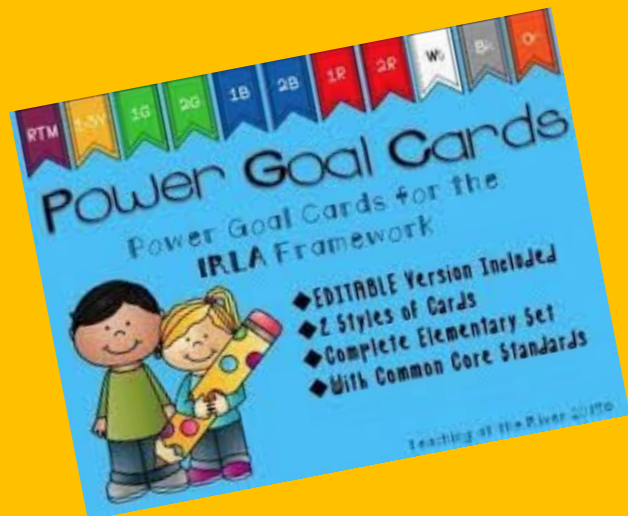
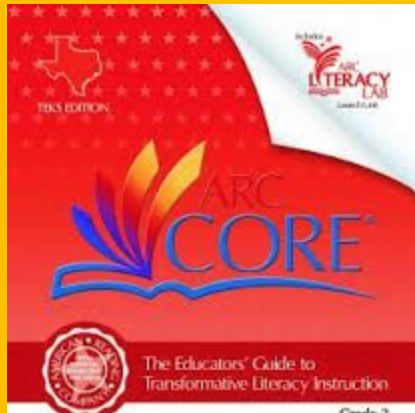
Research & Deliberation:



- Investigated various programs that offer English & Spanish resources
- Visited White Plains Schools, followed by teacher Q & A
- Visited a Rhode Island school in its fourth year of implementation
- Conversations with other districts in the state using CORE or components of the program (*assessment component*)
- Training access to Schoolpace: ARC Core's database
- ARC presentation on Schoolpace database
- Teacher feedback and thoughts on the program and its components
- Authenticity of Spanish materials*



Why the American Reading Company?



1. Research based
2. Standards based
3. Data driven
4. PreK-Grade 12 alignment
5. STEM based
6. Culturally responsive content
7. Robust family component
8. Authentic use of Spanish language
9. Detailed assessment of students' academic and language growth
10. Comprehensive
11. Year-long, job embedded coaching and professional development
12. Positive teacher feedback
13. Positive evidence of student growth in both languages from districts utilizing ARC Core

Our Trip to Nathanael Greene Elementary School

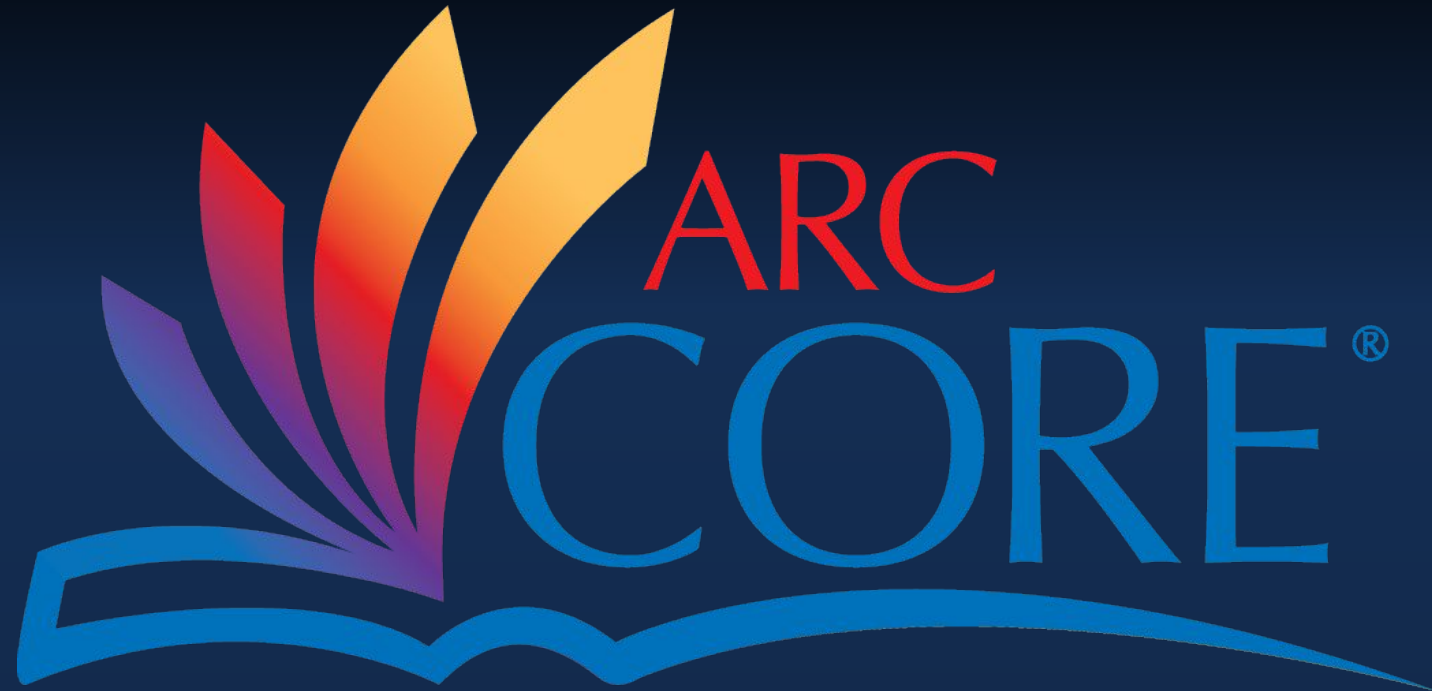




Thank You/Gracias



AMERICAN READING COMPANY



Peekskill City School District

Presentation Overview

- Your ARC Team
- ARC Core Overview
- Abundance of authentic resources
- Real Time Data
- Parent & Community Engagement
- Comprehensive Professional Development



ARC Core Overview

- Culture of Engagement
- High Expectations and High Levels of Achievement
- All Learners Are Met Where They Are









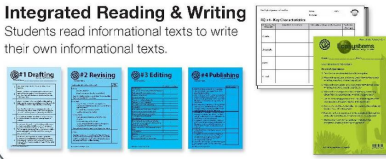


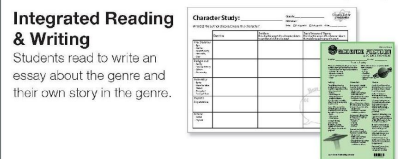


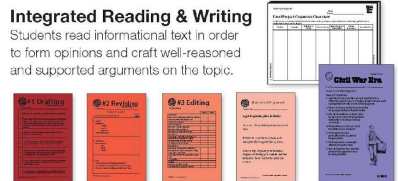




ARC Core Overview

4 Units - Building content knowledge through thematic units (Science, Genre, & Social Studies)
 Students produce their own work in a variety of writing types (Info, Literary, & Argument)

Reading, Writing, Speaking, & Listening integrated throughout the year






Diverse classroom libraries at **WIDE** range text complexity

Unit 1	Unit 2	Unit 3	Unit 4
ARC Literacy Lab: Building a Community of Avid Readers & Writers	Informational Reading, Writing & Research in One Science Topic	Literature Reading, Writing & Analysis in One Literary Genre	Argument Writing & Research in One Social Studies Topic
Focus Standards: R.1, R.4, R.10, W.9, W.10	Focus Standards: R.2, R.5, R.7, W.2	Focus Standards: R.2, R.3, R.5, W.3	Focus Standards: R.6, R.8, W.1
Reading Standards 1, 4, 7, 9, 10, and Writing Standards 4-10 are Covered in All Four Units.			
<p>ARC Literacy Labs® Provides classrooms with all the tools and best practices they need to launch a year of ARC Labs (or another curriculum paired with 100 Book Challenge).</p>  <p>Paired Core Texts Fiction and Nonfiction</p>  <p>Hook Book Static Library Engage every student with books proven to turn kids into avid readers.</p>  <p>IRLA® Identify each student's current reading level and the things/he MOST needs to learn next.</p> 	<p>Informational Text Use mini-lessons and shared/close reading of a grade-level informational text to teach Science Content & Vocabulary/Comprehension Standards.</p>  <p>Research Reading Students practice applying what's been taught as they research in informational books on the same topic at a wide range of reading levels.</p>  <p>Integrated Reading & Writing Students read informational texts to write their own informational texts.</p> 	<p>Genre Study Use mini-lessons and shared/close reading of a grade-level text to teach Reading/Writing Standards & literary analysis.</p>  <p>Genre Study Students read from a leveled library of both books in the genre and informational texts related to the genre.</p>  <p>Integrated Reading & Writing Students read to write an essay about the genre and their own story in the genre.</p> 	<p>Argument & Debate Students learn History content as they learn to make & evaluate proficient arguments.</p>  <p>Build Knowledge & Vocabulary Through Research Students research in and write to books on the same topic at a wide range of reading levels.</p>  <p>Integrated Reading & Writing Students read informational text in order to form opinions and craft well-reasoned and supported arguments on the topic.</p> 
<p>IRLA Toolkit Teach to student needs in flexible, strategic small groups.</p> 	<p>100 Book Challenge® Rotating Classroom Libraries Provide daily practice in texts at the appropriate level of challenge, in school & at home.</p> 		<p>SchoolPace® Monitor rate of reading growth in order to intervene early.</p> 

Materials shown are a representative sample—this is subject to change based on availability.

Dual Language ARC Core in Kindergarten

- Focus on science themes to maximize engagement
- Incorporates the best practices of thematic inquiry with the best practices of early childhood instruction
- Students learn to read, write, and think like researchers

	Unit 1	Unit 2	Unit 3	Unit 4
Grade K	ARC Literacy Labs /ARC Laboratorio de lectoescritura	 Zoología/ Zoology	 Ecología/ Ecology	 Entomología/ Entomology

Dual Language ARC Core in Kindergarten

Unit 1	Unit 2	Unit 3	Unit 4
ARC Literacy Labs	Zoology Research Labs	Ecology Research Labs	Entomology Research Labs
 <p>Instructional Framework Teacher Resource Kit Phonemic Awareness in Young Children</p>  <p>IFLA Home-Practice Cards</p> <p>Read-Aloud Immersion Collections Take-Home Book Bags</p>  <p>100 Book Challenge Library: Rotating Leveled Libraries at a Wide Range of Reading Levels</p>	 <p>Instructional Framework</p>  <p>Research Folders (30)</p> <p>Read-Aloud Collection</p>  <p>Science Tools (30)</p> <p>75 Leveled Books for Emergent Readers</p>	 <p>Instructional Framework</p>  <p>Research Folders (30)</p> <p>Read-Aloud Collection</p>  <p>Science Tools (30)</p> <p>75 Leveled Books for Emergent Readers</p>	 <p>Instructional Framework</p>  <p>Research Folders (30)</p> <p>Read-Aloud Collection</p>  <p>Science Tools (30)</p> <p>75 Leveled Books for Emergent Readers</p>



High Interest Classroom Libraries

- Leveled to contain the standards-based skills and strategies in the IRLA & ENIL
- Sourced from over 250+ publishers
- Hand leveled for text complexity, age appropriateness, and multi-perspective - All students represented
- Spanish authenticity is prioritized

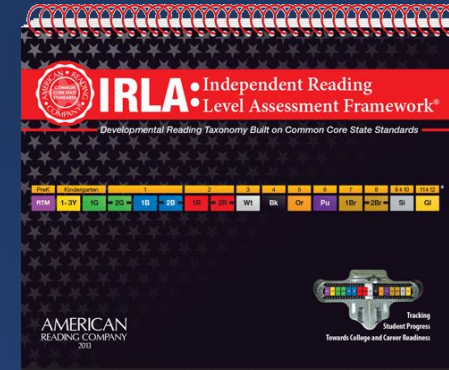
High interest texts for students to develop a love of reading AND practice their individual needs (Power Goals)



Leveling the field for Dual Language Classrooms

IRLA & ENIL - Formative Assessment Frameworks that:

- Start with what students CAN do
- Are **authentic** to each language & standards based
- Identifies independent reading level & individual student needs (Power Goal)
- Used daily to facilitate 1 on 1 conferencing with students – not a periodic benchmark
- Provides clear guidance of what instructional moves to make with each student
- Screener, diagnostic, & progress monitoring in one resource



Overview

1G Learning Focus

Power Words

1G readers will know and use 25-85 very high-frequency sight words as a reliable and familiar support framework when reading. They will be able to read these words in books they have never seen before and out of context (lists, flash cards, etc.) at Flash Speed. These Power Words provide "islands of certainty" from which emergent readers can navigate the unknown. Although there are other skills involved with success at 1G, the acquisition of a bank of sight words is fundamental. The combined sight words in 1G and 2G make up 50% of all adult and student writing. They will use these words at the Blue levels as a foundation for learning the basic vowel patterns.

Key Common Core State Standards

CCSS F.K.3c Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Entry Requirements

Must be in place before earning 1G designation.

Comprehension CCSS F.K.4/ RL/I.K.1

- Read emergent-reader texts with purpose and understanding.
- With prompting and support, ask and answer questions about key details in a text.

Word Recognition CCSS F.K.3c

- Read common high-frequency words by sight (*the, of, to, you, she, my, is, are, do*).

Phonics CCSS F.K.3a

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Exit Requirements

Must be in place before earning 2G designation.

Comprehension CCSS F.1.4/ R.1.1

- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.

Word Recognition CCSS F.1.3g

- Recognize and read grade-appropriate irregularly spelled words.

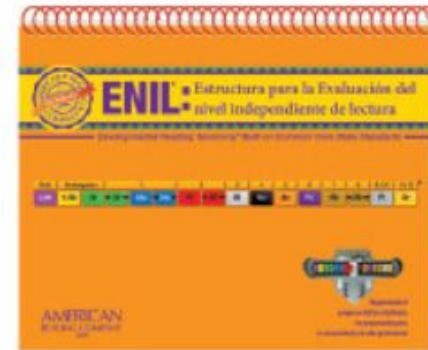
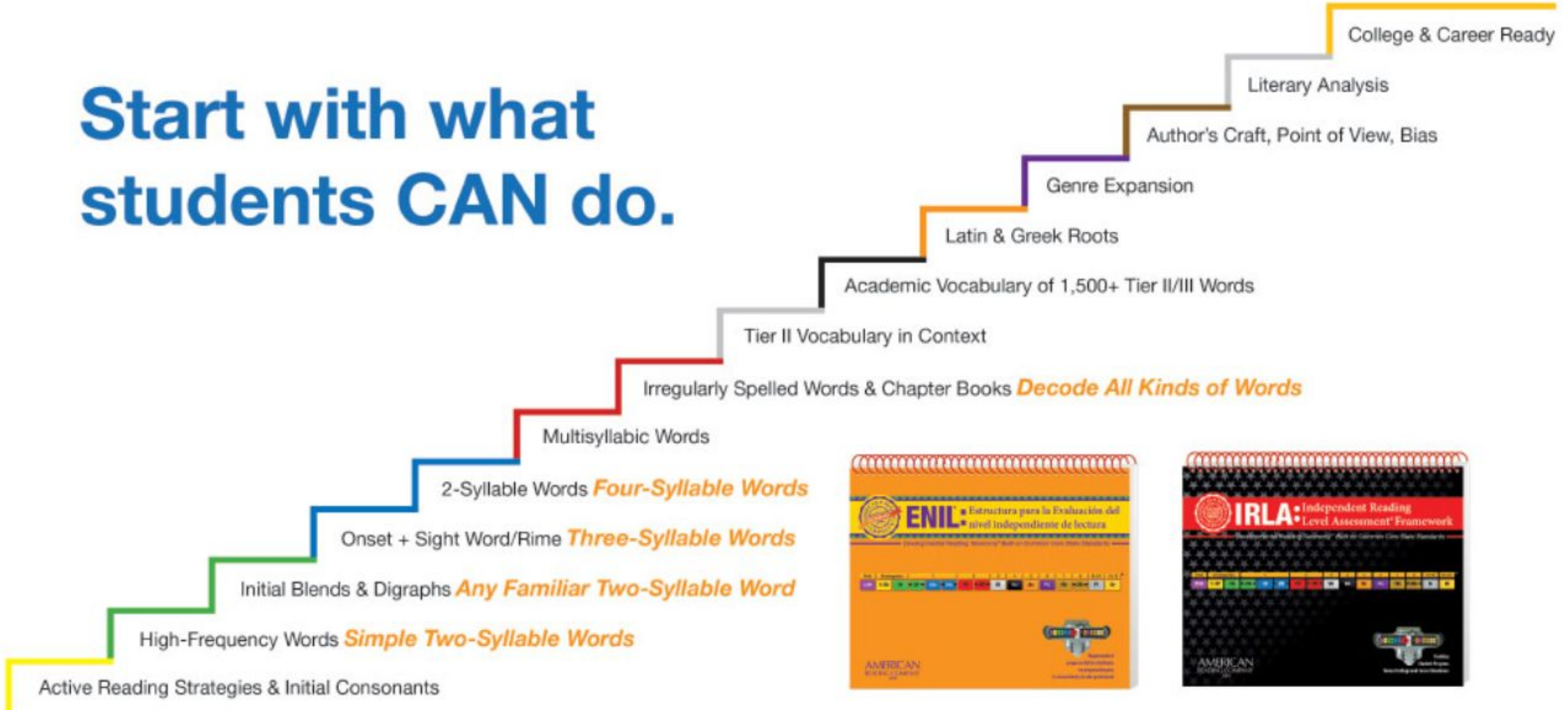
Phonics CCSS F.1.3a

- Know the spelling-sound correspondences for common consonant digraphs.



Authentic Formative Assessment

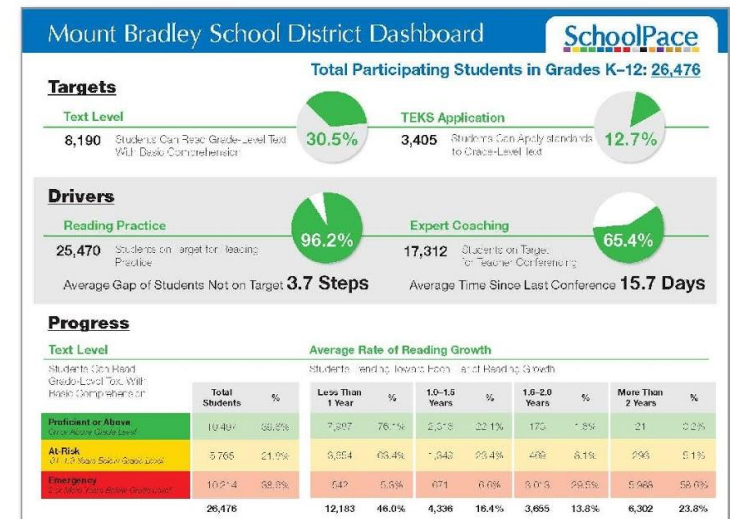
Start with what students CAN do.



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	Gl

Data Driven School Culture

- Track Rate of Reading Growth Every Day, for Every Student, in Every Classroom, in Both Languages
- SchoolPace, a real-time student data tracker, provides daily monitoring of actionable data. Teachers adjust interventions as needed, and principals monitor the average rate of reading growth by classroom.
 - On-line data maps are updated daily.
 - Student Progress
 - Classroom Progress
 - School Progress



SchoolPace – Real Time Data

Use data to manage classroom, form small groups, and improve communication

IRLA Organizer for Cara Koenig

Grade: 2nd

Room: 36

Section: Grade 2 ELA - Phi - Koenig - 2

Student	IRLA Score	Last Conference	Power Goal	Most Recent Skill	Most Recent Word Bank	Most Recent Evidence
Jhon Andres Gaspar 303496 Grade: 2nd	2G 1.03 Growth: 0.03 Years Open the IRLA	4 Days Ago 10/24/2019	Power Words 10/24/2019 Power Goal History	Use Initial Blends and Digraphs 10/15/2019	2G Initial Blends and Digraphs 23 out of 26 10/15/2019	“ did well on the blends and digraphs still practicing spelling patterns 10/21/2019 Cara Koenig
Mikayla Bernard 230091 Grade: 2nd	2G 1.05 Growth: 0.05 Years Open the IRLA	3 Days Ago 10/25/2019	Use Initial Blends and Digraphs 10/2/2019 Power Goal History	Initial Blends and Digraphs 10/25/2019	2G Category Words 65 out of 72 10/25/2019	“ very motivated and always participates eager to learn confident using blends and digraphs 10/21/2019 Cara Koenig
Yoselin Diego Dominguez 301892 Grade: 2nd	2Y 0.11 Growth: 0.10 Years Open the IRLA	4 Days Ago 10/24/2019	Tracking 10/24/2019 Power Goal History	Home Reading 10/15/2019	Letters of the Alphabet 52 out of 52 9/26/2019	“ great job knowing names and recognizing letters and sounds 10/22/2019 Cara Koenig
Claudia Gutierrez 302565 Grade: 2nd	1B 1.31 Growth: 0.01 Years Open the IRLA	6 Days Ago 10/22/2019	Chunk to Decode 9/26/2019 Power Goal History	1B - Phonological Awareness 9/26/2019	Vowel Teams 12 out of 14 10/15/2019	“ Dan Gets a Cat reads but needs to follow punctuation marks. needs to practice voice very monotone and mumbles 10/22/2019 Cara Koenig

SchoolPace – Real Time Data

Real time snap-shots of student, class, building and district data

IRLA Data Wall by Grade for School

Road Elementary School

Select Metric:

IRLA Reading Level

Compare Date:

To compare student data from multiple dates, select a date below, and then click the **Add Date** button.

yyyy-mm-dd **+ Add Date**

Oct 28, 2019 ✕

Student Reading Levels

Student Reading Tiers

Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl	Emergency	At-Risk	Proficient or Above
K	Oct 28, 2019 2019 / 2020	106		32	50	12	10	2														32 30.2%	50 47.2%	24 22.6%
1st	Oct 28, 2019 2019 / 2020	108	1	3	11	6	20	30	22	8	7											40 37.0%	30 27.8%	37 34.3%
2nd	Oct 28, 2019 2019 / 2020	110	2				1	4	10	14	37	28	11	3								15 13.6%	51 46.4%	42 38.2%
3rd	Oct 28, 2019 2019 / 2020	101	1			1		1		7	12	24	23	32								21 20.8%	47 46.5%	32 31.7%
4th	Oct 28, 2019 2019 / 2020	106	2			1				4	7	11	16	37	25	3						23 21.7%	53 50.0%	28 26.4%

READING COMPANY

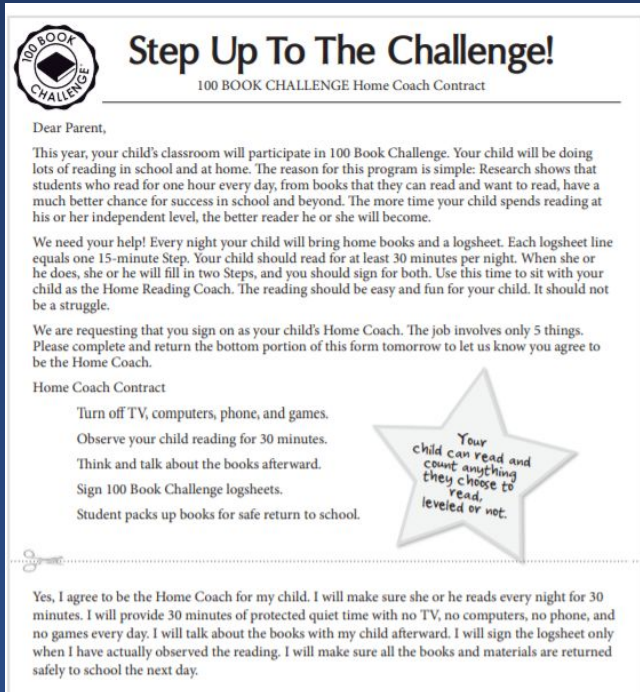


Home and School Partnership

- Families become engaged in their children's reading success by helping them establish and maintain academically successful home routines.
- ARC Core provides enough texts for all students to take home multiple books every single day
- Parents & guardians, participate through coaching at home to help accelerate their children's progress.
- Resources provided to empower families by communicating exactly which skills their children are working on.
- All student/family-facing materials are available in English & Spanish

Home and School Partnership

- Abundance of resources for parents & guardians



Step Up To The Challenge!
100 BOOK CHALLENGE Home Coach Contract

Dear Parent,

This year, your child's classroom will participate in 100 Book Challenge. Your child will be doing lots of reading in school and at home. The reason for this program is simple: Research shows that students who read for one hour every day, from books that they can read and want to read, have a much better chance for success in school and beyond. The more time your child spends reading at his or her independent level, the better reader he or she will become.

We need your help! Every night your child will bring home books and a logsheet. Each logsheet line equals one 15-minute Step. Your child should read for at least 30 minutes per night. When she or he does, she or he will fill in two Steps, and you should sign for both. Use this time to sit with your child as the Home Reading Coach. The reading should be easy and fun for your child. It should not be a struggle.

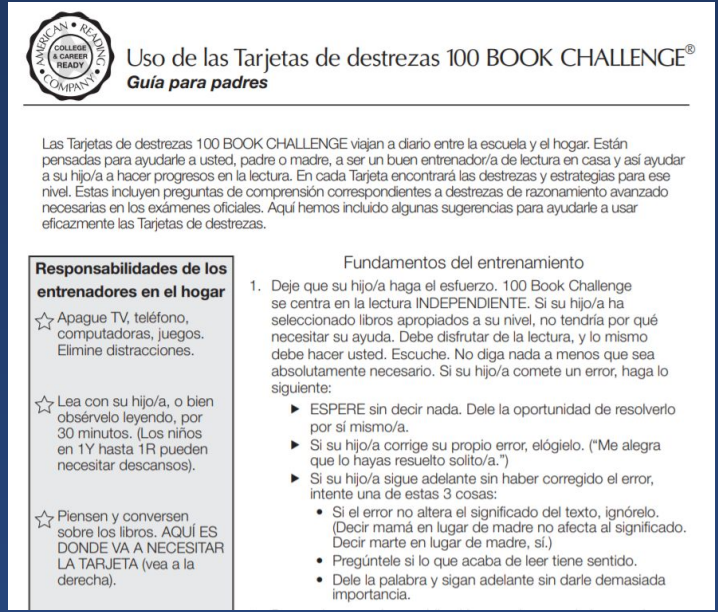
We are requesting that you sign on as your child's Home Coach. The job involves only 5 things. Please complete and return the bottom portion of this form tomorrow to let us know you agree to be the Home Coach.

Home Coach Contract

- Turn off TV, computers, phone, and games.
- Observe your child reading for 30 minutes.
- Think and talk about the books afterward.
- Sign 100 Book Challenge logsheets.
- Student packs up books for safe return to school.

Your child can read and count anything they choose to read, leveled or not.

Yes, I agree to be the Home Coach for my child. I will make sure she or he reads every night for 30 minutes. I will provide 30 minutes of protected quiet time with no TV, no computers, no phone, and no games every day. I will talk about the books with my child afterward. I will sign the logsheet only when I have actually observed the reading. I will make sure all the books and materials are returned safely to school the next day.



Uso de las Tarjetas de destrezas 100 BOOK CHALLENGE[®]
Guía para padres

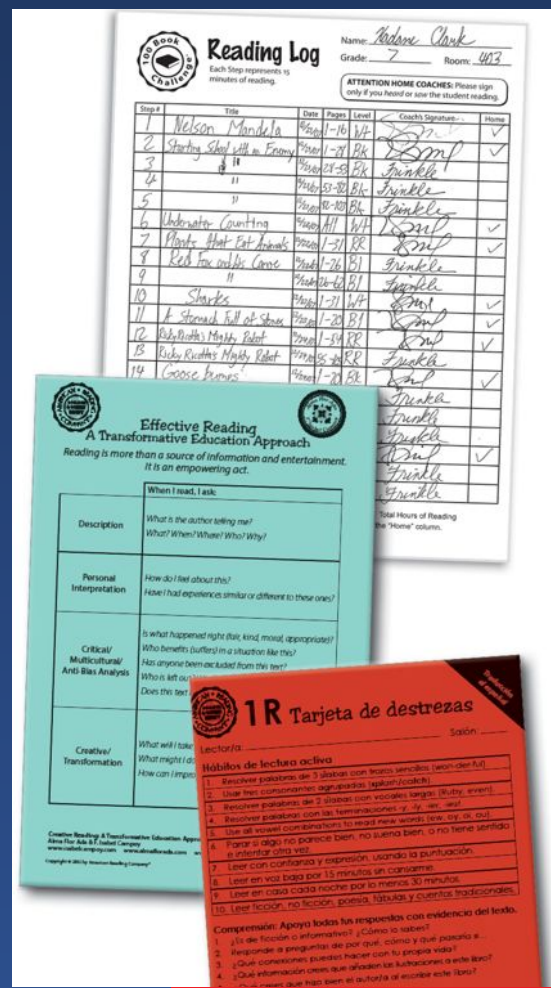
Las Tarjetas de destrezas 100 BOOK CHALLENGE viajan a diario entre la escuela y el hogar. Están pensadas para ayudarle a usted, padre o madre, a ser un buen entrenador/a de lectura en casa y así ayudar a su hijo/a a hacer progresos en la lectura. En cada Tarjeta encontrará las destrezas y estrategias para ese nivel. Estas incluyen preguntas de comprensión correspondientes a destrezas de razonamiento avanzado necesarias en los exámenes oficiales. Aquí hemos incluido algunas sugerencias para ayudarle a usar eficazmente las Tarjetas de destrezas.

Responsabilidades de los entrenadores en el hogar

- ☆ Apague TV, teléfono, computadoras, juegos. Elimine distracciones.
- ☆ Lea con su hijo/a, o bien obsérvelo leyendo, por 30 minutos. (Los niños en 1Y hasta 1R pueden necesitar descansos).
- ☆ Piensen y conversen sobre los libros. AQUÍ ES DONDE VA A NECESITAR LA TARJETA (vea a la derecha).

Fundamentos del entrenamiento

- Deje que su hijo/a haga el esfuerzo. 100 Book Challenge se centra en la lectura INDEPENDIENTE. Si su hijo/a ha seleccionado libros apropiados a su nivel, no tendría por qué necesitar su ayuda. Debe disfrutar de la lectura, y lo mismo debe hacer usted. Escuche. No diga nada a menos que sea absolutamente necesario. Si su hijo/a comete un error, haga lo siguiente:
 - ▶ ESPERE sin decir nada. Dele la oportunidad de resolverlo por sí mismo/a.
 - ▶ Si su hijo/a corrige su propio error, elógielo. ("Me alegra que lo hayas resuelto solito/a.")
 - ▶ Si su hijo/a sigue adelante sin haber corregido el error, intente una de estas 3 cosas:
 - Si el error no altera el significado del texto, ignórelo. (Decir mamá en lugar de madre no afecta al significado. Decir marte en lugar de madre, sí.)
 - Pregúntele si lo que acaba de leer tiene sentido.
 - Dele la palabra y sigan adelante sin darle demasiada importancia.



Reading Log
Each Step represents 15 minutes of reading.

Name: *Andrew Clark*
Grade: *7* Room: *403*

ATTENTION HOME COACHES: Please sign only if you need or see the student reading.

Step #	Title	Date	Pages	Level	Coach Signature	Home
1	Nelson Mandela	9/20/16	1/14	FR	[Signature]	✓
2	Starting School with a Friend	9/20/16	1-21	FR	[Signature]	✓
3	"	9/20/16	21-28	FR	[Signature]	✓
4	"	9/20/16	28-35	FR	[Signature]	✓
5	"	9/20/16	35-42	FR	[Signature]	✓
6	Underwater Counting	9/20/16	47	FR	[Signature]	✓
7	Monday After Pat Adams	9/20/16	51	FR	[Signature]	✓
8	Red Fox and the Cave	9/20/16	76	FR	[Signature]	✓
9	"	9/20/16	76-81	FR	[Signature]	✓
10	Sharks	9/20/16	71	FR	[Signature]	✓
11	A Striped Ball of Snow	9/20/16	20	FR	[Signature]	✓
12	Reddy Wheetle's Magic Robot	9/20/16	94	FR	[Signature]	✓
13	Reddy Wheetle's Magic Robot	9/20/16	94	FR	[Signature]	✓
14	Goose bumps	9/20/16	28	FR	[Signature]	✓

Effective Reading A Transformative Education Approach.
Reading is more than a source of information and entertainment. It is an empowering act.

	When I read, I ask...
Description	What is the author telling me? What? When? Where? Who? Why?
Personal Interpretation	How do I feel about this? Have I had experiences similar or different to these ones?
Critical/Multicultural/ Anti Bias Analysis	Is what happened right (fair, kind, moral, appropriate)? Who benefits (suffers) in a situation like this? Has anyone been excluded from this text? Who is left out? Does this text...
Creative/Transformation	What will I do? What might I do? How can I improve...

1R Tarjeta de destrezas

Habilos de lectura activa

- Reservar palabras de 3 palabras con letras sencillas (buen, der, full)
- Usar tres consonantes seguidas (tigras, tigras, tigras)
- Reservar palabras de 2 palabras con vocales largas (buty, enny)
- Reservar palabras con las terminaciones -y, -er, -ar
- Que las vocales combinadas le ayuden a leer mejor (ay, ay, ay)
- Para si algo no parece bien, no suena bien, o no tiene sentido, a entenderlo mejor.
- Leer con claridad y expresión, usando la puntuación.
- Leer en voz baja por 15 minutos sin cansarse.
- Leer en casa cada noche por lo menos 30 minutos.
- Leer ficción, no ficción, poesía, tarjetas y cuentos tradicionales.

Comprensión: Apoye todas las respuestas con evidencia del texto.

- ¿De qué ficción o información? ¿Cómo se sabe?
- Responde a preguntas de por qué, cómo y que pasará a...
- ¿Qué conclusiones puedes hacer con tu propia vida?
- ¿Qué información creen que ayudan las ilustraciones a decir?
- ¿Qué temas que han sido o se discutirán en el texto este libro?



Stack of Skill Cards for 1-3Y, 1G, 2G, 1B, 2B, 1R, 2R, and Wt. Each card lists reading skills and strategies for that level.

AMERICAN READING COMPANY

Home and School Partnership



IRLA HOME UPDATE 1 STUDENT A

Student ID: 1304840

1 Student's Current Independent Reading Level: 1R (2.00)
1 Student's Beginning of Year Level: 3Y (0.25)
1st Grade Target for October: 2G (1.10)

1 Student is currently reading above grade level.
1 Student has made 1.75 years of growth so far this year.



1 Student's Progress in 1R

1 Student can already:

- Read and understand 1R books without any help and retell what happened/what was learned.
- Chunk (break into familiar chunks or words) unknown three-syllable words (e.g., break "carpenter" into chunks like "car / pen / ter").
- Read words with three-letter blends like *scr-* or *spr-* (e.g., *sprout*, *scream*).
- Use what is known about letters, words, and the meaning of the book to make sure what is read looks right, sounds right, and makes sense.

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.

Reading Engagement: 1 Student is not yet an engaged reader. Engaged readers read because they want to read.

Reading Practice: 1 Student has read 10 Steps (1 Step = 15 min of reading). The current step target is 240 Steps. In addition to daily reading, 1 Student needs to catch up on 230 Steps, or 57.5 hrs of reading.

Moving to the Next Level

To move to 2R, 1 Student must be able to:

- Read and understand 2R books without help.
- Figure out how to read almost every word, including words that do not follow the phonics "rules," like proper names or words with chunks that cannot be sounded out (e.g., *-tion*).

What Can Families Do?

Reading growth is a result of strategic coaching and regular reading practice. Use the 1R/2R 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 1R

When stuck, remind 1 Student to think: *What chunks do I see inside the word?*

Coaching Engagement

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

Don't forget to read books to your child and share the love of reading! Listening to more challenging books is just as important as independent reading because it builds your child's vocabulary.

1R series easily found in your local library/bookstore:

Series	Author
<i>Arthur</i>	Marc Brown
<i>Spooky Tales</i>	Veronika Charles
<i>Miss Nelson</i>	Harry Allard
<i>Henry and Mudge</i>	Cynthia Rylant
<i>Katie Woo</i>	Fran Manushkin
<i>Nate the Great</i>	M. Weinman Sharmat
<i>Amelia Bedelia</i>	Peggy Parish

Find your local library:

www.lib-web.org/united-states/public-libraries

Print Date: 10/28/2019

Supporting Your Child's Reading: 1Y-2R

	Focus	What to Say and Do	Don't Worry About
1Y	Patterns and Pictures	relies on pattern and pictures; no phonics strategies yet.	"I'll read the first page or two, then you finish it."
2Y	Tracking		"Can you point to each word as you say it?"
3Y	Most Initial Consonant Sounds	d	"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?"
1G	1G Power Words	day	"Let me see your lips ready to make that first letter sound. Now look at the picture. What starts with that sound?" When your child's error changes the meaning of the sentence, ask: "Did that make sense? Can you reread that part?"
2G	2G Power Words Initial Blends & Digraphs	pl	Use flash cards and games to help readers memorize sounds and Power Words. For 1G, work on consonant sounds only. For 2G, work on blends (bl, br, cl, cr, etc.) and digraphs (ch, th, sh, wh).
1B	How to use familiar chunks (vowel families) to figure out most 1-syllable words.	play	"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "ham," your child should cover the letter "h," read "am," then uncover the "h" to read "ham.") When your child's error changes the meaning of the sentence, ask: "Did that make sense? Can you reread that part?" Choose a few power chunks from the back of the Skills Card to practice each night. Get your child to use his/her fingers to decode the words on the card and read across the whole row (if able). Have your child write some other words that have the same word chunk.
2B	How to figure out most 2-syllable words.	player	"Can you use your fingers to find a chunk in the word that you already know?" (e.g., If the unknown word is "hammer," your child should cover the letters "mer," read "ham," then uncover "mer" to read "hammer.") When your child's error changes the meaning of the sentence, ask: "Did that make sense? Can you reread that part?"
1R	How to figure out most 3-syllable words.	playfully	Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.
2R	How to figure out any word familiar from speech	payable	"Try a different sound for that letter or chunk." "Try accenting a different syllable. Keep trying until you recognize the word." When your child's error changes the meaning of the sentence, ask: "Did that make sense? Can you reread that part?" Use a comprehension question from the Skills Card to start a discussion. Explore, don't test.

Responsibilities of a Home Coach:

- ☆ Turn off TV, phone, computers, and games. Eliminate distractions.
- ☆ Read with your child, or observe him/her reading, for 30 minutes. (For children in 1Y through 1R, taking breaks may be necessary.)
- ☆ Think and talk about the books afterward. This is when to use the Skills Card.
- ☆ Sign 100 Book Challenge logsheet. Sign ONE line for each 15-minute Step of reading.
- ☆ Have your child pack up the books for a safe return to school.

AMERICAN
BOOK COMPANY

Comprehensive Professional Development

- Experienced bilingual coaches support district and school leaders as they learn to organize all stakeholders around critical evidence of student learning.
- Job embedded coaching
- Structured around a gradual release model
- Customized to meet program goals and designed to be flexible in order to meet teacher needs



AMERICAN
DING COMPANY

Summary of Results: IES Efficacy Study on ARC Core in Kindergarten

A multi-year, independent study conducted by the Consortium for Policy Research in Education (CPRE) and the University of Pennsylvania Graduate School of Education on the effectiveness of ARC Core Kindergarten recently concluded.

- Increased Reading Comprehension
- Increased Letter Naming Fluency (LNF)
- Increased Motivation for Reading
- Decreased Gender Stereotypes in Reading Interests
- 1st graders from Kindergarten ARC Core Classrooms rated as ‘Strongest in Class’ or ‘Above Average’ more often than non-ARC Core peers



Summary of Results: IES Efficacy Study on ARC Core in Kindergarten

Teachers Believe ARC Core K Impacts Learning

“In past years, I would not have [seen] more than half my room reading... This year, it’s 100% reading, down to my lowest reader is reading – big improvement.”

“They’re constantly using the words that have come up... they can tell you about herbivores and carnivores, and adaptations, and things like that.”

“Well, one of the things that I notice is it really encourages the children to be more responsible in their learning.”

“[In the beginning] I said, ‘Not in kindergarten. You don’t do this [level of writing]. I was the biggest doubter. I take it back. I definitely accept that they can do it.’”

Thank you!

Questions?

