

Basic Guidelines for Funding Weekly Reader Magazines

Early Reading First



Early Reading First is a part of the No Child Left Behind Act of 2001. Its mission is to “ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school” (ed.gov). The initiative was created to address the fact that many of America’s children were beginning kindergarten without the “necessary foundation to fully benefit from formal school instruction” (ed.gov).

Early Reading First provides funds to local education agencies and public or private organizations that serve children from low-income families. Since the goal of ERF is to avoid reading difficulties later on, the initiative endorses “coherent, skill-based instruction in the years before kindergarten” (ed.gov).

Below you will find five specific outlets for which Early Reading First funds are available, and how Weekly Reader magazines can help support your goal in creating a “preschool center of education excellence” (ed.gov).

1.) Support local efforts to enhance the early language, cognitive, and early reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

Weekly Reader Pre-K follows a scope and sequence foundation of skills, which includes helping preschoolers:

- Experience interest in books and print
- Answer questions and retell a story after being read to
- Display visual discrimination/patterning skills
- Expand phonemic awareness
- Recognize some functional sight words
- Expand knowledge of concept words (relational, spatial, and temporal)
- Expand vocabulary (receptive and expressive)

2.) Provide preschool-age children with cognitive learning opportunities in high-quality language and print-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

Weekly Reader Pre-K covers skills such as:

- Connecting pictures with words
- Repetitive use of sight words
- Reflecting/developing oral language
- Follow two- to three-step directives

3.) Use language and literacy activities based on scientifically based reading research to support the age-appropriate development of:

- oral language (vocabulary development, expressive language, and listening comprehension)
- phonological awareness (rhyming, blending, segmenting)
- print awareness
- alphabet knowledge (letter recognition)

Weekly Reader Pre-K follows a scope and sequence foundation of skills, which includes helping preschoolers:

- Display visual discrimination/patterning skills
 - notice likenesses/differences in shapes/letters/numbers
 - recognize/build patterns with shapes/letters/numbers
- Expand phonemic awareness
 - rhyming words
 - alliterative words

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Basic Guidelines for Funding Weekly Reader Magazines

Early Reading First (continued)



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- Recognize some functional sight words
- Expand vocabulary (receptive and expressive)
- Follow two- to three-step directives
- Expand knowledge of concept words (relational, spatial, and temporal)

4.) Use screening assessments or other appropriate measures to identify preschool-age children who may be at risk for reading failure, and to determine whether those children are developing the language, cognitive, and early reading skills they need for later reading success.

Weekly Reader Pre-K helps assess the early reading skills of preschoolers. Each issue (content, back-page activity, and Teacher's Guide reproducibles) can be used to assess the following reading skills:

- Oral language skills
- Letter and sound knowledge
- Print awareness (what is a letter, what is a word, capital letters, punctuation, etc.)
- Reading vocabulary and oral vocabulary
- Reading comprehension

5.) Integrate instructional materials and programs based on scientifically based reading research into existing preschool programs.

Weekly Reader can be easily integrated into an existing preschool program. Content from *Weekly Reader* provides high-quality reading materials that teach concepts in an age-appropriate way. Big Issues can help provide print-rich environments when used in learning centers. *Weekly Reader* Pre-K reinforces:

- Early language skills, both expressive and receptive
- Phonemic awareness and fluency through poems available in the Teacher's Guides and online
- Word knowledge, by helping young children connect words with pictures
- Parent involvement in learning—children get age-appropriate reading material to take home. (Studies show this helps learning continue at home.)

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Every issue of *Weekly Reader* is built on a foundation of Scope and Sequence, with content designed to build on children's knowledge in a systematic and sequential progression. For more on Scope and Sequence, visit the Teacher Resources section of our Web site.

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or call **1-800-446-3355** for more about our magazines
and supplemental classroom resources.

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