

**Reading First Program**

Excerpted from: <http://www.ed.gov/programs/readingfirst/guidance.pdf>

**What is the purpose of the Reading First Program?**

The purpose of Reading First is to ensure that all children in America learn to read well by the end of third grade.

**Appendix B -- Key Findings from Scientifically Based Research these on the Essential Components of Reading Instruction.**

**Abbreviation Key:**

**Interactive Program Component (IPC)**

**Integrative Literacy Activity (ILA)**

**Standard**

**StudyDog Learning Program Component**

<b><i>Phonemic awareness.</i></b>	
- The ability to hear, identify and manipulate the individual sounds, or phonemes, in spoken words.	- <b>All IPCs</b>
<b><i>Phonics.</i></b>	
- Understanding that there is a predictable relationship between phonemes, the sounds of spoken language, and graphemes, the letters and spelling that represent those sounds in written language.	<ul style="list-style-type: none"> <li>- Alpha Betty – Alphabet Song (5 IPC)</li> <li>- Skywriter – Alphabet Trace (5 IPC)</li> <li>- Tall Paul – Rhyming Words (5 IPC)</li> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Teeny Tiny Tom- Beginning Sounds - (5 IPC)</li> <li>- Nomi - Alphabet (5 IPC)</li> <li>- Jerry the Jester – Beginning Sounds (5 IPC)</li> <li>- Treecia and Elmer - Single Sound Consonants (4 IPC)</li> </ul>
<b><i>Vocabulary development.</i></b>	
- Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary: <ul style="list-style-type: none"> <li>- A. listening vocabulary – the words needed to understand what is heard.</li> <li>- B. speaking vocabulary – the words used when speaking.</li> <li>- C. reading vocabulary – the words needed to understand what is read.</li> <li>- D. writing vocabulary – the words used in writing.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>All IPCs</b></li> <li>- <b>All ILAs</b></li> </ul>
<b><i>Reading Fluency.</i></b>	
- The ability to read accurately and quickly.	<ul style="list-style-type: none"> <li>- <b>All IPCs</b> - but especially:</li> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- Oscar and Squirt – Words in Sentences (4 IPC)</li> </ul>

	<ul style="list-style-type: none"> <li>- Oscar – “Oscar’s Amazing Talking Machine” (revisitable IPC)</li> <li>- Miss Penny – Oral Comprehension 1 &amp; 2 (3 IPC)</li> <li>- Nick Nickel – Oral Comprehension 3 (1 IPC)</li> <li>- Miss Penny – Oral Comprehension 4 (1 IPC)</li> <li>- Nick Nickel – Independent Reading (2 IPC)</li> </ul>
<b><i>Reading comprehension strategies.</i></b>	
- Strategies for understanding, remembering and communicating with others about what has been read.	<ul style="list-style-type: none"> <li>- Granny Caterpillar – Story and Vocabulary (7 IPC)</li> <li>- What is Kitty Dreaming Today? (ILA)</li> <li>- What is Rabbit Running from Today? (ILA)</li> <li>- What Does He Hear Today? (ILA)</li> <li>- What is the Surprise Today? (ILA)</li> <li>- Puppy Poem (ILA)</li> <li>- Cat and Mice Poem (ILA)</li> <li>- Alike and Different (6 ILA)</li> <li>- Characters (4 ILA)</li> <li>- Imagine a Story (5 ILA)</li> <li>- Imagine a Dialog (5 ILA)</li> </ul>