

Basic Guidelines for Funding Weekly Reader Magazines

Reading First




The Reading First program, part of the No Child Left Behind Act of 2001, aims to have all students reading at or above grade level by the end of third grade. It “focuses on putting proven methods of early reading instruction in classrooms,” and specifies that teachers’ classroom instructional decisions must be informed by scientifically based reading research (Reading First application).

[Visit the Funding section of our Web site for more research about classroom magazines.]

Reading First funds are available to state and local programs to help provide “instructional programs and aligned materials” to students in grades K–3 (Reading First application). Those materials must systematically and explicitly teach the **five key early reading skills**.

Read on to find out how Weekly Reader elementary magazines support those five reading skills.

- 1.) Phonemic Awareness—**  **“the ability to hear, identify and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.”**
(Reading First application)

 - Identifying and making oral rhymes
 - Identifying and working with syllables in spoken words
 - Identifying and working with onsets and rimes in spoken syllables
 - Identifying and working with individual phonemes in words spoken

Weekly Reader Editions Pre-K, K, 1, 2, and 3 cover skills such as:

 - Reflecting/developing oral language
 - Expanding vocabulary (receptive and expressive)
 - Hearing and counting syllables
 - Recognizing rhyming words; initial and final consonants; long and short vowels
 - Reading comprehension
 - Alphabetical order
- 2.) Phonics—“the understanding**  **that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and to decode unfamiliar words.”**
(Reading First application)

 - Systematic and explicit instruction
 - Relationships between letters and sounds
 - Apply phonics to read words, sentences and text
 - Apply phonics to their own writing
 - Alphabetic knowledge, vocabulary development, reading of text

Weekly Reader Editions Pre-K, K, 1, 2, 3—explicit instruction of skills such as:

 - Making visual discriminations
 - Matching words
 - Identifying consonant blends and diagraphs
 - Mastering alphabetic order
- 3.) Vocabulary Development—**  **“development of stored information about the meanings and pronunciation of words necessary for communication.”**
(Reading First application)

 - Everyday experiences with oral and written language
 - Explicit instruction in individual words and word-learning strategies
 - Repeated exposure to vocabulary in many contexts
 - Learning word parts
 - Using context clues
 - Concept development
(continued)


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Reading First (continued)

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Weekly Reader Editions Pre-K, K, 1, 2, 3, 4, Senior (grades 5/6) cover skills such as:


- Using written language to acquire meaning
- Identifying homonyms, antonyms, synonyms,
- Vocabulary for reading and oral language development
- Word-meaning and identification strategies
- Identifying compound words, root words
- Identifying prefixes and suffixes
- Repetition of high-frequency words

4.) Reading Fluency— 
 “the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.”
 (Reading First application)

- Accuracy and speed
- Oral reading
- Varied activities to build fluency

Weekly Reader Editions 1, 2, 3, 4, Senior (grades 5/6) cover skills such as:

- Independent and choral reading
- Multiple grouping strategies
- Rereading to locate information

5.) Reading Comprehension— 
 “strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.”
 (Reading First application)

- Specific, explicit, and direct comprehension strategies
- Cooperative learning
- Prior knowledge
- Multiple and flexible strategies
- Self monitoring
- Graphic and semantic organizers
- Generating and answering questions
- Recognizing story structure
- Summarizing

Weekly Reader Editions K, 1, 2, 3, 4, Senior (grades 5/6) cover skills such as:

- Reading to acquire new information
- Making predictions
- Using writing strategies
- Using maps, graphs, and charts
- Responding to written and discussion questions
- Distinguish between fact and fiction
- Inferring meaning
- Using picture clues and captions
- Understanding cause and effect, main idea, summarizing

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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