



Scholastic Early Childhood Program™

Aligns to Early Reading First Criteria and Required Activities


**SCHOLASTIC
OFFICE OF
EDUCATIONAL
ASSISTANCE**


Early Reading First (ERF) is a federal grant program that is part of the President's Early Childhood Initiative, "Good Start, Grow Smart." These grants are designed to help existing Early Childhood Education programs become Centers of Educational Excellence for preschool-age children. Through improvements in the instruction and classroom environment, children will develop the critical language, literacy, and cognitive skills that will prepare them for success in Kindergarten.


Applicants for *ERF* funds must ensure that their program aligns with the following key emergent literacy skills:

- Oral Language
- Phonological Awareness
- Print Awareness
- Alphabet Knowledge

Early Reading First Criteria	📖 Scholastic Early Childhood Program
<p>Oral Language</p> <ul style="list-style-type: none"> ▪ Development of expressive and receptive language including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities 	<p>Early reading research on oral language development shows that the quality and amount of adult/child discourse is critical. Scholastic Early Childhood Program (SECP) directly introduces cognitively challenging talk and conversational opportunities through its Circle Time, Story Time, and Learning Centers activities that are centered on thematic investigations.</p> <p><u>Circle Time</u></p> <ul style="list-style-type: none"> ▪ Sing songs, recite poetry, and play games to increase vocabulary, listening skills, and use of language ▪ Participate in conversations and class discussions ▪ Respond to open-ended questions <p><u>Story Time</u></p> <ul style="list-style-type: none"> ▪ Develop reading comprehension skills through shared readings ▪ Practice and explore vocabulary and language use through group discussions <p><u>Learning Centers & Teacher Table</u></p> <ul style="list-style-type: none"> ▪ Engage in adult/child conversation during small groups and at the Teacher Table to build oral language. ▪ Recount and interpret stories through dramatic play ▪ Play words games using CD-ROMS ▪ Listen to Big Book audiocassette recordings and recount stories <p>Children work at the Teacher Table while other children are working independently at Learning Centers. Teachers deliver small-group instruction during Circle Time activities, math lessons on the Math Concept Cards, and rereadings of theme books.</p>

Early Reading First Criteria	 Scholastic Early Childhood Program
<p>Phonological Awareness</p> <ul style="list-style-type: none"> ▪ Identifying and making oral rhymes ▪ Identifying and working with syllables in spoken words through segmentation and blending ▪ Identifying and working with “onsets and rimes” ▪ Identifying and working with individual sounds in words 	<p>Early reading research on phonological awareness shows that repetition and interactions with new and familiar songs and poems help children become aware of sounds and their combinations. SECP provides multiple opportunities for both teacher-led and child-initiated activities that develop phonological awareness.</p> <p><u>Circle Time</u></p> <ul style="list-style-type: none"> ▪ Practice phonological awareness through modeled lessons ▪ Respond and interact with Phonological Awareness Picture Cards with guidance from teachers ▪ Listen to and sing along with the Songs and Fingerplays CD <p><u>Story Time</u></p> <ul style="list-style-type: none"> ▪ Attend to sounds in books with repetitive and rhyming text ▪ Practice phoneme isolation, segmentation, and blending through lessons focused on words and letters from stories they are reading <p><u>Learning Centers & Teacher Table</u></p> <ul style="list-style-type: none"> ▪ Explore beginning word sounds and match pictures to initial sounds through hands-on activities ▪ Learn letter/sound relationships and learn the connection between how their names sound and how they appear in print ▪ Identify and match words that rhyme
<p>Print Awareness</p> <ul style="list-style-type: none"> ▪ Knowledge of the purposes and conventions of print 	<p>Throughout SECP, children are exposed to a variety of print. Activities include having teachers and children construct print in a variety of forms and for many different purposes. These activities are designed to help children understand that print carries a message. Through multiple encounters with the provided materials, and the recommended teacher modeling strategies, children develop critical concepts of print that aid the reading and writing process.</p> <p><u>Circle Time</u></p> <ul style="list-style-type: none"> ▪ Create and read class charts related to the content studied ▪ Read and track print on poem charts <p><u>Story Time</u></p> <ul style="list-style-type: none"> ▪ Learn the conventions of books through daily modeled readings ▪ Begin to develop a sight word vocabulary through high-frequency word charts ▪ Develop concepts of words, sentences, and punctuation by following along and tracking print <p style="text-align: right;"><i>(continued)</i></p>

Early Reading First Criteria	 Scholastic Early Childhood Program
<p>Print Awareness, Continued</p>	<p><u>Learning Centers & Teacher Table</u></p> <ul style="list-style-type: none"> ▪ Track print while listening to Big Book audiocassette recordings ▪ Begin to understand the connection between reading and writing and obtaining information ▪ Develop book-handling skills in the Reading Corner
<p>Alphabet Knowledge</p> <ul style="list-style-type: none"> ▪ Letter recognition 	<p>SECP provides multiple means to teach children letter sounds, letter forms, and letter/sound correspondence.</p> <p>Teacher Resources:</p> <p><u>Teaching Letters and Sounds Teacher's Guide</u></p> <ul style="list-style-type: none"> ▪ Presents systematic and explicit instruction for teaching letter names and formations to be conducted in small groups ▪ Offers strategies and activities for helping children make meaning of the letters <p><u>Teacher Table "ABC & Writing Center"</u></p> <ul style="list-style-type: none"> ▪ Provides small-group instruction of ABC lessons. <p><u>Teacher's Guides</u></p> <ul style="list-style-type: none"> ▪ Give teachers guidelines for introducing and reinforcing letter names and formation through multiple approaches: Circle Time (singing and movement), Story Time (letters and sounds in books), and Learning Centers (paint, make letters in sand). <p>Curriculum:</p> <p><u>Circle Time</u></p> <ul style="list-style-type: none"> ▪ Learn letter sound relationships ▪ Attend to letter sounds by sorting and playing games with picture cards ▪ Form letters through movement (signing, dancing, walking the letter shape, etc.) <p><u>Story Time</u></p> <ul style="list-style-type: none"> ▪ Learn the letters of the alphabet in a planned sequence through explicit lessons ▪ Practice writing letters and words through activities connected to books <p><u>Learning Centers & Teacher Table</u></p> <ul style="list-style-type: none"> ▪ Begin to recognize letters by creating labels and writing messages ▪ Begin to sign their names on cards

 Please contact your Scholastic representative for Scholastic Early Childhood Program's complete Scope and Sequence.

SECP Alignment to Early Reading First

In addition, *Early Reading First* programs must include the following components:


- Classroom Environment
- Professional Development
- Services and Instructional Materials
- Screening Assessments
- Integration

The following chart details how the **Scholastic Early Childhood Program** fulfills the above *ERF* required activities.

Early Reading First Activity	📖 Scholastic Early Childhood Program
<p>Classroom Environment</p> <p>A high-quality oral language and print-rich environment</p>	<p>The SECP is organized around routines based upon best practices in Early Childhood Education. <i>Welcome to Pre-K</i> supports teachers in setting-up and managing their classroom, as well as creating a literacy-rich environment. Furthermore, the theme Teacher's Guides provide lessons in English and Spanish, as well as intensive support for ESL students.</p> <p>Each theme includes many lessons and activities that encourage oral discussion and interaction with print materials. In addition to the collection of fiction and non-fiction literature (Little and Big Books), there are science and letter posters, math cards, and word cards that help provide a literacy-rich environment for the child.</p> <p>Each daily lesson is structured in the following manner and can be tailored for half-day or full-day preschool programs:</p> <ul style="list-style-type: none"> ▪ <u>Circle Time</u>: Teacher-directed, explicit instruction in oral language, phonological awareness, mathematics, and additional vocabulary and concept building across the content areas ▪ <u>Story Time</u>: Teacher-directed, explicit instruction in language and early literacy skills especially in oral language, phonological awareness, letter and sound knowledge, print awareness, and writing ▪ <u>Learning Centers and Teacher's Table</u>: Child-directed explorations across the curriculum that focus on the targeted skills and concepts for the week, as well as provide extra practice and reinforcement in previously taught skills and concepts ▪ <u>Transitions</u>: Teacher-led opportunities that use oral language and thinking skills to develop additional literacy area concepts <p>Each theme is supported with instruction for preparing the classroom, launching the activities, and wrapping up the topic.</p>

Early Reading First Activity	 Scholastic Early Childhood Program
<p>Professional Development</p> <p>Professional development that is based on scientifically based reading research knowledge of language, cognitive, and early reading development</p>	<p>Multiple professional development opportunities and support exist for the Scholastic Early Childhood Program.</p> <p><u><i>My Guide for Ongoing Assessment and Professional Development</i></u>, which is integrated into the curriculum, includes a library of professional readings on the following topics:</p> <ul style="list-style-type: none"> ▪ Observation and Assessment ▪ Child Development ▪ Language Acquisition ▪ Early Literacy ▪ Technology ▪ Cross-Curriculum Content Areas ▪ Embracing Diversity ▪ Inclusion in the Classroom <p><u>Integrated Teacher Workshops</u>, a series of 12 cooperative workshop sessions, are based upon the above readings written by experts such as Dr. Susan Neuman, Dr. Stanley Greenspan, and Lillian Katz. (Please e-mail secp@scholastic.com to obtain details on these workshops, which may be eligible in your district for professional development credit hours.)</p> <p><u>Scholastic Early Literacy Seminars</u> is a series of eight, half-day seminars that can be customized to meet district needs:</p> <ul style="list-style-type: none"> ▪ Managing Your Classroom and Small Group Instruction ▪ Developing Oral Language ▪ Building Letter Knowledge and Phonological Awareness ▪ Supporting English Language Learners ▪ Building Content Area Knowledge ▪ Connecting School and Home ▪ Developing Print-Awareness and Writing ▪ Teaching Each Child <p><u>In-service day</u> conducted by a Scholastic Reading Specialist is offered free of charge for grantees using the Scholastic Early Childhood Program as part of their curriculum.</p>
<p>Services and Instructional Materials</p> <p>Activities and instructional materials that are based on scientifically based reading research for use in developing language, cognitive, and early reading skills</p>	<p>The instructional design of SECP is based upon a model of sociocultural theory that promotes the importance of educators and caregivers providing young children with informed instruction, support, and meaningful activities. The central goal of the program is to help guarantee that young children develop the critical skills, knowledge, and life habits to become successful learners, especially in the areas of language and literacy development.</p> <p> <i>For the Research Foundation of SECP, see page 49.</i></p> <ul style="list-style-type: none"> ▪ <u>Welcome to Pre-K Guide</u>: SECP provides this professional guide to help teachers organize their classroom, manage their schedule, and create daily routines. It includes ideas for modifying the program to support all children, including those with visual, hearing, physical, cognitive, and social/emotional challenges

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Early Reading First Activity	 Scholastic Early Childhood Program
<p>Services and Instructional Materials—Continued</p>	<ul style="list-style-type: none"> ▪ Theme Teacher Guides: There is a Teacher’s Guide for each of the 10 themes, which is organized by weekly and daily lesson plans. These provide structured activities for Circle Time and Story Time, as well as numerous options for independent exploration in Learning Centers. Tied into each theme is a four-page checklist of very specific skills and behaviors that should be covered in any high-quality Pre-Kindergarten program. ▪ Teacher Tool Kit CD-ROM: This contains all the important administrative tools for the teacher stored in one place: <ul style="list-style-type: none"> ○ Assessment guidelines and documents ○ Weekly lesson plans, which can be printed or saved on disk ○ Implementation monitoring checklist ○ Parent Letters ○ Certificates for positive reinforcement of good behavior
<p>Screening Assessments</p> <p>Screening reading assessments or other appropriate measures that are based on scientifically based reading research to determine whether preschool-age children are developing the language, cognitive, and early reading skills they need for later reading success.</p>	<p>SECP provides informal and formal assessment tools in print and on CD-ROM, where individual student data can be stored.</p> <ul style="list-style-type: none"> ▪ Informal Assessment: SECP provides guidance in assessing daily work, portfolio review, and learning over time. Examples include how to use and develop: <ul style="list-style-type: none"> ○ Observational records and individuals’ profiles ○ Anecdotal records ○ Oral language checklists ○ Meaningful portfolios that document progress ▪ Formal Assessment: The program includes formal assessments in these key areas of early literacy: <ul style="list-style-type: none"> ○ Book and print awareness ○ Phonological awareness ○ Letter knowledge assessment ○ Writing assessment <p>In addition, there are checklists for monitoring the Pre-Kindergarten Curriculum Goals: Language & Early Literacy, Mathematics, Science, Social Studies, Personal & Social Development, Fine Arts, and Physical Development.</p>
<p>Integration</p> <p>The preschool program integrates the instructional materials, activities, tools, and measures described above into the overall Early Childhood Education program offered.</p>	<p>The SECP curriculum model is designed to support children’s development of knowledge, skills, and processes that will help them make sense of themselves and the world around them. The SECP curriculum is thematic, integrated, and rich with culturally relevant materials in both English and, upon request, Spanish.</p>