

Scholastic F.I.R.S.T. Logic Model

Problem Statement: Provide students with a developmentally appropriate, adaptive, and highly personalized program to build solid foundational reading skills to become confident readers.

Underlying Conditions: Students consistently and regularly use Scholastic F.I.R.S.T.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	
			SHORT-TERM	LONG-TERM
<p>Scholastic F.I.R.S.T. provides adaptive, personalized learning to build solid foundational reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension) to support students in becoming confident readers.</p> <p>Content is developmentally appropriate across every activity, at every level, and provides actionable data in real time.</p> <p>Additional instructional materials and resources are available for students to complete with teachers or with a parent to reinforce phonological awareness skills.</p>	<p>Teachers use F.I.R.S.T. to:</p> <ul style="list-style-type: none"> - Support student use by incorporating independent learning regularly and consistently 3x/week for 20 minutes/session into their weekly instructional practice; and - Access student reports to monitor real-time usage, proficiency, and phonological skill data. <p>Students use F.I.R.S.T. to:</p> <ul style="list-style-type: none"> - Receive adaptive and personalized instruction 3x/week for 20 minutes/session; - Train their brains to hear at the phoneme level; and - Develop phonemic awareness and phonological skills through a purposeful learning cycle (guided phonological activities, reading for comprehension, and free choice). 	<p>Teachers incorporate program to:</p> <ul style="list-style-type: none"> - Use progress reports to gain insight of students' skills proficiency and monitor usage; - Supplement classroom instruction; and - Use reports to inform and/or differentiate classroom instruction. <p>Students have opportunity to:</p> <ul style="list-style-type: none"> - Gain access to an adaptive, personalized learning environment that maintains interest and engagement; - Receive additional practice and reinforcement of foundational reading skills; - Access text that mimic oral language; - Engage with audio narration with text highlighting to provide diverse readers different entry point to literacy; - Acquire strong oral based language skills; and - Practice newly acquired knowledge and skills. 	<p>Teachers:</p> <ul style="list-style-type: none"> - Adjust their classroom instruction in real time by using data on students' reports to differentiate instruction; and - Adjust classroom instruction using data on students' skill development to assess and group students. <p>Students:</p> <ul style="list-style-type: none"> - Auditorily recognize all 44 phonemes; - Identify lower and uppercase letters; - Identify initial and final consonant sounds in CV/V/ CVC words and syllables, as well as vowel sounds in CVC words and syllables; - Acquire letter-sound correspondence; and - Segment and blend syllables and words in CV/VC/CVC words and syllables. 	<p>Teachers strengthen teaching practices in building foundational reading skills and using data to support classroom instruction.</p> <p>Students exhibit increased phonemic awareness skill and reading achievement.</p>