READING FIRST
What Is Reading First?

It is a national initiative that endeavors to support state efforts toward making every child a proficient reader (i.e. reading at or above grade level) by the end of third grade.
What Is Reading First?

Reading First is the **largest** and **most focused** early reading initiative in history.
Why Reading First?

Nationally:

- 5% of children learn to read effortlessly “on their own” (Snow, Burns, & Griffin, 1998).
- 20% to 30% of children learn to read easily when exposed to formal instruction, regardless of instructional emphases (Snow, Burns, & Griffin, 1998).
- A large number of primary-age students have difficulty learning to read.
The Significance of When Primary Students Lack Basic Reading Skills

A child who is not at least a modestly skilled reader by the end of third grade is unlikely to graduate from high school.

Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998)
How Does Reading First Accomplish Its Goal?

Reading First focuses on classroom learning using scientifically based instruction in schools that are identified as having both high-needs and high expectations for student achievement.
Central Themes of Reading First

- Leadership
- Professional Development for all K-3 Educators
- Researched Based Curricular Materials
- Ongoing Progress Monitoring
- Immediate and Intensive Intervention
Allocation of Resources

- 100% first year - $150,000
- 80% second year - $120,000
- 50% third year - $75,000
Districts that received first year funding in 2003

- Nampa
- Caldwell
- Vallivue
- Mountain Home
- New Plymouth
- Twin Falls
- Minidoka
- Gooding
- Wendell
- Jefferson
- Madison
Districts that received first year funding in 2004

- Emmett
- Filer (has since exited)
- Buhl
- Priest River
- Homedale
Districts that received first year funding in 2007

- Glenns Ferry
- Marsing
- Preston
What We Know Now

• We have 34 years of converging scientific research.
• We know how children learn to read, what factors impede reading development and which approaches provide the most benefit.
• We can assure that no child is left behind if we utilize these findings to inform practices.
Characteristics of a Reading First Classroom
Reading First Classroom

There is a coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.
Comprehensive Reading Programs

Program Design

– Scientifically based instruction in all 5 areas identified by the National Reading Panel

– Lesson design that is explicit and systematic
Comprehensive Reading Programs

Program Components
- Teacher manuals
- Student readers
- Student workbooks
- Assessment packages
Reading First classrooms have a minimum of 90 minutes of uninterrupted reading instruction every day. Extra instructional time will be provided for students who require it to reach grade level performance standards.
Reading First Classroom

Flexible grouping strategies are in place and instruction is presented in a variety of formats. Ongoing progress monitoring allows frequent regrouping to reflect students’ knowledge and skills.
Reading First Classroom

The Idaho Model of Implementation includes a minimum of 2.5 to 3 hours of instruction.
Fidelity to Core Program

Reading instruction at grade level

Connected to 5 Essential Components

Rigorous cycle of instruction

Replacement intervention program used for the most intensive students

Differentiated Instruction

Core program materials used

Additional Instructional Support

Core program, supplemental, or intervention materials used

Language Arts Instruction

Basal or other materials used

30 min. +
Slide modified for Idaho Reading First from WRRFTAC
Reading First Classroom

The pacing, content, and emphases are adapted to meet the needs of all children in the classroom.
Reading Coach

*Teachers will have access to a *Reading Coach* on a daily basis.* Research clearly indicates the effectiveness of having an in-school specialist.*

*Preventing Reading Difficulties in Young Children, 1998*
Reading Coach

1. Is free from classroom responsibility
2. Assists teachers in implementing selected programs
3. Conducts regular classroom observations
4. Facilitates data collection
Reading Coach

5. Attends a three day Coaching Institute
6. Attends curricular specific master training
7. Participates in monthly on-going professional development
“Every child learning everyday”

Dr. Marilyn Howard,
Idaho State Superintendent of Public Instruction, 1999-2006
Resources

Idaho Reading First Web Site
http://csi.boisestate.edu/readingfirst.htm

Reading First Coordinators

- Rosie Santana - rosiesantana@boisestate.edu
- Steve Underwood - stevenunderwood@boisestate.edu
- Deb Pfost - debrapfost@boisestate.edu