

# 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><b>Teachers use F.I.R.S.T. to:</b></p> <ul style="list-style-type: none"> <li>- Support student use by incorporating independent learning regularly and consistently 3x/week for 20 minutes/session into their weekly instructional practice; and</li> <li>- Access student reports to monitor real-time usage, proficiency, and phonological skill data.</li> </ul> <p><b>Students use F.I.R.S.T. to:</b></p> <ul style="list-style-type: none"> <li>- Receive adaptive and personalized instruction 3x/week for 20 minutes/session;</li> <li>- Train their brains to hear at the phoneme level; and</li> <li>- Develop phonemic awareness and phonological skills through a purposeful learning cycle (guided phonological activities, reading for comprehension, and free choice).</li> </ul>	<p><b>Teachers incorporate program to:</b></p> <ul style="list-style-type: none"> <li>- Use progress reports to gain insight of students' skills proficiency and monitor usage;</li> <li>- Supplement classroom instruction; and</li> <li>- Use reports to inform and/or differentiate classroom instruction.</li> </ul> <p><b>Students have opportunity to:</b></p> <ul style="list-style-type: none"> <li>- Gain access to an adaptive, personalized learning environment that maintains interest and engagement;</li> <li>- Receive additional practice and reinforcement of foundational reading skills;</li> <li>- Access text that mimic oral language;</li> <li>- Engage with audio narration with text highlighting to provide diverse readers different entry point to literacy;</li> <li>- Acquire strong oral based language skills; and</li> <li>- Practice newly acquired knowledge and skills.</li> </ul>	<p><b>Teachers:</b></p> <ul style="list-style-type: none"> <li>- Adjust their classroom instruction in real time by using data on students' reports to differentiate instruction; and</li> <li>- Adjust classroom instruction using data on students' skill development to assess and group students.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Auditorily recognize all 44 phonemes;</li> <li>- Identify lower and uppercase letters;</li> <li>- Identify initial and final consonant sounds in CV/V/ CVC words and syllables, as well as vowel sounds in CVC words and syllables;</li> <li>- Acquire letter-sound correspondence; and</li> <li>- Segment and blend syllables and words in CV/VC/CVC words and syllables.</li> </ul>	<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>