



Clifford THE BIG RED DOG

Early Learning Classroom Magazine
Grade Pre-K

Alignment to Title I, Part A – Improving Basic Programs

The purpose of *Title I, Part A* is to ensure that all children have a fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. The following chart illustrates how ***Clifford The Big Red Dog* classroom magazine supports both schoolwide and targeted assistance Title I programs.**

KEY CRITERIA FOR TITLE I, PART A FUNDING	CLIFFORD THE BIG RED DOG SUPPORTS SCHOOLWIDE AND TARGETED ASSISTANCE TITLE I PROGRAMS
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of reading/language arts, math, and science.</p>	<p><i>Clifford The Big Red Dog</i> classroom magazine for preschool children provides a complete year-long program that covers both academic and social development topics. <u>Children learn early reading, science, social studies, art, music, and math skills to prepare them for Kindergarten and meet state achievement goals.</u> Using nonfiction text, movement, writing activities, drama, experiments, and activity pages that reinforce skills, students learn and practice:</p> <ul style="list-style-type: none"> • <u>Reading comprehension strategies</u>, such as sequencing, activating prior knowledge, and making personal connections • <u>Print awareness</u>, such as using picture cues and reading right to left • <u>Understanding nonfiction text features</u>, such as photos and captions • <u>Oral language skills</u> by listening during shared reading and read-alouds, learning and using new content vocabulary, and following directions • <u>Phonological awareness</u>, including letter recognition, phonemic awareness, and how to use rhyming and pictures to decode text • <u>Writing skills</u> by writing their names and drawing simple shapes.
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program in the school ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities ▪ Provide an enriched and accelerated curriculum ▪ Include strategies for meeting the educational needs of historically underserved populations 	<p>Instructional strategies used by <i>Clifford The Big Red Dog</i> are based upon <u>proven methods and educational practices that ensure effective instruction.</u> The Teacher’s Editions contain activities that <u>meet NAEYC guidelines</u> and enrich the curriculum. These include circle time read and play ready-to-use lesson plans with before, during, and after-reading strategies and easy-to-follow lesson plans for Learn and Grow Activities. Reproducible activity pages and a list of books and online resources for further exploration can extend learning.</p> <p>A report prepared by Lesley Mandel Morrow, Ph.D., Rutgers University, cites <u>research demonstrating how magazines help teachers build reading skills.</u> The study finds that classroom magazines benefit all students, which would include those who have been historically underserved, by:</p> <ul style="list-style-type: none"> • <u>Motivating students to read</u> • Being used for <u>differentiated instruction</u> • Providing <u>age-appropriate nonfiction</u> • <u>Offering help for struggling readers</u> • Providing a <u>valuable link between home and school</u> • Using <u>research-based activities to build literacy skills</u> <p><i>Clifford The Big Red Dog</i> can strengthen the core academic program, enrich the curriculum, and increase the quality and amount of time spent reading and learning. The magazine can be <u>effectively used for shared reading using the BIG Issues and corresponding “Learn Along” student magazines, for independent reading, in small groups, or for whole-class instruction,</u> as well as for <u>extended learning opportunities after school or in the home.</u></p>

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<p>Include strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State's student academic standards who are members of the target population</p>	<p><i>Clifford The Big Red Dog</i> provides multiple teaching strategies in each biweekly issue that address the needs of all children in preschool, including low-achieving and at-risk children. Methods include:</p> <ul style="list-style-type: none"> • <u>Scaffolding reading</u> through color-coded boxes that make pages easy to navigate, photos and illustrations that connect to the text, and repetitive text • Teaching reading and language arts skills through <u>cross-curricular text</u> • Providing <u>skill-building reproducible pages</u> to reinforce skills for sustained learning • Presenting <u>exciting content, hands-on activities, and many opportunities to participate in the learning process</u>, which engage and motivate students • Providing <u>age-appropriate text and topics</u> that are developmentally appropriate • Preparing students for the demands of Kindergarten by <u>teaching them social skills</u>, such as making friends, being kind, being responsible, sharing, respecting others, and playing fair <p>Each month, the Teacher's Edition contains a <u>special section on strategies for teaching the important early reading skills</u> outlined in the No Child Left Behind Act. This is in addition to research-based strategies presented in the lesson plans.</p>
<p>Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.</p>	<p>By <u>increasing motivation, teaching and reinforcing basic skills, and encouraging students to become active participants in their learning and social development</u>, <i>Clifford The Big Red Dog</i> can help close the achievement gap between high-performing and low-performing, minority, and disadvantaged children.</p> <p>The magazine features high-interest nonfiction topics and ties colorful <u>photographs of children of all races and ethnicities</u> to the text. Highly engaging interactive lessons and activities show them that learning is fun and exciting. <u>Students using <i>Clifford The Big Red Dog</i> leave Pre-Kindergarten better prepared for and excited about entering Kindergarten.</u></p> <p>Research shows that many disadvantaged children do not have reading materials in their homes. <i>Clifford The Big Red Dog</i> provides them with <u>informative, relevant print they can keep and read over and over</u> to increase their reading skills.</p>
<p>Strategies to increase parental involvement in education.</p>	<p>Students can bring <i>Clifford The Big Red Dog</i> home to share with their parents. The magazine provides <u>suggestions for questions, printed in English and Spanish, which parents can ask their children as they read the magazine together</u>. Children can also bring home completed activity pages and hands-on projects to proudly display.</p>
<p>Provide high-quality and ongoing professional development that aligns with the State's academic standards.</p>	<p>Each Teacher's Edition provides <u>targeted teaching support and effective teaching strategies and activities that follow national early childhood guidelines</u>.</p> <p><u>The yearly planning calendar aligns issues and topics to curriculum standards and a scope and sequence of early reading skills</u>. In addition, each Teacher's Edition lists text-related web sites and books for extension activities and ideas.</p>

Visit <http://www.scholastic.com/economicrecovery> to learn more about The American Recovery and Reinvestment Act and what it means to your district. To order *Clifford The Big Red Dog*, for additional editorial information, or to receive product samples:

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