

Does Teaching Phonics Work?



GRANT RECIPIENTS

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PROGRAM DESCRIPTION

This grant was initiated to investigate whether teaching phonics in isolation would improve decoding and fluency skills for students who were reading below grade level

This grant was implemented using weekly individual tutoring of students who were recommended by their teachers and reading below grade level. Students were given a pretest to establish a baseline of their decoding and fluency skills. Following implementation the students were given a post-test to document progress. All students and teachers involved were also asked for feedback on their impressions and suggestions for improvement.

Materials used included: Phonological Awareness Screening by David A. Kilpatrick, Test of Coding Skills, parts of the Wilson Assessment of Decoding and Encoding, used phonetically controlled texts, Wilson Student Readers and Explode the Code student workbooks, flashcards, and word boards

NYS STANDARD

ELA Standard 1
ELA Standard 2

GRADE LEVEL

Grades 2-6

STUDENTS SERVED

10 students directly served, 15 indirectly served

STUDENT OUTCOMES

- Students improved their confidence while reading.
- Students improved their reading decoding skills.
- Students increased their reading fluency.
- Students increased their knowledge of phonemic elements.