

When “Sound it Out” Isn’t Enough



GRANT RECIPIENTS

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PROGRAM DESCRIPTION

The purpose of this grant was to empower struggling readers by teaching them effective decoding strategies to use when they encounter unfamiliar words. The children learned techniques that enabled them to act as their own “reading coach”. Fluency was also a major component of this grant as it goes hand-in-hand with decoding to help cultivate proficient readers. Fluency was addressed through repeated readings of high interest literature.

Binders were necessary to organize and house the compilation of literature that children acquired. Binder tabs divided the binder into five sections; poetry, songs, reader’s theatre, short stories (nonfiction) and word work. Whistles were purchased as a way to acknowledge each child’s new status as a “reading coach”, promoting self-esteem and instilling a sense of pride and accomplishment to have mastered several useful strategies. The whistles were then utilized to coach peers within our reading class.

NYS STANDARD

Standard 2 *Students will read, write, listen and speak for literary response and expression.*

Standard 3 *Students will read, write, listen and speak for critical analysis and evaluation.*

Standard 4 *Students will read, write, listen and speak for social interaction.*

GRADE LEVEL

Second

STUDENTS SERVED

20-25 students

STUDENT OUTCOMES

Students are able to call upon six specific decoding strategies to assist them in figuring out unfamiliar words. Students have enhanced decoding skills and increased fluency through repeated readings of high interest poetry, songs, short stories and reader’s theatre scripts.