

First Grade Focus: Phonics Instruction



GRANT RECIPIENTS

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NYS STANDARD

ELA Standards 1, 2

GRADE LEVEL

Grade 1

STUDENTS SERVED

4 students initially;
Potentially many students.

PROGRAM DESCRIPTION

This grant was initiated to investigate best practices in reading instruction for readers returning to the classroom after a less than successful intervention. Often children who are unsuccessful with an intervention return to the classroom to receive “more of the same.” Would systematic, structured phonics instruction be beneficial?

Once the pullout model twenty-week intervention for at-risk readers is complete, 4 students were identified as needing “additional and differentiated educational assistance.” Two groups were formed. One group received a systematic structured phonics approach while the other received the guided reading instruction that is typically used. After an 8-week intervention students were to be given post assessments.

The Wilson Foundations Basic Kit 1, Fluency Kit 1, Primary Concepts Word Segmentation Kit and Word Pattern Kit, DIBELS as well as Wilson’s Books To Remember were used.

STUDENT OUTCOMES

Although this study is not complete, the anticipated outcomes include but are not limited to:

- ✓ Improved decoding skills
- ✓ Improved spelling skills
- ✓ Increased reading fluency
- ✓ Increase in reading confidence
- ✓ Increase in reading enjoyment