

Title One Reading Newsletter for Longwood School
By Carol Drennan

My Title I reading groups meet daily during our Reading First 90 minute time blocks. We are focusing on reading fluently and using decoding strategies for unknown words. I use a variety of activities with my students during their center times such as guided reading, touch phonics, Making Words by Pat Cunningham, Read Naturally stories, sight word tiles, consonant and vowel word building tiles, sorting word families and manipulatives such as Reading Rods. The goal of all of these activities is to develop fluent reading on grade level texts.

We have also been working on what to do when you come to a tricky word that you do not know. There are steps the children can follow to figure out the problem word. They are:

1. STOP. Where is the word? Is it at the beginning, middle or end of the sentence?
2. THINK. What makes sense? Keep reading until you come to the end of the sentence in order to have as much information as possible to think about.
3. LOOK. How long is the word?
4. LISTEN. How does the word begin? What are the other letters in the word? Do I know any parts of this word already that can help me figure out the rest? Does it look like anything else I know?

Please encourage your child to practice his/her reading at home on a daily basis for 15-20 minutes. Continue to read aloud also to your child to build his/her comprehension skills and vocabulary while modeling your fluent reading.