

Edwinna Thomas



To those of you who are joining my groups for reading or phonics interventions, WELCOME! I look forward to teaching you.

Here are things we will work on in February and March.

Fourth Graders

- Decoding multi-syllable words and unfamiliar terms using phonics rules and context clues.
- Answering questions that use question stems from released Ohio State English language arts assessments.
- Responding in writing to texts. A variety of writing prompts will help you get used to writing on demand – a skill measured on the OST that you will take in April.
- Learning high frequency words. These should be read quickly.
- Reading fluently – with expression, good phrasing, and at a reasonable rate.

Third Graders

- Applying your Orton-Gillingham phonics rules when you decode unfamiliar words.
- Reading high frequency words quickly.
- Continuing to learn to read words that appear in questions such as *who, what, when, where, why and how.*
- Reading “school vocabulary” such as *compare, contrast, sequence, text, evidence, apply, cause, effect, antonym, synonym, personification, etc.*
- Reading smoothly and with expression – not like a robot.

Orton-Gillingham Groups

- Vowel teams – pairs of vowels that help one of them “say their name.” Examples: ay (in say), ai (in paid), a-e (in same), eigh (in sleigh), etc. These are known as LONG VOWELS.

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