



FLORIDA STATE  
UNIVERSITY

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**DEVELOPING DECODING AND ENCODING SKILLS IN  
ENGLISH AS A SECOND LANGUAGE (ESL) LEARNER**



# How do ELL students learn to read?

- Phonological Awareness
  - Phonemic Awareness
    - Phonics & Spelling
    - Decoding Fluency
      - Vocabulary
    - Comprehension



# Introduction

The issue that I am presenting on today consists of the trials and errors of teaching explicit literacy skills to a third grade ESL student. (English as a second language learner).

- **Research Question:** Will three differentiated interventions be enough to make a substantial difference to this students' academic achievement and literacy skills?
- **Hypothesis:** I believe that with the proper amount of time, resources, and effort, any student, including ESL's have the ability to learn and understand new material.



# Case Study Participant

- ❖ One third grade ESL Student
- ❖ Female
- ❖ Spanish Heritage
- ❖ Born in the U.S.
- ❖ Family speaks Spanish at home
- ❖ Youngest of 3 children
- ❖ Scored in the 13<sup>th</sup> percentile on standardized reading assessment (MAP)



# Methods

- ❖ Administered the Diagnostic Assessments of Reading, otherwise known as the DAR
- ❖ Phonological Awareness, Phonics, and Fluency were the three major skills tested
- ❖ Three intervention lessons were administered
- ❖ Pre/post test administered to measure intervention effectiveness



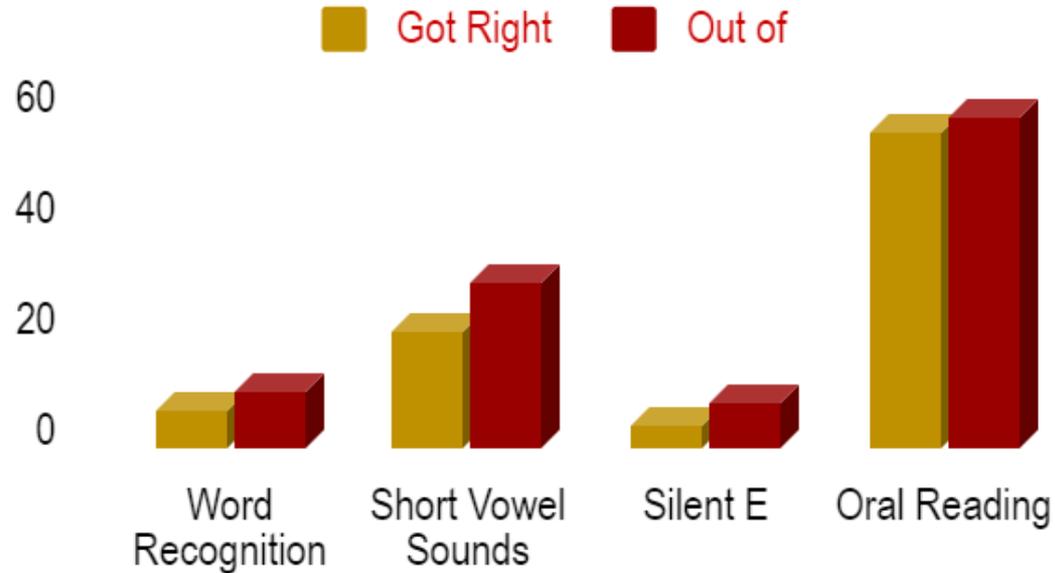
# Intervention Lessons

- ❖ Short vowel O & E
- ❖ Rule of Silent E
- ❖ Vowel Digraph “Ai”

- **Phonological Awareness:** Segment and blend
- **Phonics:** Read vowels/vowel digraphs/silent e rule in nonsense and real words
- **Fluency:** Read connected text using targeted literacy skills
- **Encoding:** Encode targeted literacy skills



## DAR Results



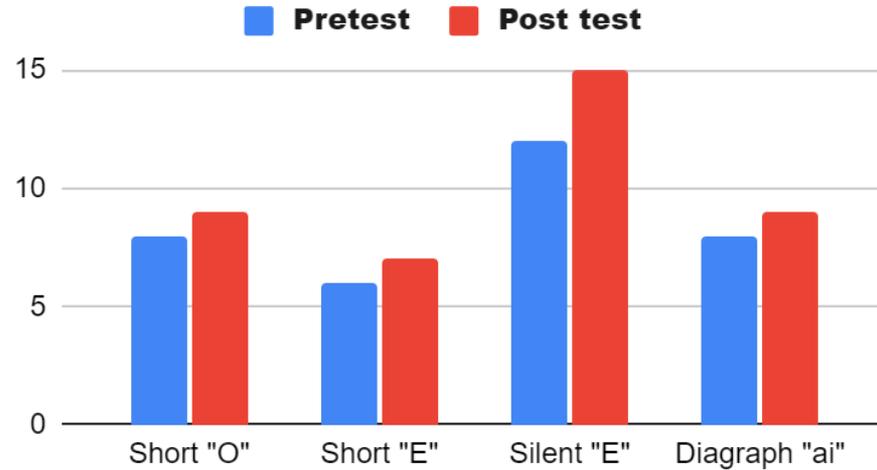
### **What kind of reading skills does the ELL possess?**

Roswell, F.G., Chall, J.S., Curtis, M.E., & Kearns, G. (2005). *Diagnostic Assessments of Reading: Second Edition technical manual*. Chicago: The Riverside Publishing Company.



# Pre & Post Testing

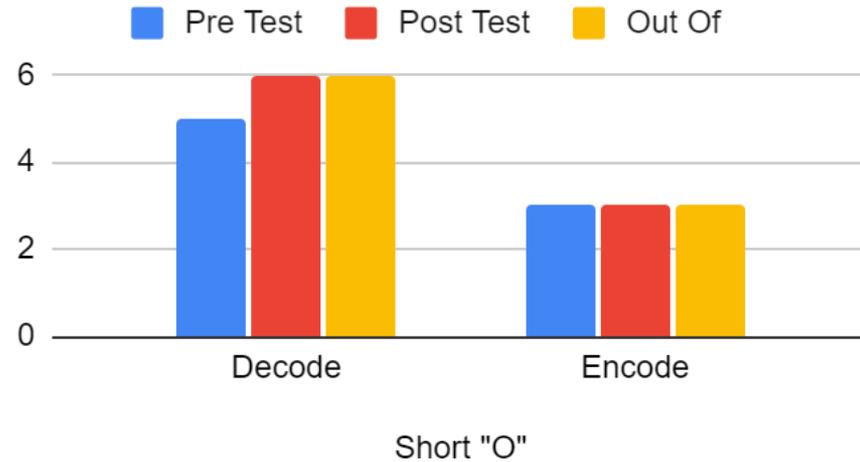
## Pretest Versus Post test





# Short Vowel “O”

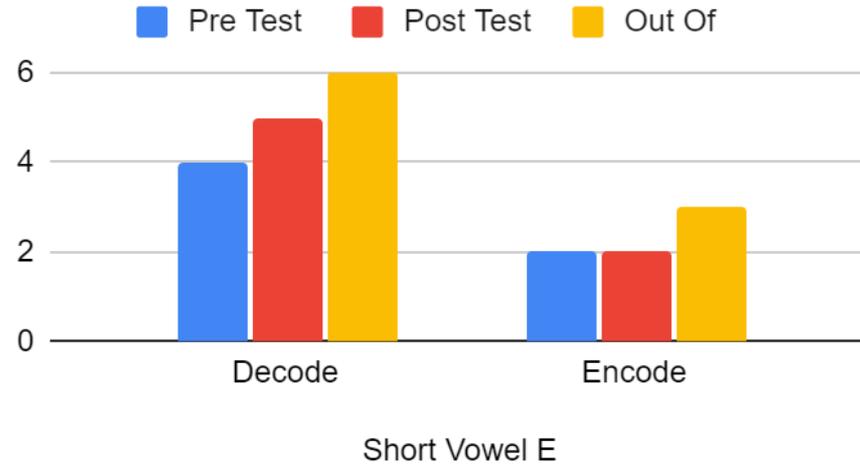
Pre Test, Post Test and Out Of





# Short Vowel “E”

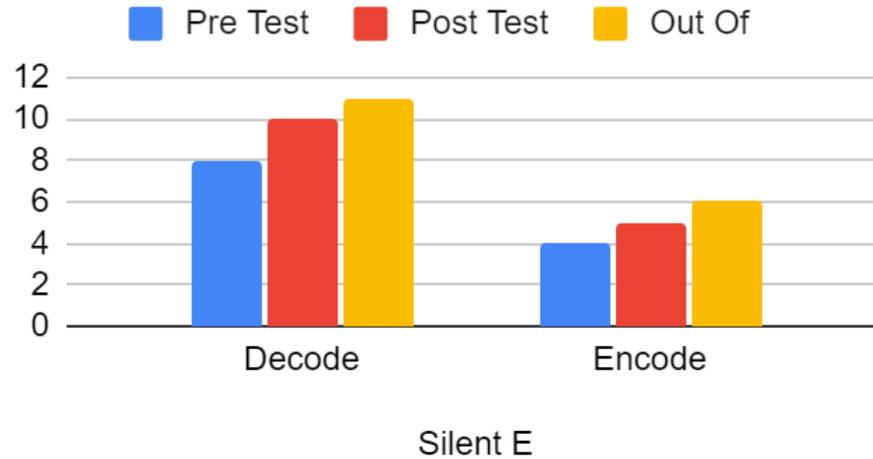
Pre Test , Post Test and Out Of





# Rule of Silent E

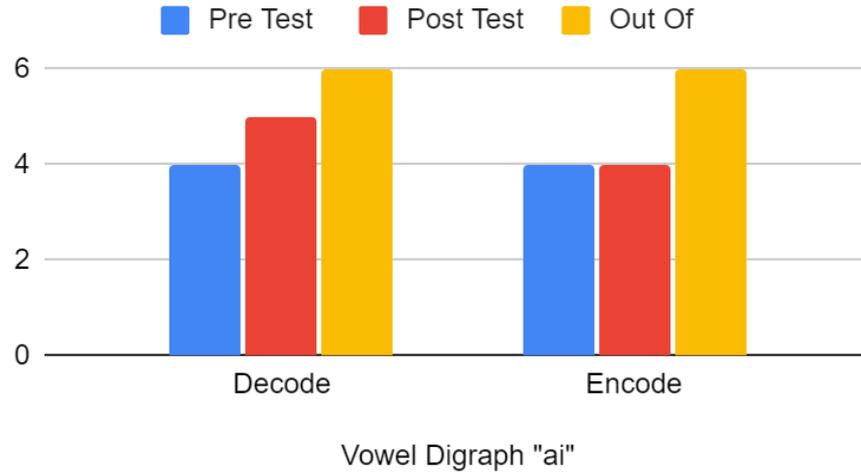
Pre Test, Post Test and Out Of





# Vowel Digraph “AI”

Pre Test , Post Test and Out Of





# Discussion & Conclusions

- ❖ Decoding skills in ELLs can improve with learning Phonics
- ❖ Word reading and fluency can be improved
- ❖ Reading was more difficult than retelling for this ELL
- ❖ Encoding was more difficult than word recognition



Thank You!



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# References

- ❖ Roswell, F.G., Chall, J.S., Curtis, M.E., & Kearns, G. (2005). *Diagnostic Assessments of Reading: Second Edition technical manual*. Chicago: The Riverside Publishing Company.