

Data-Bases Instructional Plan

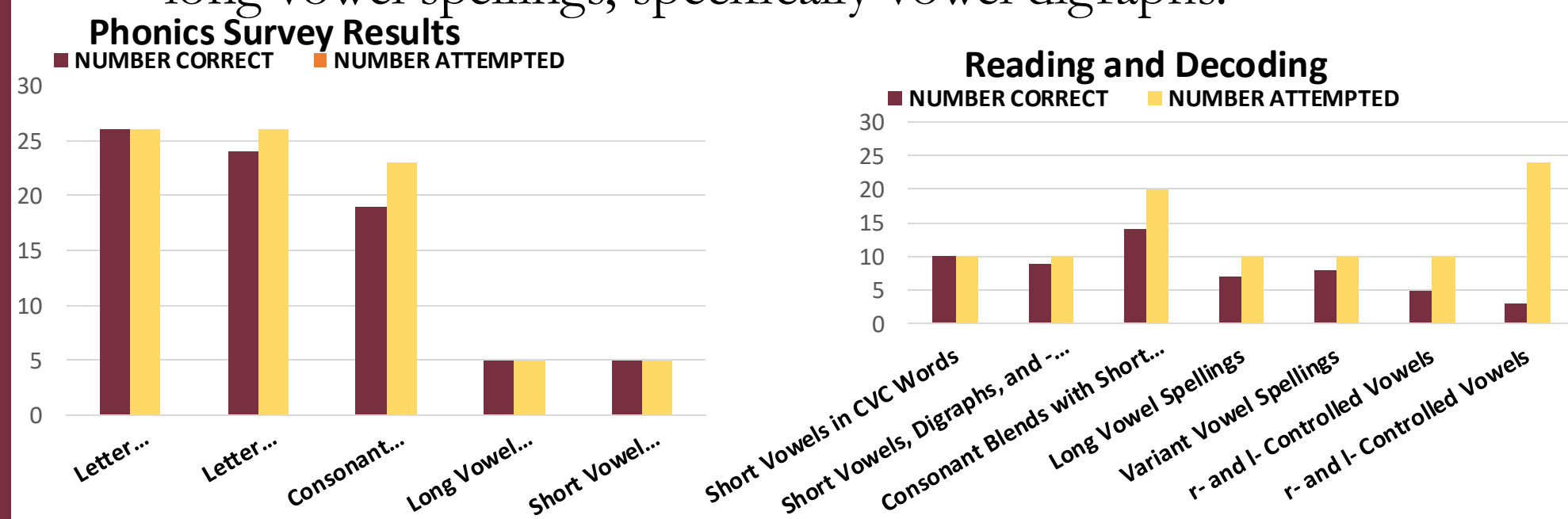
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Introduction

- Phonics knowledge is the basis of reading and reading instruction. If a student cannot associate a written letter with its sound, they will have difficulty decoding words they have yet to learn.
- The purpose of this project is to learn how to identify what a student needs remediation in and how to create a plan that targets that specific skill in a small group setting.
- Targeted interventions are set in place to ensure that the focus of the content is the specific skill the student needs.
- This project was conducted in a second grade general education classroom with nineteen students.

Participant

- The student I worked with was a seven year old female. She was chosen for this project because she is an English Language Learner (ELL) from Mexico. Her family speaks Spanish at home, but she and her sister speak English at school.
- The initial data concluded that the student struggled with long vowel spellings, specifically vowel digraphs.

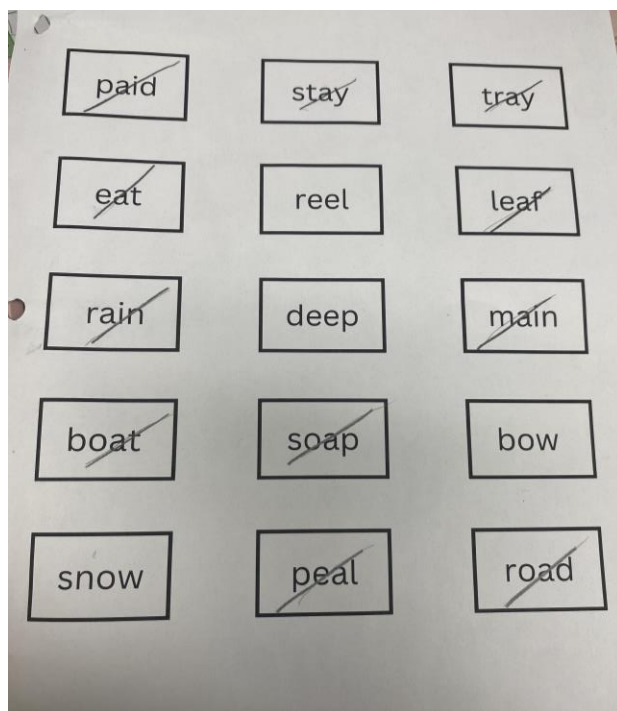


Research Question

- I concluded, based on the data, that the student should begin remediation at long vowel spellings.
- **Does targeted intervention of long vowel digraphs improve the students ability to decode words with long vowel sounds?**

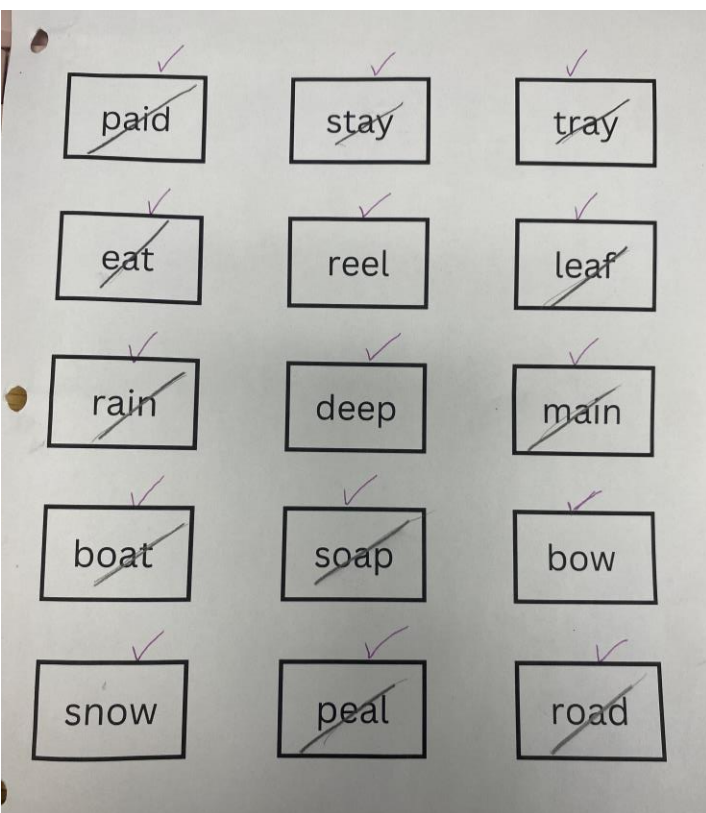
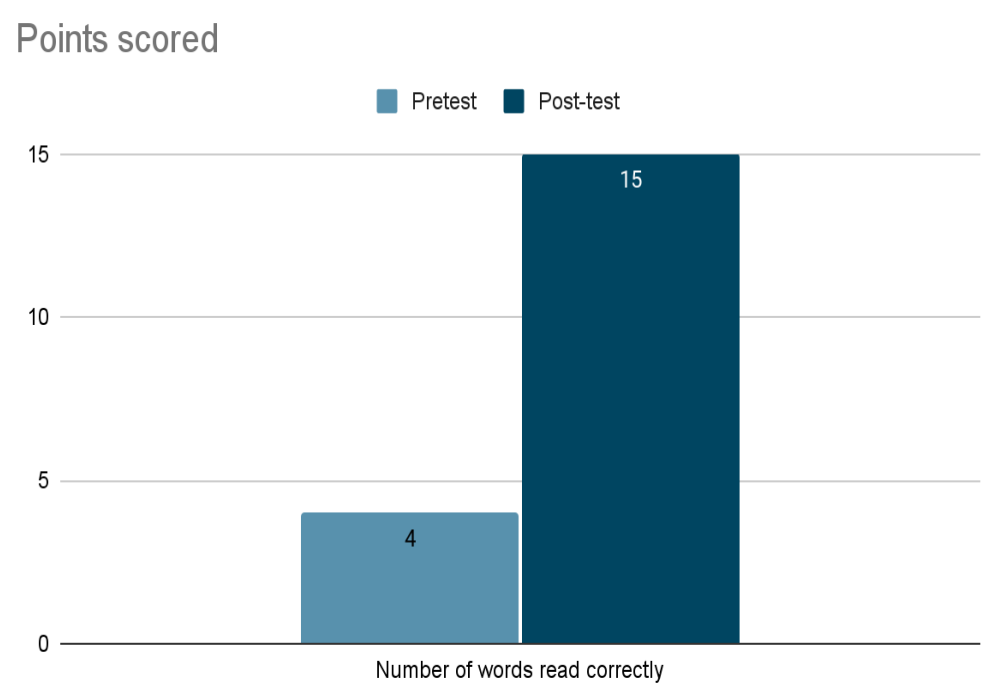
Pre Intervention

- I administered the CORE Phonics Survey and reviewed the data. I also decided to review her iReady diagnostic results. After reviewing these assessments, I concluded that she needed remediation on long vowel digraphs. I then created a pretest with 15 words with vowel digraphs *ai*, *ay*, *ea*, *ee*, *oa*, and *ow*.



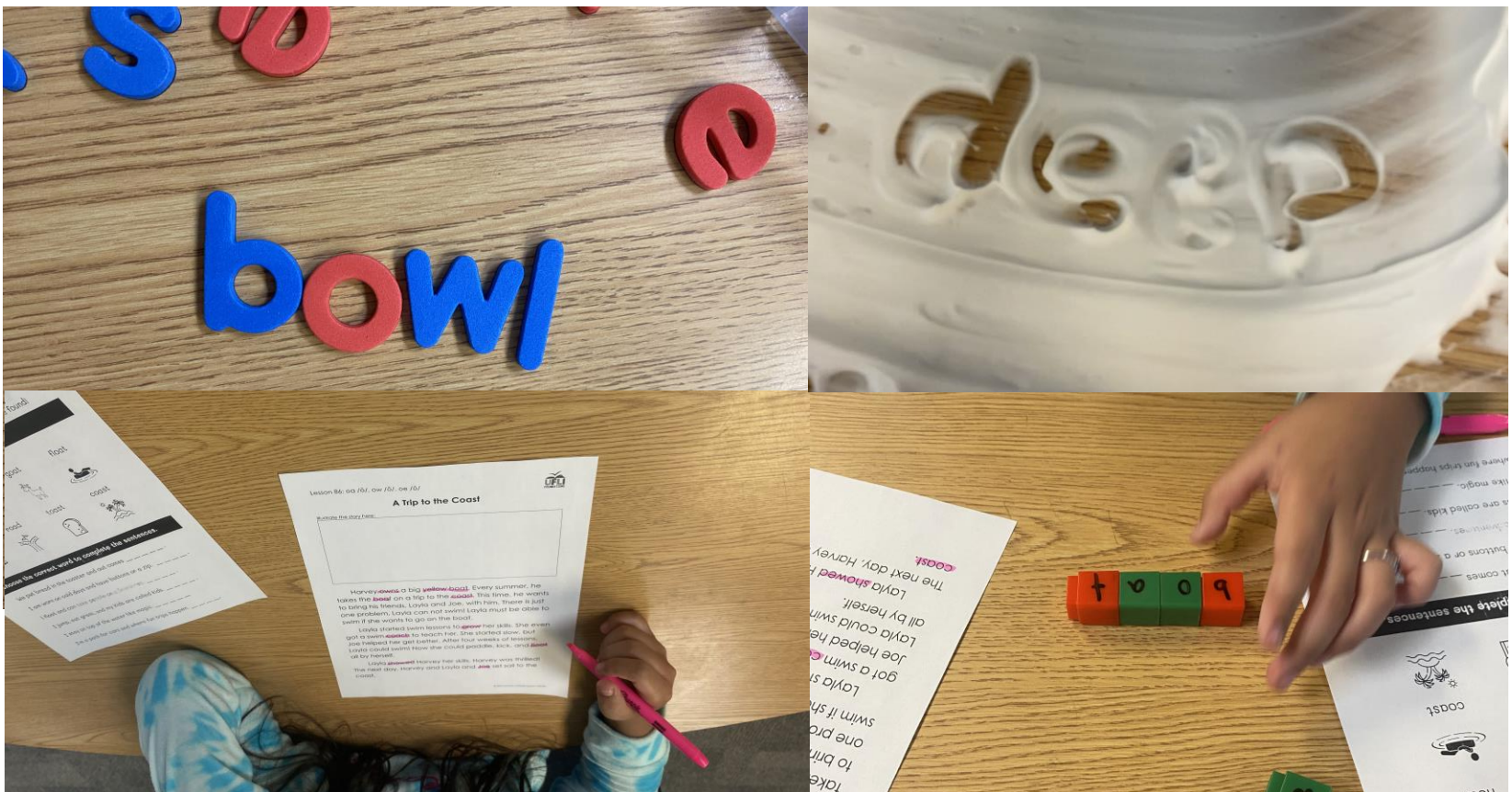
Post Intervention

- Based on pretest and post-test results, the student demonstrated growth in the targeted skills. The student could read the targeted skill words with 100% accuracy.



Intervention

- Over the course of five days, I worked one on one with this student. We focused on the vowel digraphs *ai*, *ay*, *ea*, *ee*, *oa*, and *ow*. I used a variety of multisensory activities to aid the student in learning the vowel digraphs.



Next Steps

- The student should continue to practice vowel digraphs, as well as move on to variant vowel spellings.
- Multisensory learning is effective in engaging students in the lesson. This became more evident to me when she was working in shaving cream and with the linking cubes in relation to highlighting words on the comprehension passages.

References

Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R. F., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). *Teaching Reading Sourcebook*. Academic Therapy Publications.