

Leading English Language Learners to Phonics Success

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Introduction

Phonics instruction is essential in ensuring academic success for all learners. It is foundational for early literacy development, as it provides early readers with skills to successfully decode and encode words. While the development of phonemic skills is vital for all learners, English Language learners face difficulties as they navigate through the differences in the English phonetic system and the system of their first language. Through Phonics instruction, English Language Learners can understand the relationship between letters and sounds, and the complexities of English pronunciation. (WIDA, 2020)

The purpose of this case study is to reveal the effectiveness of targeted interventions for ELL students. Targeted interventions are designed to address the specific learning needs of individual students. For this case study, data was collected on an individual kindergarten ELL student. The student's classroom consists of 15 students, 6 of which are ELL students.

Participant

- The participant is a five-year-old kindergarten female student from Mexico.
- The participant’s native language is Spanish.

Research Question

Does targeted instruction of consonant blends improve student success in decoding CCVC and CCCVC words?

Pre-Intervention

- Step 1:** Administration of the CORE Phonics Screener, DIBBELS, The Qualitative Reading Inventory, and The Words Their Way Primary Spelling Inventory. Results indicated a need for phonics instruction in blends.
- Step 2:** Administration of a pre-test featuring the target interventions based on the data collected.
- Step 3:** Development of five targeted teaching interventions based on the results of the pre-test.

Name: _____

PRE-TEST BLENDS

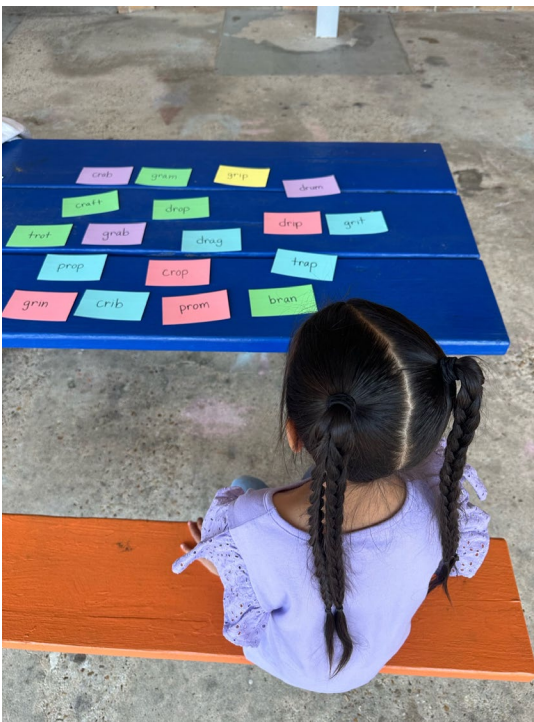
1. bl	10. br
2. sm	11. sp
3. sw	12. sn
4. st	13. tr
5. fl	14. tw
6. dr	15. scr
7. sk	16. spl
8. cr	17. str
9. pr	18. shr
19. gr	20. spr

Score: 11/20

Intervention

The intervention consists of five lessons with the following sequence:

- Phonological Awareness:** Identifying consonant blends within CCVC and CCCVC words through oral language using the “Yes or No” signs.
- Phonics:** Recognizing the relationship between letters and sounds by blending CCVC and CCCVC words.
- Fluency:** Reading a passage consisting of the targeted consonant blends.
- Comprehension:** Understanding the main idea, events within the story, and sequence of events.
- Encoding:** Writing sentences that consist of one word with the targeted blends.



Post Intervention

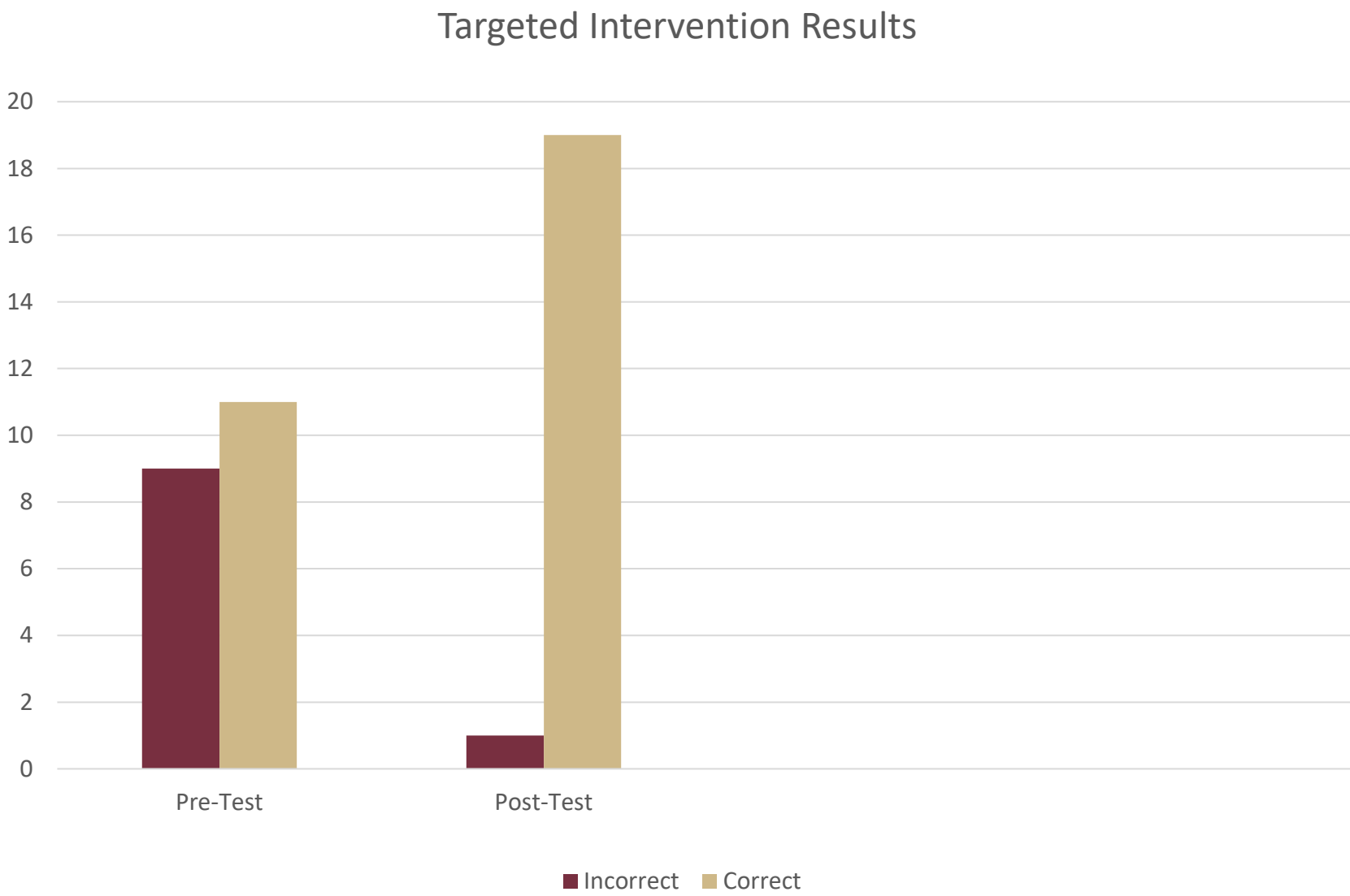
- Progress monitoring of identified phonics skill after 5 targeted lessons.
- CCVC & CCCVC words with targeted consonant blends were read with 95% accuracy.

Name: _____

POST-TEST BLENDS

1. bl	11. br
2. sm	12. sp
3. sw	13. sn
4. st	14. tr
5. fl	15. tw
6. dr	16. scr
7. sk	17. spl
8. cr	18. str
9. pr	19. shr
10. gr	20. spr

Score: 19/20



Next Steps

- Continue practice decoding CCVC and CCCVC words.
- Begin targeted instruction in CVCe words

References

Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., ... & Pullen, P. C. (2018). Teaching reading sourcebook. Academic Therapy Publications.

WIDA. (2020). WIDA English language development standards framework, 2020 edition: Kindergarten– grade 12. Board of Regents of the University of Wisconsin System