

Introduction

Phonics knowledge is key to helping students blend sounds, decode words, and connect letters to sounds (Honig, 2018)

Our Data-Based Instructional Plan provides targeted, personalized interventions to meet each student's unique learning needs and close achievement gaps.

Participant

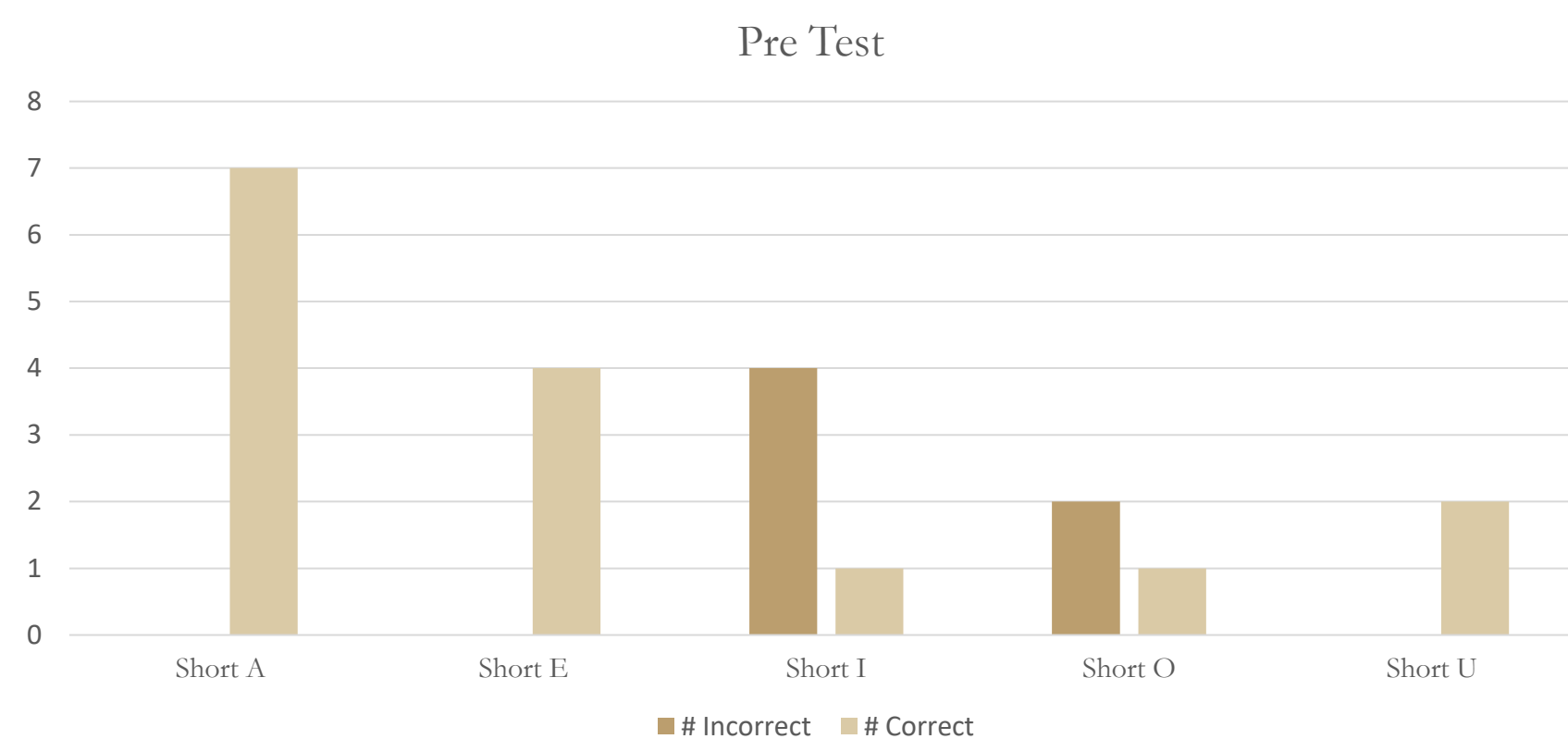
- The participant is a 1st-grade male student from Mexico.
- Native language is Spanish.
- Student significantly benefits from one-on-one and small-group phonics instruction to enhance his academic language skills.

Research Question

Does targeted instruction of short vowel sounds improve students' success in CVC word decoding?

Pre-Intervention Data

Step 1: Recent reading data collection and analysis



Pre-Intervention Planning

Step 2: Administration of Core Phonics, DIBELS, and Primary Spelling Inventory.

| | | |
|-----|-----|-----|
| sip | mat | hop |
| lip | bed | fan |
| dog | rod | ten |
| tap | cut | zit |
| pin | sap | met |
| den | bun | wig |
| bat | can | ham |

Step 3: Administration of a pretest featuring target intervention skill, based on findings from the Core Phonics Screener (CVC words)

Step 4: Development of five targeted teaching intervention lessons based on the results of pretest.

Intervention

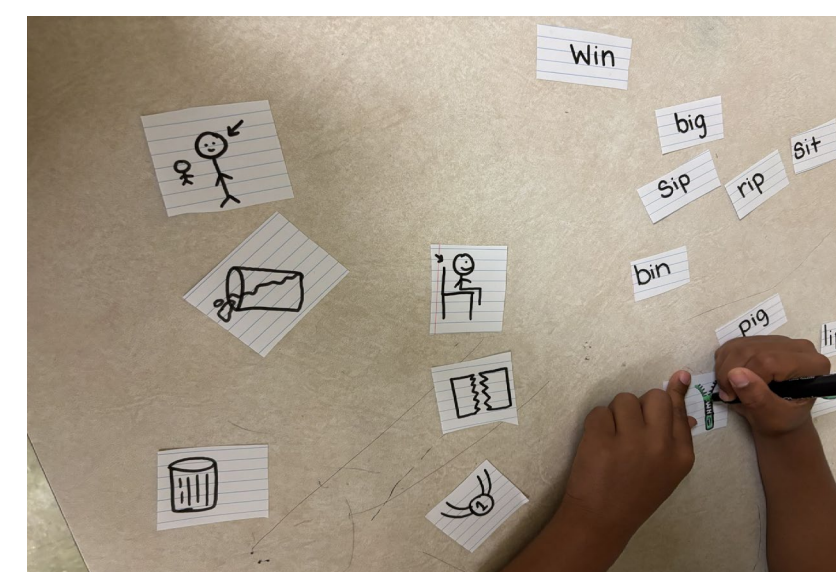
Lesson Sequence

Phonological Awareness: Segment and blend short vowel sounds in isolation.

Phonics: Blend and read CVC words with target short vowel

Fluency: Read connected text with target short vowel sounds.

Encoding: Write corresponding words for pictures containing the target short vowel sound.



Lesson 1: Short I

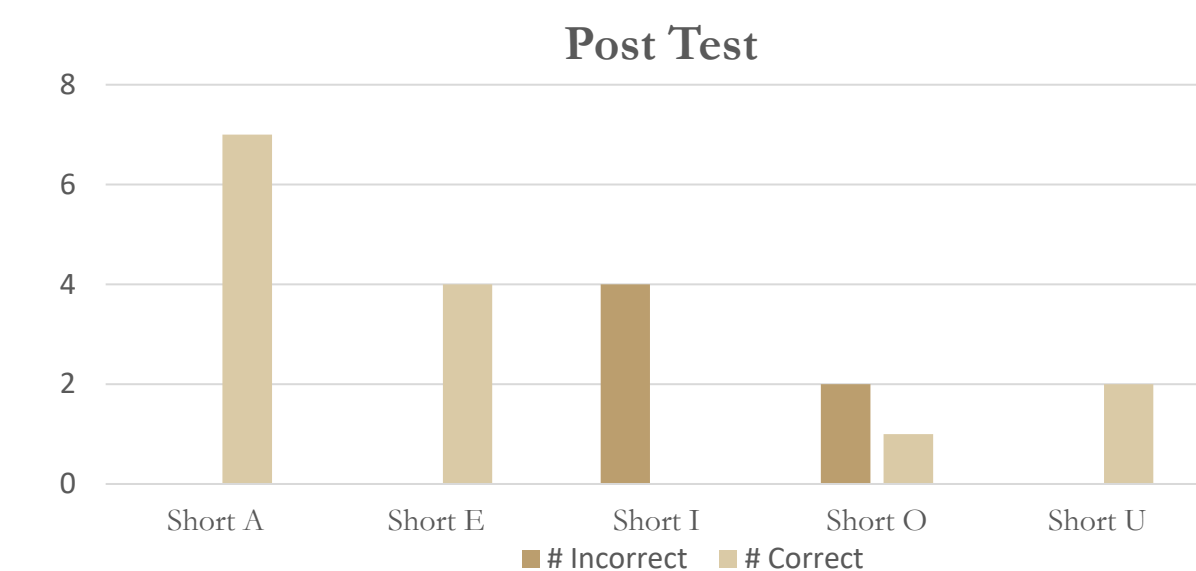


Lesson 2: Short A

Post Intervention

- CVC words with target short vowels were read with 76% accuracy.
- The student maintained 85% accuracy reading CVC words not included in the targeted intervention.

| | | |
|-----|-----|-----|
| sip | mat | hop |
| lip | bed | fan |
| dog | rod | ten |
| tap | cut | zit |
| pin | sap | met |
| den | bun | wig |
| bat | can | ham |



Next Steps

- Continue instruction in letter-sound correspondence and the decoding of CVC words containing the medial vowel sounds i and o.
- Implement targeted instruction focused on CVCe word recognition and blending to support foundational decoding skills.
- Allow for real-time adjustments to academic vocabulary to support the student's comprehension and promote meaningful understanding of English as an additional language.

References

- Cunningham, J.W. (2001). The National Reading Panel Report. *Reading Research Quarterly*, 36(3).
- Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L. (2018). *Teaching Reading Sourcebook*. Arena Press.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Words their way: word study for phonics, vocabulary, and spelling instruction*. Sixth Edition. Pearson.
- University of Oregon (2021). 8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBLES). Eugene, OR: University of Oregon.