

Developing Phonics Skills with an English Language Learner

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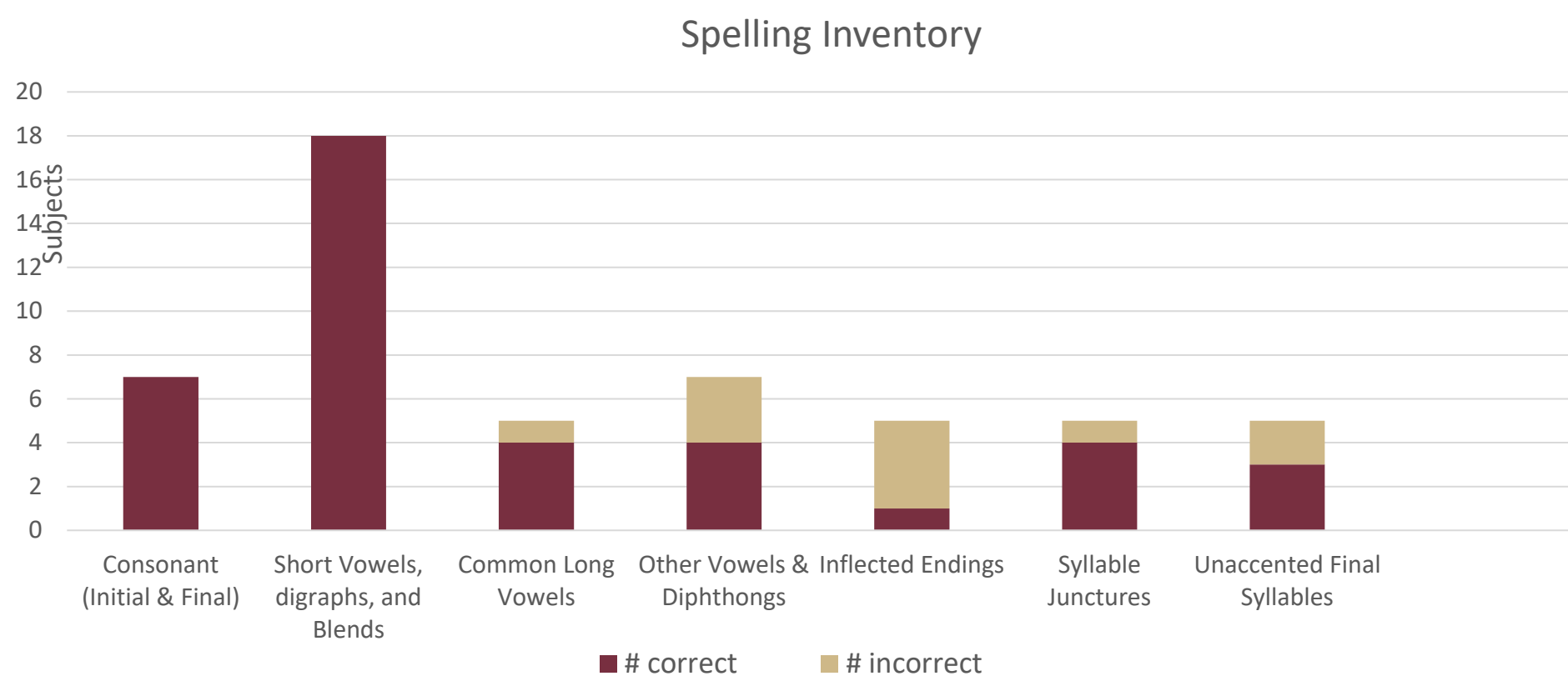
Introduction

Phonics instruction is essential for beginning readers to learn how to convert printed word into spoken word. According to the National Reading Panel, students who received systematic and explicit instruction were better readers than students who received nonsystematic or no phonics instruction (Shanahan, 2005)

For this case study, a Data-Based Instructional Plan was developed for targeted teaching intervention. Targeted interventions were developed to improve the student’s specific reading skills.

Participant

The participant is a first-grade student from Russia. Her native language is Russian. While the student only speaks Russian at home, she is proficient in social (BICS) and academic (CALP) English language



Research Question

Does targeted instruction of diphthongs improve student success in decoding and encoding of words?

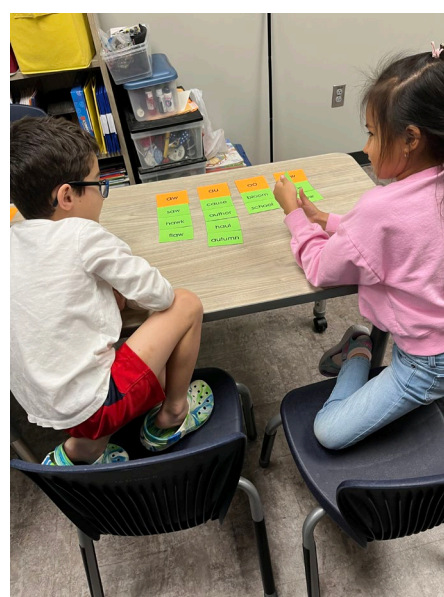
Pre-Intervention

- Administer *Words Their Way* Elementary Spelling Inventory
 - Develop a pretest that targets features the student needs based on the Spelling Inventory Analysis (advanced phonics patterns including diphthongs and inflected endings
 - Develop five targeted intervention lessons based on the pretest

| | | |
|--------|-------|-------|
| chair | away | paint |
| grew | haul | sauce |
| author | straw | spray |

Intervention

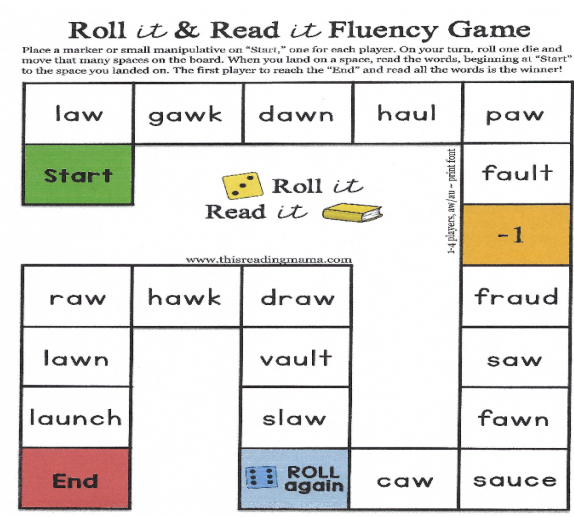
Phonemic Awareness



Phonics

| | | | |
|------|-------|--------|------|
| loud | new | draw | chew |
| claw | sauce | August | raw |
| grew | claw | shout | yawn |

Fluency



Comprehension

Title: Paul the Paw-Painting Pup

Paul was a small dog with soft brown paws. He lived in a big house with his owner, Laura. One day, Paul saw Laura painting a big wall. Paul thought, “I want to paint too!”

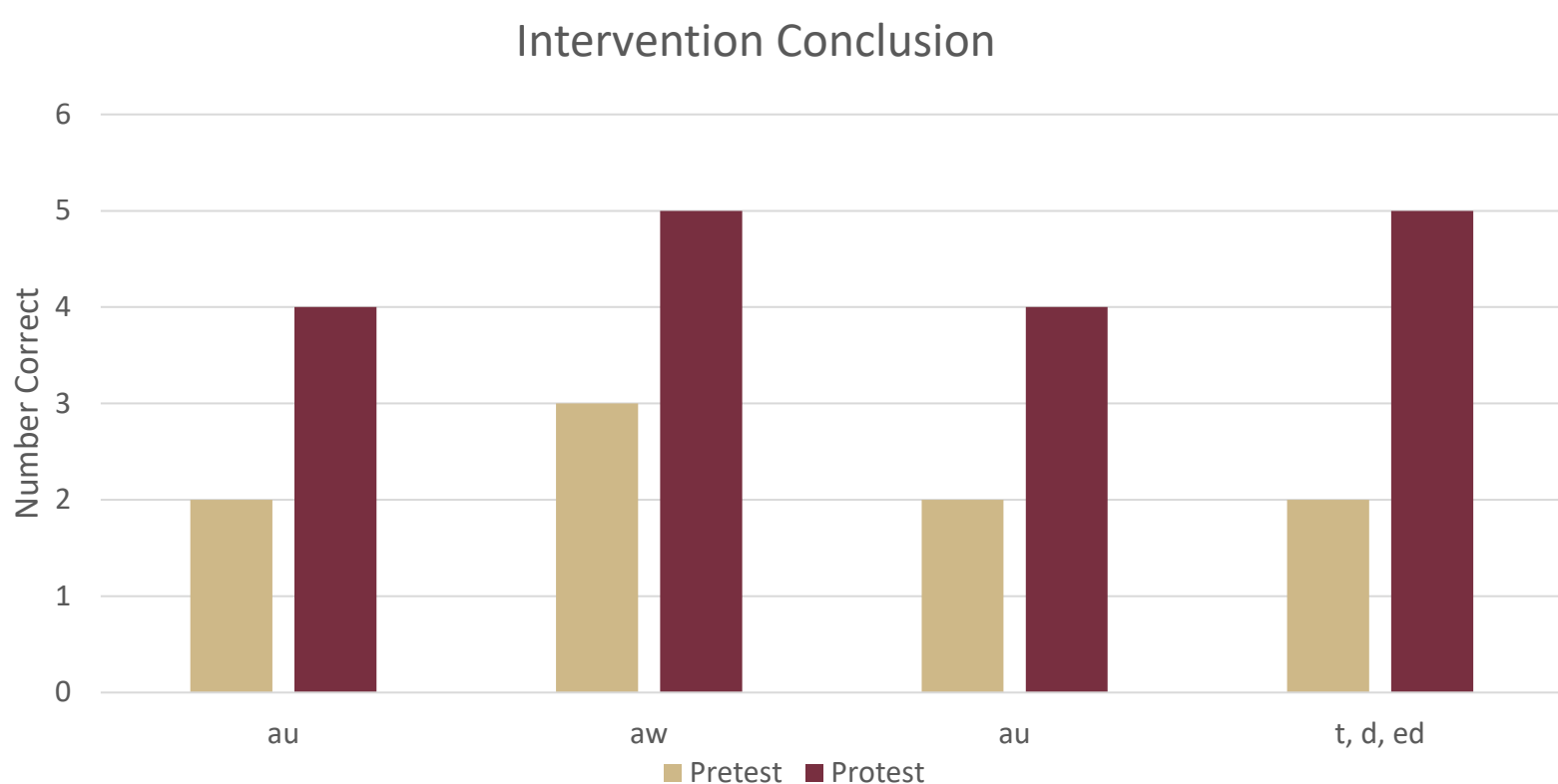
He ran to the paint and put his paws in the blue color. Then he walked across the floor. **Paw prints were all around!**

Laura saw the mess and laughed. “Oh Paul, you made paw art!”

Now, Paul paints every week. They call him the **Paw Artist Pup!**

Post Intervention

- Administered posttest to monitor student student progress
 - After the intervention sequence, the student made improvement in knowledge of spelling patterns.



Next Steps

It is important to continue exploring other diphthongs and other areas of difficulty identified in the spelling inventory.

Explicit differentiated instruction improves academic achievement for English Language Learners by focusing on the skills they need. Targeted instruction helps lead students to proficiency.

References

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Shanahan, T. (2005). The National Reading Panel Report. Practical Advice for Teachers. *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)*.

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