

Development of Phonics Skills as an English Language Learner

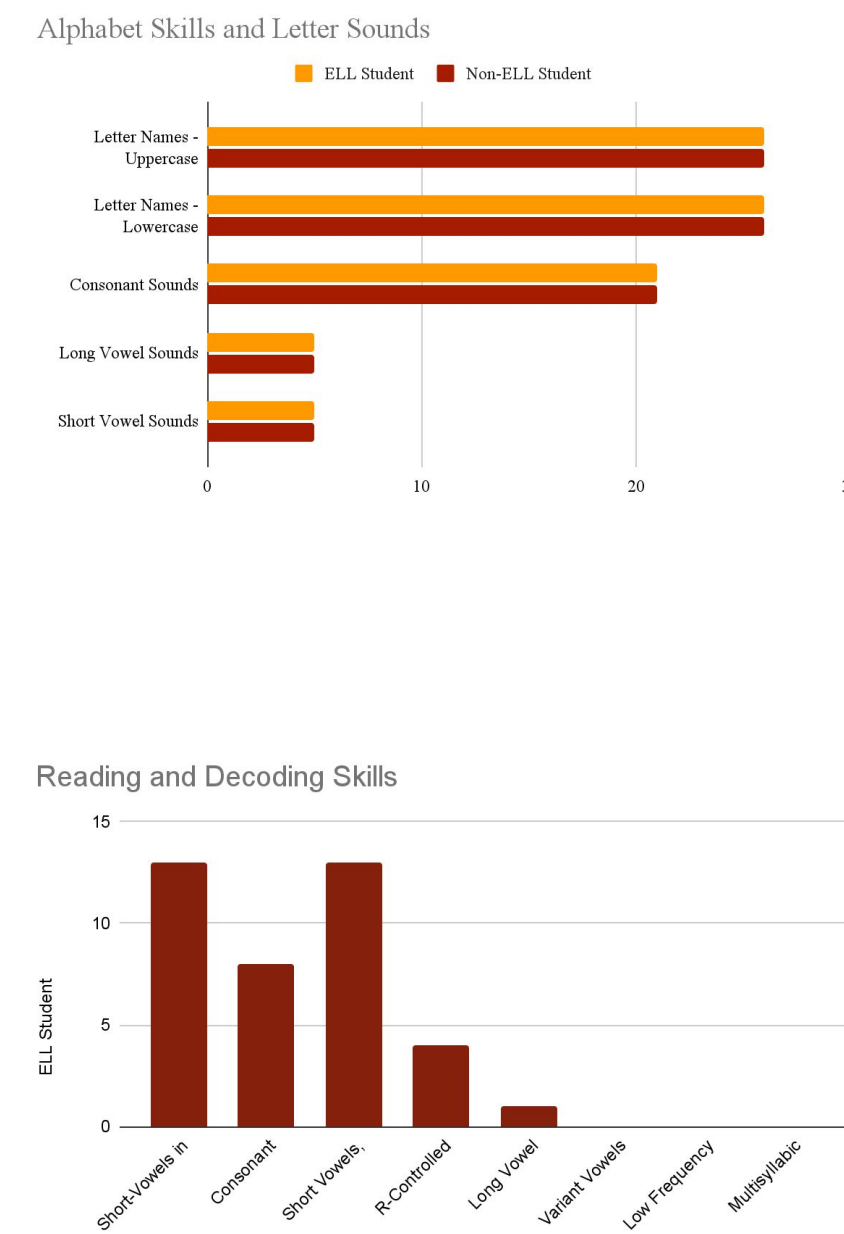
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Introduction

Phonics Knowledge allows students to read spelling and sound patterns correctly. The purpose of this case study was to develop an individualized unit of targeted phonics skills for an English Language Learner. Targeted instructional intervention specific meets the needs of students who require support and practice with phonics or other skills.

Participant

The student who participated in this study is a 6 year old boy in 1st grade. He is an English Language Learner, with Vietnamese his primary language. iReady scores and previous test scores indicate he is on grade-level for 1st grade phonics. The CORE phonics screener was administered to this student to identify the specific skill he requires support with.



Research Question

Does targeted instruction of R-controlled vowels improve a student's ability in decoding R-controlled vowel words?

Pre Intervention

The CORE phonics screener indicated that this student needs more practice with R-controlled vowels. His pre-test results of R-controlled vowels displayed his skills with learned and not learned R-controlled vowels.

Intervention

5-day lesson sequence that targets R-controlled vowel skills with focus on identification, reading, and writing. Progression: AR, OR/ORE, ER, IR, UR

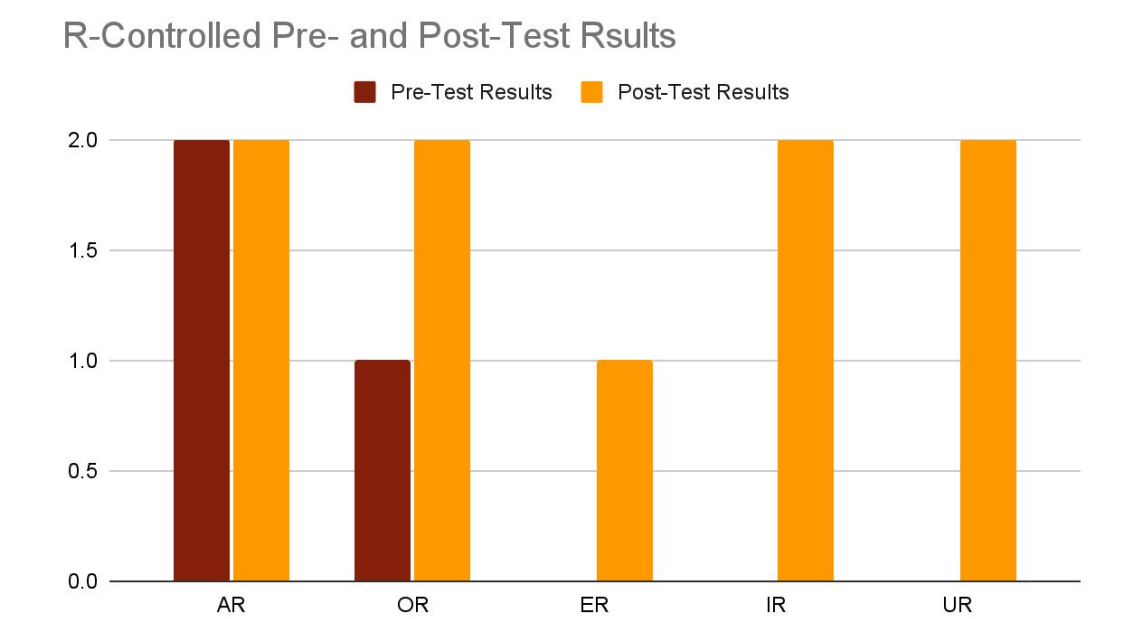
Reading Passage: "Score More at the Soccer Game"
 1. Where do Corey and Jorge go after school?
 soccer field
 2. What is the score at the end of the game?
 five to one
 3. Why do Corey and Jorge feel sope after the game?
 running and kicking
 4. Why do they want to play again tomorrow?
 they love soccer
 5. Write one fact (sentence) about soccer from the text.
 they play with friends

Word Sorting: AR Word Sorting! (ART, ARP, firt, Carp)

Bossy R Practice: or, ar, ur (with images of fork, corn, horse, star, bird, dots, farm, star, turtle, person)

Post Intervention

Based on post-test results, the student demonstrated groth in targeted skills. The student was able to decode target skill words with 90% accuracy (9/10) and 100% accuracy when asked to correct the mistaken word.



Next Steps

The next steps of intervention for this student would be moving on to variant vowel teams. The student displayed improvement after targeted instruction, and would benefit from systematic, frequent intervention with new pattern skills.

During the lesson, the student required lessened activity load (shortening the activities to three items, or presenting one answer at a time) to help with his focus and understanding of the task at hand.

References

Cunningham, J. W. (2001). The National Reading Panel Report. *Reading Research Quarterly*, 36(3). <https://doi.org/10.1598/rrq.36.3.5>
 Honig, B., Diamond, L., Gutlohn, L., & Cole, C. L. (2018). *Teaching Reading Sourcebook*. Arena Press.

