

# Developing Consonant Blends with an English Language Learner

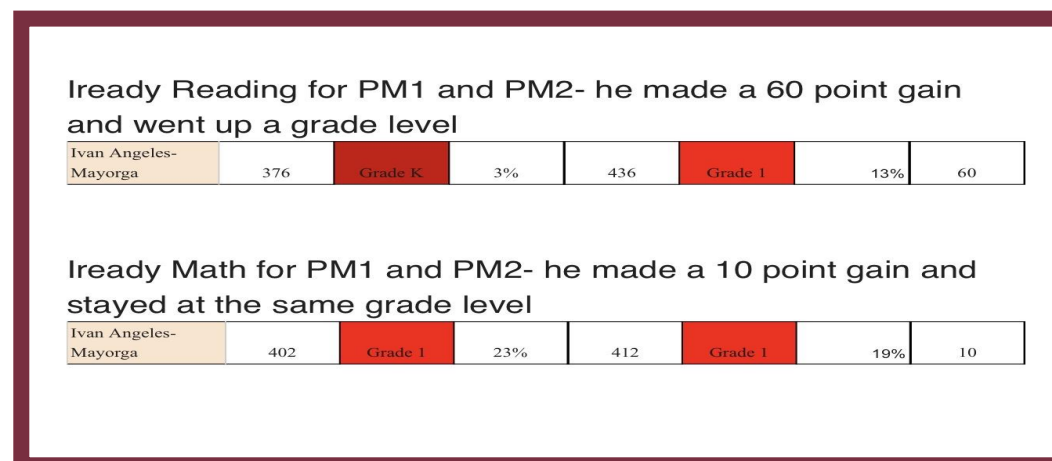
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## Introduction

Designing an effective phonics intervention for a third-grade English language learner requires careful attention to the student's cultural and linguistic background, as well as intentional instruction focused on developing Consonant blend skills. The student can build stronger decoding and encoding abilities.

## Participant

The participant is a 3rd grade male student from Mexico and native language is Spanish. He was chosen for this study because he is an English Language Learner. He is also one of the only people to speak some English in his household. On his first IReady reading assessment he scored a 376 and then in PM2 he scored a 436. So we can see he is making steady progress.

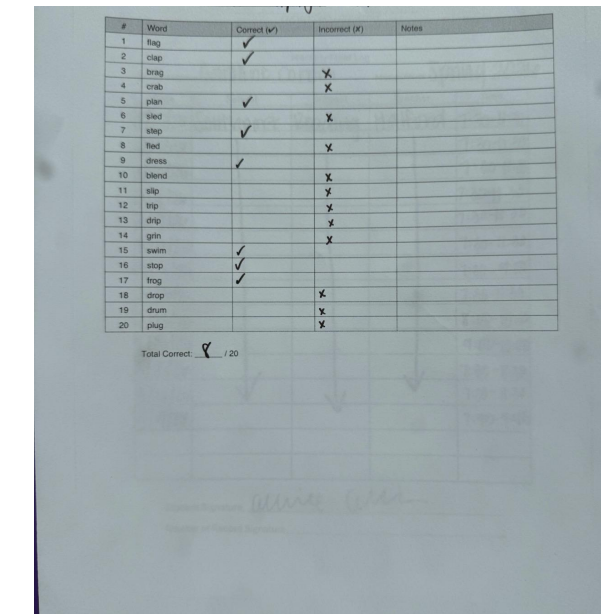


## Research Question

After completing different assessments and examining her IReady results I was able to determine he struggled with consonant blends. **How effective are phonics-based activities in helping ELL students master consonant blends in reading?**

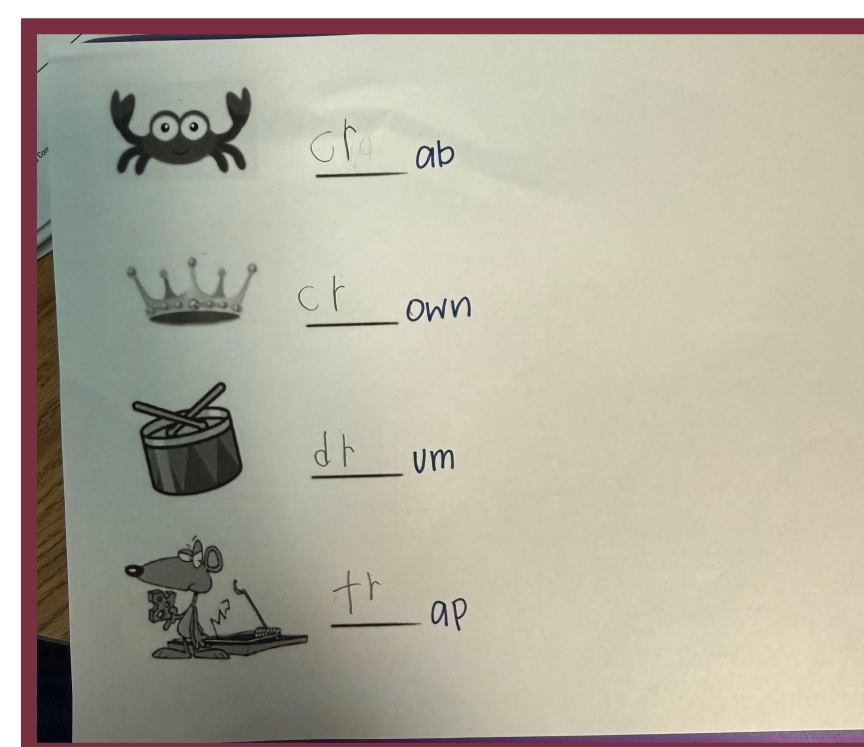
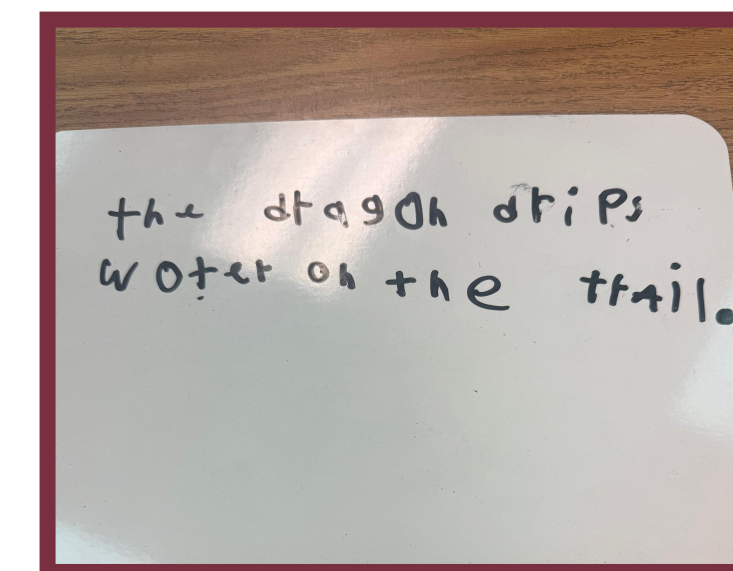
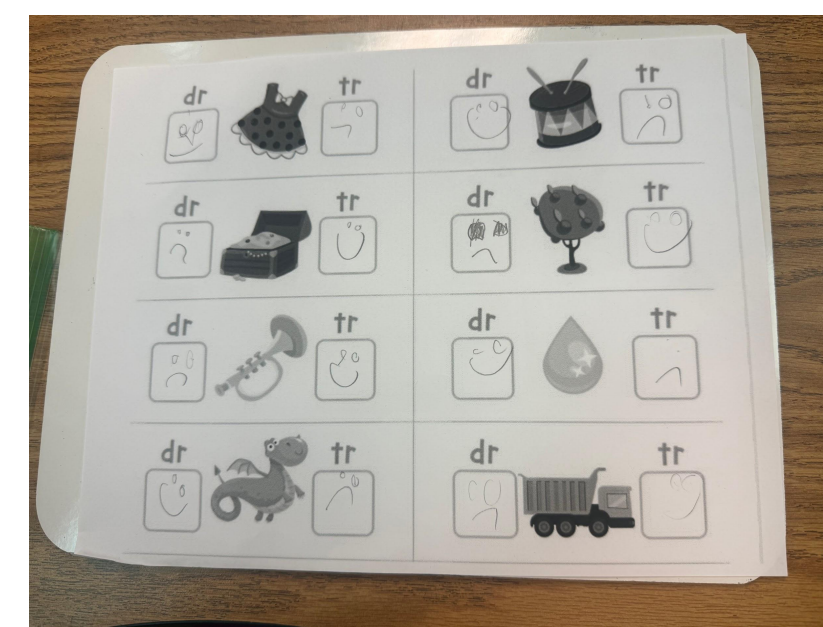
## Pre Intervention

After giving both the Core Phonics Screener and the Iready results, I created a pre-test to see which consonant blends he knew and which ones he didn't know. After giving the pre-test the student seemed to struggle with br, tr, and cl the most. So I began teaching him the br consonant blend first.



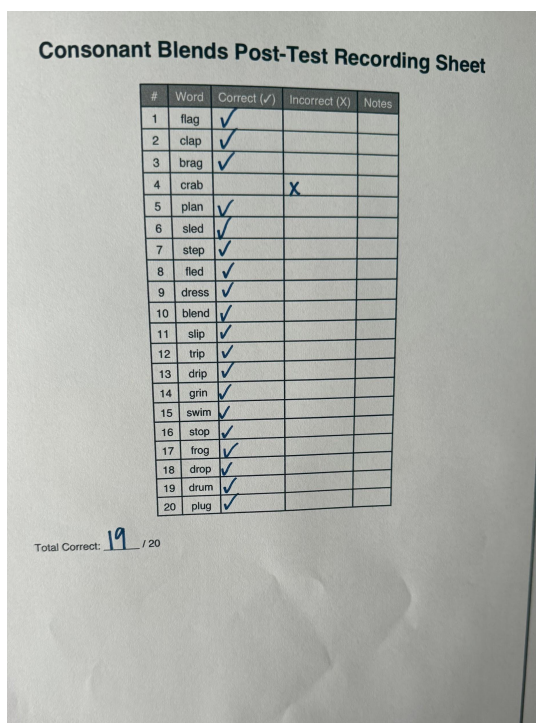
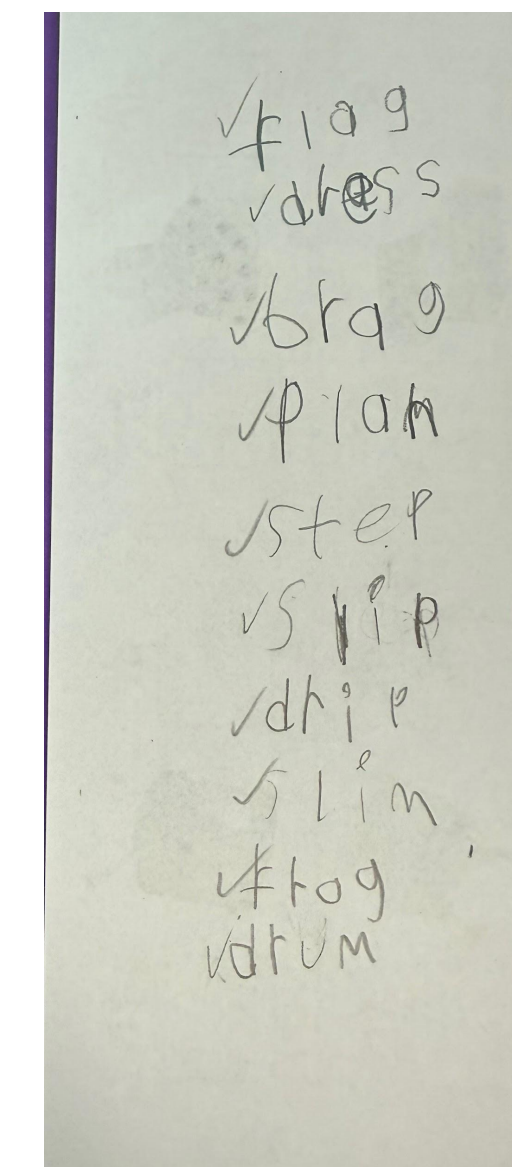
## Intervention

Over 3 days I worked with the student one on one to help him learn consonant blends. I used engaging and hands on activities to assist the student in learning consonant blends. I picked certain activities based on the students likes and interests.



## Post Intervention

Based on the post test results, my student showed tremendous growth. He was able to read all of the consonant blends correctly and write many of them.



## Next Steps

The next steps for this student is to continue to work on consonant blends so he has a strong understanding so he can move forward into consonant blends with three letters.

## References

Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching Reading Sourcebook* (3rd ed.). Arena Press / Academic Therapy Publications.  
(Honig, Diamond, & Gutlohn, 2018)  
Honig, Diamond, and Gutlohn (2018) explain