

Abstract

The purpose of the Action Research was to investigate if implementing phonological awareness instruction to struggling first grade readers would improve their reading success as measured by letter sounds and phoneme segmentation fluency. The program *Early Reading Intervention* was implemented during the research in addition to the core reading program *Houghton Mifflin*. The research was conducted in the researcher's first grade classroom. Results of the case study showed that explicit phonemic awareness instruction increased phoneme segmentation fluency in the most at-risk students, but indicated that more phonics instruction would be needed post action research. Suggestions for future research are discussed.



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