

Guided Reading Instruction Improves Reading and Comprehension Skills

Kerry Mourning ❖ mourningkb@gmail.com ❖ (713) 299 – 5168 ❖ Stephen F. Austin State University ❖ James I Perkins College of Education ❖ Faculty Sponsor: Dr. Paula Griffin

Introduction

The primary intent of guided reading lessons is to help students become good readers. Students are grouped according to similar reading abilities who use similar strategies to decode text. Teachers work within those small groups to provide support before, during and after reading with increasingly challenging levels of text. Guided reading lessons support readers of all levels with various strengths and weaknesses through direct and indirect instruction. The teacher assesses the students, prepares a lesson to target specific skills, gives guided instruction and assesses again to receive immediate feedback on the effectiveness of the lesson.



Source: keepingupwithmrsk.blogspot.com

Purpose

The purpose of the Literacy Project was to document the impact of 12 guided reading lessons on students of average reading ability and give the teacher candidate the opportunity to work with elementary students within a public school environment under the supervision and support of a professor and mentor teacher.

Setting

The lessons took place at Ben Bowen Early Childhood Center in the Huffman Independent School District located in Huffman, Texas. Huffman, TX is an unincorporated community of northeastern Harris County and a unique mix of subdivisions, apartments, farms and small businesses. The climate and culture of the classroom was fairly homogeneous with 98% identified as Caucasian and gender being split nearly equally.

Participants

Three Caucasian students ages 7 and 8 years old (two male, one female) of average reading ability from first grade. Participants were chosen by mentor teacher based on their then current reading level and beginning of the year assessments on record.

Methods

The teacher candidate pre-assessed the student participants to determine individual and group literacy needs. Students received direct and indirect instruction in areas of vocabulary development, sight word recognition, spelling patterns and comprehension for both fiction and non-fiction texts. The teacher candidate provided support during and after reading. Informal evaluations such as anecdotal notes, checklists and rubrics were used to determine whether or not targeted objectives were met. Upon completion of each lesson, the students' informal and formal evaluations were used to determine subsequent instructional strategies and focus to meet current student needs. Post-assessments were given after completion of lessons to determine student progress and effectiveness of the guided reading instructional strategy.

Assessments Used

These five tests were used as pre-assessments and post-assessments.

- ❖ Quick Phonics Screener
- ❖ Fry's Instant Words
- ❖ Oral Reading Accuracy (Running Record)
- ❖ Oral Retell
- ❖ Fluency Rate

Guided reading leads to the independent reading that builds the process; it is the heart of a balanced literacy program.” (Fountas & Pinnell)

Impact on Reading Abilities

The overall impact of guided reading instruction was positive. All participants in this project improved their reading levels by moving up at least one reading level, mastered decoding of one additional spelling pattern and improved their recall of sight words. Without direct and indirect instruction and support during reading, it is unlikely the students would have had measurable improvement of their reading skills.



Source: www.mondopub.com

Reading Levels

	Pre	Post
Student A	G	H
Student B	E	H
Student C	F	H

Conclusion

Guided reading lessons, when used as part of a balanced literacy program, have a positive impact on a student's reading abilities. The guided reading method addresses various instructional needs in multiple areas of reading mastery, using developmentally appropriate practices. Through guided reading, students are able to develop strategies that they can use to successfully read independently.