

A Description of the Effectiveness of a Guided Reading Internship Project



“The students’ reading levels improved an average of six levels from beginning to end of the study.”

The intent of the literacy project during Internship I for elementary education students is to give teacher candidates the opportunity to work with a guided reading small group. This pre-test, post-test project became an action research study that utilized quantitative data to determine the effectiveness of the guided reading program on the literacy growth of three students. The teacher candidate worked with three randomly assigned students from a first grade classroom in a rural east Texas elementary school twenty minutes a day, three days a week, for a six-week period.

In order to form an understanding of each child’s current knowledge and abilities, it was essential that the teacher candidate perform pre-assessments. After the pre-assessments, the treatment was applied in the form of daily guided reading lessons consisting of strategies for comprehension and decoding words. The lessons followed the guided reading format used and taught by Stephen F. Austin State University. After implementing instruction for six weeks, the teacher candidate performed the same three assessments as post-assessments to gauge the effectiveness of the treatment.

All three students exhibited growth on the assessments, some students showing more than others. The students’ reading levels improved an average of six levels from beginning to end of the study. All three students showed an improvement in sight word recognition by at least three levels. All students showed an improvement in fluency by three levels. One student’s decoding skills did not show an improvement. The second student’s decoding skills improved by one level, and the third student’s decoding skills improved by two levels.

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Student 1

Assessment	Pre	Post
Fry’s Words Base/Ceiling	1a/1b	1a/2a
Running Record	Level 13, frustration	Level 16, instructional
Quick Phonics Screener	Level 4	Level 4

Student 2

Assessment	Pre	Post
Fry’s Words Base/Ceiling	2b/4f	2c/unable to determine
Running Record	Level 13, independent	Level 16, independent
Quick Phonics Screener	Level 7	Level 8

Student 3

Assessment	Pre	Post
Fry’s Words Base/Ceiling	1c/4d	1c/4h
Running Record	Level 13, independent	Level 16, independent
Quick Phonics Screener	Level 6	Level 8

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