

## **ABSTRACT**

This combined qualitative and quantitative action research study documents the progress and reported experience of twelve learning support students and their teachers in a part-time learning support classroom as they receive Guided Reading and Horizons scripted direct instruction phonics lessons. A series of baseline assessments, on-going progress monitoring, post study assessments, surveys and participant observations revealed that the combined instruction of these methods resulted in the demonstrable improvement of the reading skills of students with various learning difficulties. Student engagement in reading also improved as instruction was taught in small groups within their instructional level and geared toward their interests. Student progress may have occurred as a result of the combined use of these two methods or simply as a result of the increased instructional time provided in reading.