

Assess, Decide, and Guide: The Keys to Powerful Guided Reading

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How the ASSESS-DECIDE-GUIDE Framework Supports Powerful Reading Instruction

ASSESS

- Know your students' reading habits and preferences
- Pinpoint each child's developmental word knowledge
- Understand whether a learner can comprehend in various reading (or listening) situations
- Determine the child's instructional reading level
- Identify the skills and strategies the student needs to learn in order to become a better reader

DECIDE

- Make data-based decisions
- Differentiate reading instruction

GUIDE

- Select texts that will compel readers to think
- Scaffold reading instruction to guide readers toward independence
- Incorporate word study and vocabulary instruction
- Connect reading and writing
- Motivate readers!

A Few of Our Favorite Complex Texts for Comprehension Conversations

Cecil, R. (2012). *Horsefly and honeybee*. New York: Holt.

A sweet story about a horsefly and honeybee that decide to nap in the same flower, have a fight, and each lose a wing. Later, when the bullfrog wants to eat them, they work together to fly away.

Teaching Ideas: Comprehension Conversations—Inferring Big Ideas (K); Social Studies—Friendship, Teamwork

Kirsch, V. X. (2013). *Freddie & Gingersnap*. New York: Disney/Hyperion.

Freddie, the dinosaur, and Gingersnap, the dragon, both want to learn how to fly. After becoming friends, Freddie figures out the secret and teaches Gingersnap how to fly.

Teaching Ideas: Comprehension Conversations—Inferring Big Ideas; Social Studies—Friendship, Teamwork; Key Details in Illustrations (RL.7)

Hood, S. (2014). *Rooting for you: A moving up story*. (M. Cordell, Illus.). New York: Disney/Hyperion.

Bud, the seed, is reluctant to sprout and grow until his underground friends support him and cheer him on.

Teaching Ideas: Creative Conventions (See Morning Message in M-by-M Writing p. 78); Inferring Big Ideas (See Mini-Lesson in M-by-M Reading p. 186)

Rosenthal, A. K. (2013). *Exclamation mark*. (T. Lichtenheld, Illus.). New York: Scholastic.

Feeling alone in a world of periods, the exclamation mark tries everything to fit in and is about to give up when he meets the question mark. Question mark helps exclamation mark discover his unique talent—exclaiming!

Teaching Ideas: Comprehension Conversations—Inferring Big Ideas; Social Studies—Accepting Differences

How the ASSESS-DECIDE-GUIDE Framework Supports Next Step Guided Reading Instruction

ASSESS

- Anecdotal Notes
- Reading Records
- Writing Samples
- Word Lists
- Developmental Word Knowledge Inventories

DECIDE

- Form and reform guided reading groups based on assessment data
- Select a lesson plan that matches students' stage of reading development—Pre-A, Emergent, Early, Fluent, Transitional

GUIDE

The Three Steps to Effective Guided Reading Lessons

- Pinpoint an instructional focus
- Select an appropriate text that is slightly challenging
- Determine which teaching points will scaffold readers so they can take the next step in becoming more independent

Match the Text to Your Focus

Focus	Text Features
Decoding	Some challenging words to decode
Fluency	Dialogue, few decoding challenges
Retell	Straightforward storyline, supportive illustrations
Vocabulary	Unfamiliar words with text or illustration clues (context, known parts, glossary)
Main Idea	Informational texts with supportive text features like headings, diagrams, or captions
Infer	Fables, short stories, texts with surprises

A Logical Sequence for Scaffolding Readers and Selecting Teaching Points

Monitoring—First and foremost, if the reader is not monitoring for meaning, we scaffold, prompt, and teach this foundational skill.

Decoding—If the reader stops at a tricky word, then we prompt for decoding strategies and reinforce decoding as a teaching point.

Fluency—Fluency comes next because once a reader develops automaticity with words and decoding, he or she is ready to be prompted for fluency.

Vocabulary—It is common for skilled decoders to plow right through unknown words, decode them accurately, but not use the context clues to figure out the meaning of the word. Scaffolding vocabulary is an ideal teaching point for transitional and fluent readers!

Comprehension—Comprehension appears last in the sequence because it is the *goal of every guided reading lesson* and the previous scaffolds and teaching points will support the readers' understanding of the text.

PROFESSIONAL RESOURCES

Richardson, J. (2009). *The Next Step in Guided Reading*. New York: Scholastic.

Richardson, J. (2013). *Next Step Guided Reading in Action*, featuring grades K-2 and 3-5 DVDs. New York: Scholastic.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, K-2*. New York: Scholastic.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, 3-6*. New York: Scholastic.

Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. New York: Scholastic.