

# 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!

### Meeting Standard 10: Ample Time to Read Independently

Why is it **ESSENTIAL** to guide children in choosing "just right" books—95% accuracy or better?

- Increases *engagement* and *on-task behavior* during independent reading time.
- Expands *vocabulary* because independent reading is the source of most vocabulary acquisition.
- Strengthens *self-monitoring* and the use of *decoding strategies*.
- Improves *comprehension* because children can read and think at the same time.
- Fosters *reading success* because enjoyment of texts is a critical factor in becoming a passionate, lifelong reader.

Research to support the above reasons can be found in Allington, R. L., McCuiston, K. & Billen, M. *What Research Says About Text Complexity and Learning to Read*. (In Press). *The Reading Teacher*.

## BOOKS TO BEGIN THE SCHOOL YEAR

DiPucchio, K. (2014). *Dog days of school*. (B. Biggs, Illus.). New York: Disney/Hyperion.  
When Charlie's wish comes true and he becomes a dog, Norman, his dog, goes off to school. Charlie soon discovers that being a dog isn't as relaxing as he thought!

**Teaching Ideas:** Beginning of Year; Read Like a Writer (Days of the Week Structure)

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); Great gift for graduates

Pearson, T. C. (2013). *Elephant's story*. New York: Farrar Straus Giroux.

An elephant finds Gracie's lost book and sniffs the letters up his trunk. Elephant takes the mixed-up letters to all of his friends who are unable to put them back in order. Finally, Gracie returns, put the words back in order, and shares the beginning of the story with her new friend Elephant.

**Teaching Ideas:** Reading (perfect for Kindergarten); Friendship

Reynolds, P. H., & Reynolds, P. A. (2014). *Going places*. (P. H. Reynolds, Illus.). New York: Atheneum.

The "Going Places" contest is underway and Rafael wants to win. So, he builds his go-cart to the exact specifications. Then, he notices that Maya has taken a different approach. Together, they create their own unique vehicle.

**Teaching Ideas:** Beginning of the Year; Inferring Big Ideas (See Mini-Lesson in M-by-M Reading p. 186) (For more beginning of school year books see L. I. B. p. 128)

Note about Teaching Ideas References:

T. L. T. = *Transforming Literacy Teaching in the Era of Higher Standards* (Walther, 2015)

M-by-M Reading = *Month-by-Month Reading for the Differentiated Classroom* (Walther & Phillips, 2012)

M-by-M Writing = *Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)

Poetry = *Teaching Struggling Readers With Poetry* (Walther & Fuhler, 2010)

L. I. B. = *Literature Is Back!* (Fuhler & Walther, 2007)

## Explore the W. O. R. L. D.

Source: *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

## Be a Writer—The Writing Center

### Purpose

In the writing center students have an opportunity to write independently and apply the skills and strategies they are learning during writing workshop.

## Be an Observer—The Exploration Station

### Purpose

Do you occasionally run out of time for your science and social studies lessons? To solve this problem, Kathy and I created this center to enhance our content area instruction and provide time for students to observe and explore content-related books and materials. Observers are always excited to share their new learning, and we're amazed at how much they discover on their own when given time to observe, think, and learn together. It is best if you match the materials in this center to what you are studying in your classroom. Students can record their observations on individual recording sheets, on sticky notes to add to a chart posted nearby entitled "What I Noticed/What I Learned," or in a "Be an Observer" notebook that they only use in this center.

<b>September</b>	A basket of wordless books, art prints, digital media
<b>October</b>	A basket of wordless books, art prints, digital media
<b>November</b>	Air and Weather Unit—air experiments, weather log
<b>December</b>	Solar System Unit—planet posters, space books
<b>January</b>	A basket of traditional tales
<b>February</b>	History—President posters, biographies/Geography—maps, globes
<b>March</b>	A basket of poetry books, post-its for noticing craft techniques
<b>April</b>	Rock Unit—rocks/gems, magnifying glasses, rock identification posters, books
<b>May</b>	Insect Unit—caterpillars, bug books, insect diagrams

Dudley, R. (2013). *Hank finds an egg*. White Plains, NY: Peter Pauper.

After several attempts to put the egg back in the nest, Hank perseveres and, with mother bird's help, figures out a way to return the egg right before it hatches.

**Teaching Ideas:** Wordless Book (For more wordless book lists see L. I. B. p. 52, M-by-M Writing p. 63, M-by-M Reading p. 55, T. L. T. p. XX); Comprehension Conversation—Inferring Big Ideas, Predicting

Wiesner, D. (2013). *Mr. Wuffles*. New York: Clarion.

Mr. Wuffles, the cat, doesn't play with any of his cat toys until one day he discovers a tiny alien spaceship. After Mr. Wuffles tosses it around, the insects help the aliens repair their ship and flee.

**Teaching Ideas:** Wordless Book; Inferring

## Be a Reader—The Reading Center

### Purpose

The reading center is a place for students to practice reading self-selected books and apply the strategies they are learning during read aloud, shared reading, and guided reading. Through repeated reading, partner reading, discussion, and response they apply their newly learned skills to authentic reading situations.

## Be a Listener—The Listening Center

### Purpose

As students enjoy audio books, they hear fluent reading modeled. They can listen to books that are above their independent reading level.

## Be a Word Detective

### Purpose

To reinforce the skills learned during systematic word study. Include activities and games that review consonants, short vowels, long vowels, blends, digraphs, sight words, word parts, affixes, root words, and so on.

## 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

### 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.

## Match the Text to Your Focus

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

### A Few of Maria's 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

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

Woodson, J. (2012). *Each kindness*. (E. B. Lewis, Illus.). New York: Penguin.

Chloe learns a life lesson when her teacher points out the power of kindness. After this compelling lesson, Chloe wishes she would have shown kindness to the new girl, Maya, instead ignoring her because she was less fortunate and different. Unfortunately, Chloe never gets the chance to show kindness because Maya moves away.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas; Social Studies—accepting differences, friendship

### Asking and Answering Questions Helps Readers Infer

Williams, L. E. (2010). *The can man*. (C. Orback, Illus.). New York: Lee and Low.

When Tim's parents can't afford to buy him a new skateboard for his birthday he is looking for ways to earn money. Along comes Mr. Peters, a homeless man dubbed "The Can Man" for collecting cans, giving Tim an idea. Soon, Tim discovers that he has taken away Mr. Peters' only source of income.

**Teaching Ideas:** Comprehension Conversations—Inferring Big Ideas; Social Studies—homelessness; Pair with *Fly Away Home* by Eve Bunting

Javaherbin, M. (2010). *The secret message*. (B. Whatley, Illus.). New York: Disney/Hyperion.

Based on an ancient Persian poem, "Parrot and the Merchant" by Rumi, this is a tale of a wealthy merchant who keeps a parrot in his shop to attract customers. When he asks the parrot what he wants from India, the parrot requests that the merchant tell his wild bird friends about him and their secret message leads to his freedom.

**Teaching Ideas:** Comprehension Conversation—Predicting (*M-by-M Reading* p. 121) or Questioning (*M-by-M Reading* p. 172); Multicultural Literature

# Meaningful Written Response Ideas

Source: *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

## Fiction Response Ideas

- Write a riddle about your favorite character (p. 110)
- Summarize the story by creating a book blurb (p. 126)
- Share your opinion by writing a book review (p. 149)
- Use C. L. A. P. S. to summarize the story
- Compare and contrast the character and yourself (p. 102)
- Create a character web (p. 124)
- Invent a different title for the book and explain your thinking
- Write a letter to the author
- Compose a poem about the book (p. 190)

## Nonfiction Response Ideas

- Record your schema before reading and your new learning after reading (p. 110)
- List the 10 most amazing facts you learned
- Write a book blurb
- Create a chart or poster of the facts you found most interesting
- Write a true-or-false quiz for your classmates
- Draw and label a diagram
- Create an animal poster like the one below

Looks like	Things They Do
Eats	Fun Facts

## Biography Response Ideas

- Create a time line of the person's life using pictures and words
- Create a chart like the one below

Famous Person	Book Title	Accomplishments	What I learned...

## Poetry Response Ideas

- Create a picture to represent the BIG IDEA in the poem
- Compose your own poem

## Additional Resources:

*Good Choice: Supporting Independent Reading and Response* (Stead, 2009)

*Month-by-Month Trait-Based Writing Instruction* (Walther & Phillips, 2009)

## PROFESSIONAL RESOURCES

- Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. New York: Scholastic.
- Fuhler, C. J., & Walther, M. P. (2007). *Literature Is Back! Using the Best Books for Teaching Readers and Writers Across Genres*. New York: Scholastic.
- Richardson, J. (2009). *The Next Step in Guided Reading: Focused Assessment and Targeted Lessons for Helping Every Student Become a Better Reader*. 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. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. New York: Scholastic.
- Walther, M. P., & Fuhler, C. J. (2010). *Teaching Struggling Readers With Poetry: Engaging Poems With Mini-Lessons That Target & Teach Phonics, Sight Words, Fluency & More—Laying the Foundation for Reading Success*. New York: Scholastic.
- Walther, M. P., & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction: Ready-to-Use Lessons and Strategies for Weaving Morning Messages, Read-Alouds, Mentor Texts, and More Into Your Daily Writing Program*. New York: Scholastic.
- Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom: A Strategic Approach With Comprehension Mini-Lessons, Vocabulary-Building Activities, Management Tips, and More to Help Every Child Become a Confident, Capable Reader*. New York: Scholastic.