

Guiding Readers Toward Independence:

It's As Easy As 1-2-3

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Next Step Guided Reading

The Three Steps to Effective Guided Reading Lessons

- Pinpoint an instructional focus
- Select an appropriate text that is slightly challenging, matches students' interests, and helps students practice instructional focus
- Prompt, coach, and determine which teaching points will scaffold readers so they can take the next step in becoming more independent

Pinpoint an Instructional Focus

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 readers' understanding of the text.

Match the Text to Your Instructional Focus

Focus	Text Features	A Few of My Favorites
Decoding	Some challenging words to decode	<i>Scholastic Guided Science Readers (Levels A-D)</i>
Fluency	Dialogue, few decoding challenges	<i>Elephant and Piggie, Fly Guy</i>
Vocabulary	Unfamiliar words with text or illustration clues (context, known parts, glossary)	<i>Scholastic Vocabulary Readers</i>
Retell	Straightforward storyline, supportive illustrations	<i>Frog's Lunch</i> by Dee Lillgard, <i>My Lucky Day</i> by Keiko Kasza
Main Idea	Informational texts with supportive text features like headings, diagrams, or captions	<i>Critters in Camouflage</i> by Karen Alexander, <i>Hibernation</i> by Tori Kosara both from <i>Scholastic Text Sets</i>
Infer	Fables, short stories, poetry, texts with surprises	<i>Fables</i> by Arnold Lobel <i>Teaching Struggling Readers With Poetry</i> (Walther & Fuhler, 2010)

Focus Your Guided Reading Lessons

Focus	Sample Prompts
Monitoring	Are you right? Does that make sense?
Monitoring for Fluent Readers	Do you understand what you just read? Where is the tricky part? What can you do to help yourself?
Decoding	Get your mouth ready to say the first sound.
Fluency	Reread it the way the character would say it.
Vocabulary Strategies	Look at the picture/text feature to help you better understand that word.
Retell	Tell me about what you just read.
Deeper Comprehension	<p>Determining Importance (Fiction) V. I. P.</p> <ul style="list-style-type: none"> ○ Action: What did the character do? ○ Feeling: How did the character feel? <p>Determining Importance (Nonfiction) V. I. P.</p> <ul style="list-style-type: none"> ○ Flag an important fact or sentence. ○ Write a few key words. ○ Use the key words to write a main idea statement.

Source: *The Next Step Forward in Guided Reading* (Richardson, 2016)

STAGES OF READING DEVELOPMENT

Pre-Emergent	Emergent Reader	Early Reader	Transitional Reader	Fluent Reader
Enjoys book experiences	Uses repetitive text patterns to mimic reading	Reads familiar text word-by-word	Reads familiar text with increasing fluency (rate, accuracy, phrasing, and expression)	Reads independent-level text with fluency (rate, accuracy, phrasing, and expression)
Interacts with books	Uses prior knowledge and experiences to make meaning	Uses prior knowledge, clues from text, and experiences to make and predict meaning	Uses prior knowledge, clues from text, text structures, and experiences to make, predict, and infer meaning	Uses prior knowledge, clues from text, text structures, and experiences to make, predict, infer, and synthesize meaning
Developing phonemic awareness	Attends to features of print such as lines of text, words, and letters	Figures out most simple words using meaning, context clues, or phonics	Integrates meaning, context clues, and phonics to decode difficult words	Uses self-monitoring strategies and self-corrects while reading
Developing letter-sound knowledge	Recognizes a few high-frequency words, names, and simple words in context	Recognizes and reads many high-frequency words and simple words in context	Recognizes and reads high-frequency words and an increasing number of difficult words, many of which are content-related	Recognizes and reads most words automatically

Adapted from: *On Solid Ground* (Taberski, 2000) © IPSD #204

Building Stamina with High-Success Independent Reading

- **Know Your Readers: Reading Interest Survey** – Give a reading interest survey. See *Scholastic's Next Step Guided Reading Assessment* <http://education.scholastic.ca/productlist/NEXT-STEP-GUIDED-READING-ASSESSMENT>
- **Know Your Books: Picture Book PD** – Meet with your colleagues to read and discuss picture books.
- **Match Readers with Books**
 - Read aloud
 - Perform engaging book talks
 - “Shop” for books with readers
 - Confer
- **Provide Ample Time for Supported Independent Reading**

PROFESSIONAL RESOURCES

Atwell, N., Atwell-Merkel, A. (2016). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers* (2nd ed.). Scholastic.

Miller, D., & Moss, B. (2013). *No More Independent Reading Without Support*. Heinemann.

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

For detailed description see: Walther, M. P., & Phillips, K. A. (2012). Month-by-Month Reading Instruction for the Differentiated Classroom. Scholastic. (pp. 65-70)

Be a Writer—The Writing Center

Purpose

In the writing center students have an opportunity to write independently and apply what 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.

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, and so on.

PROFESSIONAL RESOURCES

- Atwell, N., Atwell-Merkel, A. (2016). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers* (2nd ed.). Scholastic.
- Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.
- Fuhler, C. J., & Walther, M. P. (2007). *Literature Is Back! Using the Best Books for Teaching Readers and Writers Across Genres*. Scholastic.
- Miller, D., & Moss, B. (2013). *No More Independent Reading Without Support*. Heinemann.
- Richardson, J. (2016). *The Next Step Forward in Guided Reading*. Scholastic.
- Richardson, J. (2013). *Next Step Guided Reading in Action*, featuring grades K-2 and 3-5 DVDs. Scholastic.
- Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, K-2*. Scholastic.
- Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, 3-6*. Scholastic.
- Walther, M. P. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. 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*. Scholastic.
- Walther, M. P., & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction*. Scholastic.
- Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.