

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
- Check comprehension 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
- Form groups to 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

Nelson, K. (2015). *If you plant a seed*. New York: HarperCollins.

Rabbit and Mouse plant seeds, but their selfishness leads to trouble. They discover that planting a seed of kindness is much sweeter.

Teaching Ideas: Spring, Plants, Inferring Big Ideas, (See M-by-M Reading p. 186), Pair with *Each Kindness* (Woodson, 2012)

Next Step Guided Reading Assessment is PD in a Box! What's in the Box?

- Detailed teacher's guide—ideal for a PLC book study
- Instructional videos for each step of the assessment
- Step-by-step instructions on how to take and analyze a reading record (including video tutorials)
- Examples of how to use data to form guided reading groups, pinpoint instructional focus, and teach powerful *Next Step* guided reading lessons
- *Next Step* lesson plan templates for Pre-A, Emergent, Early, Transitional, and Fluent guided reading lessons
- Reproducible prompts and teaching points guides

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

ASSESS

- Anecdotal Notes
- Reading Records
- Comprehension Assessment/Retellings
- Writing Samples
- Word Lists
- Developmental Word Knowledge Inventories

DECIDE

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

GUIDE

The Three Steps to Effective Next Step 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. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. New York: Scholastic.

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