

Stand Up for Powerful Reading Instruction, Sit Down with Kids and Books NCTE 2016

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Interactive Read Aloud—Maria Walther

Read Alouds about Respecting Differences

<i>Big Al</i> (Clements, 1991)	<i>The Sandwich Swap</i> (Al Abdullah, 2010)
<i>Exclamation Mark</i> (Rosenthal, 2013)	<i>Stand Tall Molly Lou Melon</i> (Lovell, 2001)
<i>Freckleface Strawberry</i> (Moore, 2007)	<i>Strictly No Elephants</i> (Mantchev, 2015)
<i>Henny</i> (Stanton, 2014)	<i>My Three Best Friends and Me, Zula</i> (Best, 2015)
<i>Janine</i> (Cocca-Leffler, 2015)	<i>Tommy Can't Stop</i> (Federle, 2015)
<i>Nerdy Birdy</i> (Reynolds, 2015)	<i>Too Loud Lilly</i> (Laguna, 2004)
<i>Odd Velvet</i> (Whitcomb, 1998)	<i>Two Speckled Eggs</i> (Mann, 2014)

Read Alouds about Bullying and Standing Up for Others

<i>Bully</i> (Seeger, 2013)	<i>The Smallest Girl in the Smallest Grade</i> (Roberts, 2014)
<i>Peanut Butter and Jellyfish</i> (Krosoczka, 2014)	<i>Stick and Stone</i> (Ferry, 2015)
<i>The Recess Queen</i> (O'Neill, 2002)	<i>Two of a Kind</i> (Robbins, 2009)
<i>Say Something</i> (Moss, 2008)	<i>Yoon and the Jade Bracelet</i> (Recorvits, 2008)

Read Alouds about Flexible Thinking

<i>Beautiful Oops!</i> (Saltzberg, 2010)	<i>A Perfectly Messed-Up Story</i> (McDonnell, 2014)
<i>It's Okay to Make Mistakes</i> (Parr, 2014)	<i>Pete the Cat: Rocking in My School Shoes</i> (Litwin, 2011)
<i>The Odd Egg</i> (Gravett, 2008)	<i>What To Do With a Box</i> (Yolen, 2016)

Guided Reading—Jan Richardson

Step 1: ASSESS to identify an instructional focus

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

Word Solving—If the reader stops at a tricky word, then we prompt for word solving 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.

Step 2: DECIDE

Step 3: GUIDE

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	Determining Importance (Fiction) V. I. P. <ul style="list-style-type: none"> ○ Action: What did the character do? ○ Feeling: How did the character feel? Determining Importance (Nonfiction) V. I. 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)

Conferring—Karen Biggs-Tucker

Conferences Help Learners Develop Habits of Lifelong Readers

- Choose books that engage them and help them grow as readers
- Develop reading plans for what to read now and what to read next
- Converse with others about books and what makes them important to their readers
- Understand the importance of reading both in and out of school
- Identify ways to “steal time” to read

Spark Conversations with Your Readers

- Tell me about what you are reading.
- Why did you choose that book?
- Would you share a favorite part? Why is that part special to you?
- How is that book helping you grow as a reader?
- When you finish your book who would you give it to? Why would you give it to them? What would you tell them about it?
- What are you going to read next? What have you chosen to read that?

New and Notable Titles to Recommend to Your Readers	
<i>nine, ten: A September 11 Story</i> (Baskin, 2016)	<i>Ghost</i> (Reynolds, 2016)
<i>Gertie's Leap to Greatness</i> (Beasley, 2016)	<i>Making Friends with Billy Wong</i> (Scattergood, 2016)
<i>Hour of the Bees</i> (Eager, 2016)	<i>Save Me A Seat</i> (Weeks & Varadarajan, 2016)

PROFESSIONAL RESOURCES

- Allyn, P., & Morrell, E. (2015). *Every Child a Super Reader: 7 Strengths to Open a World of Possible*. Scholastic.
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- Richardson, J. (2016). *The Next Step Forward in Guided Reading*. Scholastic.
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- 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.
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- Walther, M. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.
- Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.