

Using Scholastic's Next Step Guided Reading Assessment to Know and Guide Readers

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Step I: Reading Interest Survey

Torrey, R. (2015). *Ally-saurus & the first day of school*. New York: Sterling.

During lunch, Ally, who loves dinosaurs, is turned away by a group of princesses but finds another group of friends—each with their own unique interest. At the end, the teacher takes the class to the library where they all select books to match their interest.

Picture Books about the Joys of Reading

Book (Miles, 2015)	<i>Building Books</i> (Lloyd, 2018)	<i>Bunny's Book Club Goes to School</i> (Silvestro, 2019)
<i>The Fantastic Flying Books of Mr. Morris Lessmore</i> (Joyce, 2012) https://moonbotstudios.com/work/the-fantastic-flying-books-of-mr-morris-lessmore/	<i>The Good Little Book</i> (Maclear, 2015)	<i>How to Read a Book</i> (Alexander, 2019)
<i>Just Read</i> (Degman, 2019)	<i>Miss Brooks Love Books!</i> (and I don't) (Bottner, 2010)	<i>Miss Malarkey Leaves No Reader Behind</i> (Finchler & O'Malley, 2006)
<i>My Very Favorite Book in the Whole Wide World</i> (Mitchell, 2021)	<i>No Buddy Like a Book</i> (Wolf, 2021)	<i>Reading Beauty</i> (Underwood, 2019)

- Know Your Books
- Match Readers with Books
 - Teach Readers About Series Books and Authors
 - Introduce a Variety of Genres
 - “Shop” for books with readers
 - Surround Students with Books: Create a “Library Classroom”
- Provide Ample Time for Supported Independent Reading

A Few of Kids Favorite Books in a Series

<i>Bruce's Big Fun Day</i> (Higgins, 2019) BEGINNING CHAPTER BOOK SERIES <i>Mr. Monkey</i> (Mack) <i>The Adventures of Otto</i> (Milgrim) <i>Fox and Chick</i> (Ruzzier) <i>Ty's Travels</i> (Lyons)	TRANSITIONAL CHAPTER BOOK SERIES <i>Rosie Revere and the Raucous Riveters</i> (Beatty) <i>Narwhal & Jelly</i> (Clanton) (Level M) <i>Meet Yasmine</i> (Faruqi) <i>Press Start</i> (Flintham) (Level M) <i>The Princess in Black</i> (Hale & Hale) (Levels L/M) <i>Desmond Cole Ghost Patrol</i> (Miedoso) <i>Mighty Robot</i> (Pilkey) (Levels L/M/N) <i>Mia Mayhem</i> (West)
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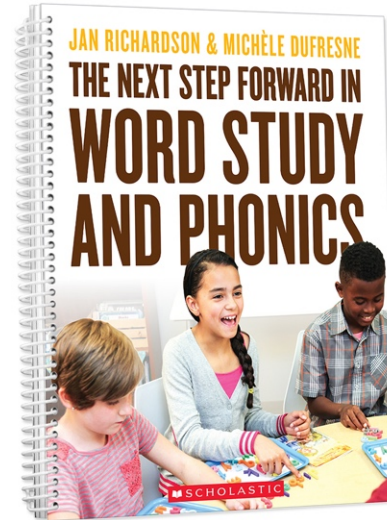
Step 2: Developmental Word Knowledge Inventory

Guided Reading Level and Spelling Stages Alignment

The following chart describes the general alignment between guided reading levels, grade levels, and spelling stages. Find students' spelling stage by administering the Step 2 Assessment, the Developmental Word Knowledge Inventory.

Guided Reading Level	Grade Level	Spelling Stage
Emergent (A-C)	Grade K (includes Pre-A)	Early Phonetic
Early (D-I)	Grade 1	Phonetic
Transitional (J-P)	Grades 2-3	Transitional
Fluent (Q-Z)	Grades 3-5	Fluent

Word Study Skills by Text Level and Reading Stage		
Text Level	Reading Stage	Skill Focus
A	Emergent	• Initial consonants
B		• Initial and final consonants
C		• Short e, i, u
D	Early	• Initial and final digraphs
E		• Initial blends
F		• Final blends
G		• Initial and final blends
H	Transitional	• Silent e
I		• Silent e
J		• Complex vowel teams
K		• Complex vowel teams
L		• Multisyllabic words
M		• Multisyllabic words
N		• Prefixes and suffixes
O	• Prefixes and suffixes	
P	• Prefixes and suffixes	
Q-Z	Fluent	• Affixes



Next Step Guided Reading Word Study Activities

- Pre-A Activities
- Picture Sorts
- Sound and Letter Sorts
- Sound Boxes (Elkonin boxes)
- Making Words
- Analogy Charts

<http://www.janrichardsonguidedreading.com/home>

Free Webinars

<https://pioneervalleybooks.com/pages/webinars>

Pre-A Word Study Activities

- Trace the Alphabet Book
- Name Activities
- Letter Formation – Jan Richardson and Jack Hartman Videos
<https://www.youtube.com/playlist?list=PLQK2XiUY9C2j5UEXgnLZPa-PO6vSUR9jl>

Early Phonetic Spellers/Emergent Readers (Levels A, B, C)

- Picture Sorts (Consonants/Short Vowel)
- Making Words (C-V-C Words)
- Sound Boxes—2 or 3 boxes

Phonetic Spellers/Early Readers (Levels D, E, F)

- Picture Sorts—Digraphs/Blends
- Making Words—C-C-V-C or C-V-C-C Words; Onset/Rimes
- Sound Boxes—3 or 4 boxes

Phonetic Spellers/Early Readers (Levels G, H, I)

- Making Words—Blends, Silent e
- Sound Boxes—4 or 5 boxes
- Analogy Charts—Silent e, Vowel teams

Transitional Spellers/Transitional Readers (Levels J-P)

- Making Words—Make and Break a Big Word
- *Syllable Pyramids* (Rasinski & Cheesman Smith, 2017)
- Analogy Charts—Vowel Patterns, Word Endings, Suffixes

Step 3: Comprehension Assessment (Listening K-2/Reading 3-6)

Zooming in on Comprehension During Guided Reading

- Target a comprehension focus
- Select the right text
- Prompt for strategic actions
- Discuss the text
- Write about the text

Comprehension Scaffolds for Guided Reading

(Page numbers refer to *The Next Step Forward in Guided Reading* (Richardson, 2016))

- Infer from Dialogue (Module 20, p. 277)
- Stop, Think, Paraphrase (STP) (Module 2, p. 259)
- Track a Character's Feelings (Module 13, p. 270)
- Asking and Answering Questions (Modules 8, 9, 18; pp. 265, 266, 275)
- Very Important Part (Module 11, p. 268)

Step 4: Reading Assessment Conference

Making the Most of Running Records: Purpose and Professional Judgment

Written by: Maria Walther

Many of the questions I receive about *Scholastic's Next Step Guided Reading Assessment* (Richardson & Walther, 2013) lead me back to pondering the purpose of a running record. In an effort to clarify the purpose, I went back to the expert, Marie Clay. In her book *Running Records for Classroom Teachers* (Heinemann, 2000, pp. 3-4), she helps to explain the purpose of conducting an assessment of text reading and the importance of our sound professional judgment.

Purposes for Taking Running Records

- **Assess a student's text reading.**
- **Gather evidence of how well a reader is directing his or her knowledge of letters, sounds, and words to understand the messages in the text.** *Teachers can think about the things that challenged the reader and what the child does with the information he or she gains from the print.*
- **Guide teaching.** *Notice what the reader already knows, attended to, and/or overlooked. With this information, teachers can **prompt, support, and challenge** individual learners.*
- **Determine text difficulty.** *Teachers can check whether a text is at a suitable level of challenge for the reader.*
- **Capture progress.** *Teachers can make **sound judgment** about a reader's progress through a gradient of difficulty in texts.*

What I notice when I reread these purposes is that they are all related to understanding the **READER**, not assessing the **TEACHER** or the **TEACHING**.

Analysis of Running Record = Instructional Focus

Which cueing system(s) is the reader **using** to figure out unknown words?

M = Meaning

Does the miscue make sense?

S = Syntax/Sentence Structure

Does the miscue follow the grammar rules of Standard English?

V = Visual

Is the miscue visually similar to the word in the text?

**A reader can use multiple cues on one miscue. Generally, if an error makes sense (M), it also matches correct sentence structure (S), so it would be coded M/S.*

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

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	Look at the word. Slide through the sounds.
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)

Adjusting During-Reading Prompts to Foster Agency, Independence, and a Growth Mindset

Prompts for Emergent Readers

Source: *The Next Step Forward in Guided Reading* (Richardson, 2016, p. 76)

Behavior	Goal	Prompts	Next Generation Guided Reading Language <i>Source: Who's Doing the Work? How to Say Less So Readers Can Do More (Burkins & Yaris, 2016)</i>
Stops, appeals for help, ignores the picture	Use meaning	You noticed something wasn't right! Reread the sentence and think about what would make sense. Use your picture to help you.	What do you already know? What can you try? What else can you try?
Inserts or omits words	Match one-to-one	Point to each word.	What did you notice? What might help you read each word?
Misreads known sight words	Use known words	Show me _____. Reread the sentence.	What word do you already know? Try that sentence again.
Error doesn't make sense.	Monitor for meaning.	Are you right? Does that make sense. Try again and think about the story.	Is that right? How do you know? What will you do next?
Ignores the end of the word (eg. run/runs)	Visually scan	Check the end of the word. What would look right? Run your finger under the word.	What might help you read to the end of each word? What can you try?
Reads accurately	Confirm strategy	How do you know it is _____ and not _____?	How can you check that the word is _____ and not _____? What else could you try?

Professional Resources

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