

# Assess, Decide, and Guide: The Keys to Helping ALL Readers Succeed

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## 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

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

Behavior	Goal	<b>Prompts</b> <b>Prompts for Emergent Readers</b> <i>Source: The Next Step Forward in Guided Reading (Richardson, 2016, p. 76)</i>	<b>Next Generation Guided Reading Language</b> <i>Source: Who's Doing the Work? How to Say Less So Readers Can Do More (Burkins &amp; 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?

# 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
<b>Decoding</b>	Some challenging words to decode	Scholastic Guided Science Readers (Levels A-D)
<b>Fluency</b>	Dialogue, few decoding challenges	Elephant and Piggie, Fly Guy
<b>Vocabulary</b>	Unfamiliar words with text or illustration clues (context, known parts, glossary)	Scholastic Vocabulary Readers
<b>Retell</b>	Straightforward storyline, supportive illustrations	<i>Frog's Lunch</i> by Dee Lillegard, <i>My Lucky Day</i> by Keiko Kasza
<b>Main Idea</b>	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 Scholastic Common Core Text Sets Scholastic SHORT READS
<b>Infer</b>	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	Determining Importance (Fiction) V. I. P. <ul style="list-style-type: none"> <li>○ Action: What did the character do?</li> <li>○ Feeling: How did the character feel?</li> </ul> Determining Importance (Nonfiction) V. I. P. <ul style="list-style-type: none"> <li>○ Flag an important fact or sentence.</li> <li>○ Write a few key words.</li> <li>○ Use the key words to write a main idea statement.</li> </ul>

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

# 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**.

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## 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.*

## Comprehension Instruction: Connecting Read Aloud and Guided Reading

Boelts, M. (2007). *Those shoes*. (N. Z. Jones, Illus.). Cambridge, MA: Candlewick.

Jeremy really wants “those shoes”—the pair of high-tops that everyone else has, but Grandma can’t afford them. Later, Jeremy finds a pair in a thrift store that are much too small, but gets them anyway. After much debate, Jeremy ends up giving his too-small shoes to another boy in need.

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.

## 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)

## PROFESSIONAL RESOURCES

- Atwell, N., Atwell-Merkel, A. (2016). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers* (2<sup>nd</sup> ed.). Scholastic.
- Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.
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- Richardson, J. (2013). *Next Step Guided Reading in Action*, featuring grades K-2 and 3-5 DVDs. Scholastic.
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