

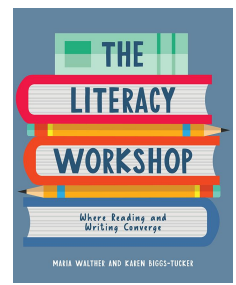
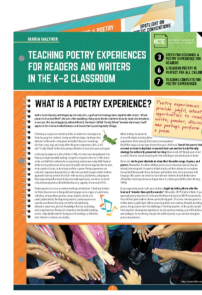
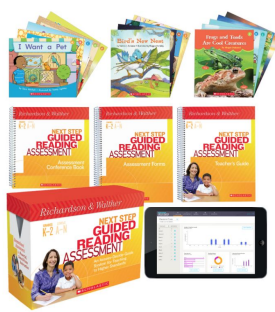
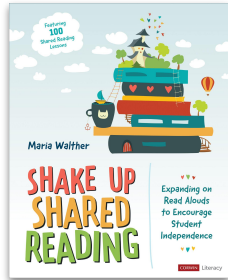
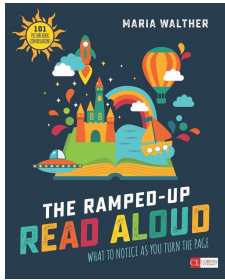
Guiding Readers: One Book, One Smile, One Interaction at a Time

IRC 2022 ~ March 10, 2022

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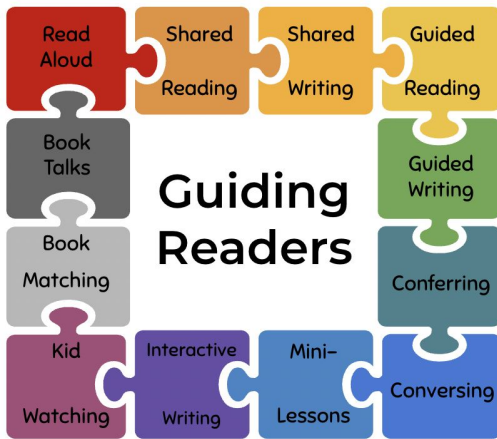
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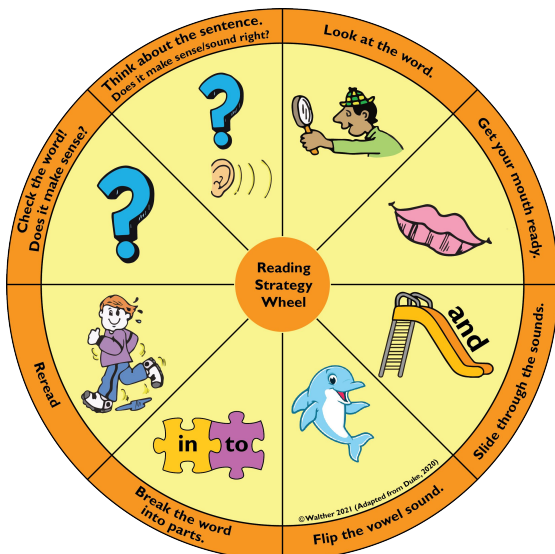


Click on images to learn more about these resources!

Maximize Time: Guide Readers Across Your Day



Rethink Prompts



[Updated Reading Strategy Wheel](#) (Based on the research of [Nell Duke](#))

Maximize Time: Guide Readers Across Your Day (Continued)

- Connect read aloud and shared reading
 - *Catch That Chicken!* (Atinuke, 2020)
 - [Spark the Read-Aloud - Shared Reading Connection](#) Blog Post



- Consider the [ABCs of Conferring](#)
 - **Assessment**
 - **Book Chat**
 - **Comprehension Goal** - [Comprehension Strategy Wheel and Songs](#) from [Month-by-Month Reading Instruction for the Differentiated Classroom](#)
 - **Decoding Goal**

Simplify Lesson Planning

3-Step Process for Guiding Readers

- 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

Step 1: Pinpoint an Instructional Focus

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

Decode—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!

Comprehend—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.

Simplify Lesson Planning (Continued)

Step 2: Match the Text to Your Instructional Focus

Focus	Text Features	A Few of My Favorites
Decode	Some challenging words to decode	Scholastic Guided Science Readers (Levels A-D)
Fluency	Dialogue, few decoding challenges Poetry	Elephant and Piggie, Fly Guy Poetry - Ken Nesbitt's Poetry Janet Wong's Printable Poetry A Collection of Poems for Shared Reading
Vocabulary	Unfamiliar words with text or illustration clues (context, known parts, glossary)	Scholastic Vocabulary Readers
Comprehend		
Retell	Straightforward storyline, supportive illustrations	<i>Chiawala!</i> By Priti Birla Maheshwari <i>The Bug in the Bog</i> by Jonathan Fenske <i>Pill Bug Does Not Need Anyone</i> by Jonathan Fenske <i>Frog's Lunch</i> by Dee Lillegard Picture It! Retelling Printable Beginning, Middle, End Song Retelling Rollercoaster Printable
Main Idea	Informational texts with supportive text features like headings, diagrams, or captions	Scholastic SHORT READS
Infer	Fables, short stories, poetry, texts with surprises	<i>Fables</i> by Arnold Lobel Poetry

Step 3: Teach

Bridge Whole-Group and Small-Group Comprehension Instruction

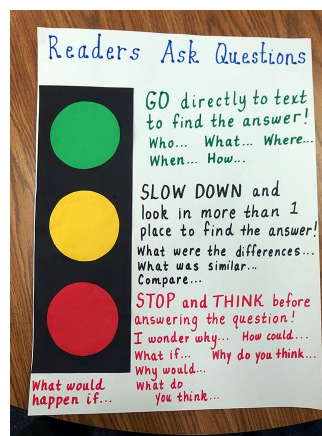
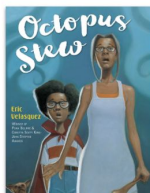
- [Comprehension Scaffold Cards](#)
- Questioning
 - *The Beak Book* by Robin Page
- Infer from Dialogue
 - *Octopus Stew* by Eric Velasquez
- V.I.P.
 - *Nic Bishop Snakes* by Nic Bishop

Infer from Dialogue

- Point out and discuss speaker tags.

Octopus Stew: said, asked, warned, hollered, yelled

- Read dialogue, ask readers to write a thinking bubble inferring character's thoughts.



Page	Speaker Tag	Inference
The octopus got so big...	warned	I'm afraid. (Ramsey)
I put on my Super Ram cape...	yelled	I'm furious. (Ramsey)

- Invite readers to try this out in a book they're reading or one you select for small-group work.

Foster Student Independence

Ponder Success Factors for Supported Independent Learning

- Set up simple structures
 - [Explore the W.O.R.L.D.](#)
 - [S.T.E.A. M. Time](#)
 - [Literacy Workshop](#)
- Ponder success factors
 - Develop a predictable structure
 - Create multi-level groups
 - Gather kids from different groups
 - Plan simple, kid-friendly learning experiences
 - Teach, model, and practice
 - Devise simple storage
 - Focus on the process
 - Spotlight social-emotional learning

THANK YOU!

- [Mo Willems Thank-o-Rama Video](#)
- [Thank-o-Rama Printable](#)

