Assess, Decide, and Guide: The Keys to Helping ALL Readers Succeed
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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
• Understand whether a learner can comprehend 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 proficient independent reader

DECIDE
• Make data-based decisions
• 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!

Benefits of Collecting Whole Class Data
• Collect valuable data about EVERY child in the class.
• Identify students who are struggling or those who will benefit from enrichment.
• Obtain a more well-rounded view of each reader.
• Gather usable data to drive comprehensive, balanced literacy instruction.

Promoting Books in the Intermediate Grades and Beyond
• Teacher Book Talks
• Student Book Commercials
• Book Teasers—Read the First Chapter
http://mrschureads.blogspot.com  Twitter @MrSchuReads

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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

<table>
<thead>
<tr>
<th>Focus</th>
<th>Text Features</th>
<th>A Few of My Favorites</th>
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</thead>
<tbody>
<tr>
<td>Decoding</td>
<td>Some challenging words to decode</td>
<td>Scholastic Guided Science Readers (Levels A-D)</td>
</tr>
<tr>
<td>Fluency</td>
<td>Dialogue, few decoding challenges</td>
<td>Elephant and Piggie, Fly Guy</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Unfamiliar words with text or illustration clues (context, known parts, glossary)</td>
<td>Scholastic Vocabulary Readers</td>
</tr>
<tr>
<td>Retell</td>
<td>Straightforward storyline, supportive illustrations</td>
<td>Frog's Lunch by Dee Lillegard, My Lucky Day by Keiko Kasza</td>
</tr>
<tr>
<td>Main Idea</td>
<td>Informational texts with supportive text features like headings, diagrams, or captions</td>
<td>Critters in Camouflage by Karen Alexander, Hibernation by Tari Kosara both from Scholastic Common Core Text Sets</td>
</tr>
<tr>
<td>Infer</td>
<td>Fables, short stories, poetry, texts with surprises</td>
<td>Fables by Arnold Lobel, Teaching Struggling Readers With Poetry (Walther &amp; Fuhler, 2010)</td>
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</tbody>
</table>

Prompt and Coach

<table>
<thead>
<tr>
<th>Focus</th>
<th>Sample Prompts</th>
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<tbody>
<tr>
<td>Monitoring</td>
<td>Reread and think about what would make sense and begins with that letter.</td>
</tr>
<tr>
<td>Decoding</td>
<td>Get your mouth ready to say the first sound.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Reread it the way the character would say it.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Look at the picture/text feature to help you better understand that word.</td>
</tr>
<tr>
<td>Retell</td>
<td>Tell me about what you just read.</td>
</tr>
<tr>
<td>Main Idea</td>
<td>What are the key ideas the author wanted you to learn?</td>
</tr>
<tr>
<td>Infer</td>
<td>How do you think the character feels about _____? What evidence/clues helped you to figure that out?</td>
</tr>
</tbody>
</table>

Source: *Next Step Guided Reading Assessment* (Richardson & Walther, 2013)
## Select a Teaching Point

<table>
<thead>
<tr>
<th>Stage of Reading Development</th>
<th>Teaching Points</th>
</tr>
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</table>
| Emergent (A–C)              | • Use picture clues  
                             | • Get your mouth ready  
                             | • Cross-check  
                             | • Monitor with know sight words |
| Early (D–I)                 | • Self-Monitor  
                             | • Use known parts  
                             | • Read in phrases  
                             | • Retell/Recount |
| Transitional (J–M)          | • Self-Monitor  
                             | • Decode big words  
                             | • Read with expression  
                             | • Retell/Recount |
| Fluent (N+)                 | • Vocabulary  
                             | • High-Level Comprehension  
                             | • Summarize  
                             | • Infer  
                             | • Character analysis |

## Picture Books Highlighted In Presentation

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.
**Teaching Ideas:** Inferring Big Ideas, (See M-by-M Reading p. 186)

**Cleary, B. P. (2015).** *Ode to a commode: Concrete poems.* (A. Rowland, Illus.). Minneapolis, MN: Millbrook.
A clever collection of concrete poems about everything from toilets to Christmas trees. Includes explanation of concrete poems and idea starters.
**Teaching Ideas:** Poetry (See T. L. T. pp. 149-150, M-by-M Reading Chpt. 7, M-by-M Writing Chpt. 7)

**Messner, K. (2015).** *How to read a story.* (M. Siegel, Illus.). San Francisco, CA: Chronicle
This clever step-by-step guide to reading a story includes tips for reading with fluency, predicting, talking about the story, and much more!
**Teaching Ideas:** Launching Reading Workshop; Reading to Families on Curriculum Night or Literacy Night

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)

A kid-appealing book with 44 funny poems and songs including “What I Told Mrs. Morris When She Asked How I Was Feeling Today” (p. 24) that is great for highlighting adjectives.

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.

**Teaching Ideas: Social Studies—Accepting Differences; Reading Workshop—Reading Interest Survey**

**PROFESSIONAL RESOURCES**


Richardson, J. (2013). *Next Step Guided Reading in Action*, featuring grades K-2 and 3-5 DVDs. Scholastic.


