

Part of Lesson	Teacher Doing the Work	Teacher Facilitating the Work
Book Introduction	<p>“This book is about a dog and a cat who go on an adventure in a big city.” (Telling)</p>	<p>“How will you figure out what this book is about?” or “What should we do first to get started in this book?”</p>
Priming Vocabulary	<p>“Before you begin reading, I want to point out a couple of tricky words in the story. This word is department. Everybody say department. Department means...”</p>	<p>“When you come to a word that you don’t understand, what will you do?” (Implies that students will self – monitor and normalizes the need to clarify meaning when things don’t make sense.) or “When you figure something out, try to remember how you did it so that you can tell us what worked for you.”</p>
Picture Walks	<p>“Turn to page seven and look closely at the picture of the dog and the cat in the park. What are they doing?”</p>	<p>“I see that Jared is already looking at the pictures before he begins reading the book. That seems like a good strategy. Maybe we should all do that and talk about what we notice in the pictures. What do you think about that idea?”</p>

<p>Prompting</p>	<p>A student trying to figure out the word crumb pauses or looks at the teacher for guidance. The teacher says, "Get your mouth ready."</p>	<p>A student trying to figure out the word crumb pauses or looks at the teacher for guidance. The teacher says, "What will you do?" or refers the student to an anchor chart developed during shared reading.</p>
<p>Self – Monitoring And Self - Correcting</p>	<p>A student misreads a word. The teacher says, "Does that make sense?" or "Does that sound, right?" or "Does that look, right?"</p>	<p>A student misreads a word. The teacher waits for the student to complete the sentence and says, "Try that sentence again." (This lets the students find the miscue.)</p>
<p>Cross - Checking</p>	<p>When the student attempts a word he or she looks at the teacher for confirmation. The teacher says, "Good job!" or otherwise indicates that the student read the word correctly.</p>	<p>When the student attempts a word the teacher says, "Is that right?" and "How do you know?" -even when the student has read the word correctly. Then, without indicating whether the student response is correct or not, the teacher asks, "How can you check?" or "How else do you know?" to get the student to cross-check and confirm the correct or incorrect response.</p>