As the student reads aloud,* follow along with the text, listen attentively, and react to the meaning as appropriate (e.g., laugh, show surprise, express interest) to model engagement.

If the student is stuck on a word:
1. Help the student to decode the word or identify it as a sight word.
2. Provide the word if necessary.
3. Direct the student back to the beginning of the sentence to reread.

If the student reads a word (or words) incorrectly:
1. Wait until the student reaches the end of the sentence or section.
2. Say “Something didn’t look right/sound right/make sense. Let’s try that part again.”
3. Give the student the opportunity to identify and correct the error(s).
4. Help the student to decode unknown words and/or identify sight words as needed.
5. Provide the word(s) if necessary.
6. Direct the student back to the beginning of the sentence or section to reread.

If lack of fluency (punctuation, phrasing) overwhelmingly interferes with the meaning of the text:
1. Wait until the student reaches the end of the sentence or section.
2. Ask the student to follow along as you model fluent reading of the sentence or section.
3. Invite the student to notice what you do as a reader. (Example: “I see a question mark at the end of this sentence. Notice how my voice goes up at the end to make it sound like I am asking a question.”)
4. Practice together as needed, and then invite the student to reread the section.

While reading together, be sure to take time to explore pictures, photos, and text features such as headings, captions, and charts. Remind the student that many times the author includes interesting and important details within these features!

*Depending on the difficulty of the text/communication from the teacher, you may choose to read aloud, read together, and/or share the reading. In any case, the student should follow along with the text.
Part 3: After Reading

Ask the student to “Tell me about what you read.” Encourage the student to refer back to the text as needed.

<table>
<thead>
<tr>
<th>Narrative Text</th>
<th>Expository Text</th>
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<tbody>
<tr>
<td>Encourage the student to retell the story.</td>
<td>Listen and prompt for key ideas and supporting details.</td>
</tr>
<tr>
<td>Listen and prompt for:</td>
<td>Encourage the student to identify/utilize text structures:</td>
</tr>
<tr>
<td>• characters</td>
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<td>• setting</td>
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<tr>
<td>• solution/resolution</td>
<td>• Question &amp; Answer</td>
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</table>

Ideas for further discussion & practice

Discuss new ideas:
- What did you learn?
- What surprised you?
- What did you find interesting?
- What did this text make you think differently about?
  (I used to think ________, but now I ________.)

Generate questions based on the text:
- What do you wonder?
- What do you want to know more about?

Revisit any new or interesting vocabulary words. Practice using those words in different ways.

Make connections:
- Does this remind you of anything in your own life? (text to self)
  - How are you similar to or different from one of the characters?
- Does this remind you of anything else you have read? (text to text)
- Does this remind you of anything else you have learned? (text to world)

Practice fluency:
- Identify a favorite part to re-read. (Consider exploring different voices for different characters.)

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” —Dr. Seuss