

Who's Doing the Work? Teaching for Transfer Across Read Aloud, Shared Reading, Guided Reading, and Independent Reading

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Once upon a time, there was a third-grade girl, Daisy, who loved to read. She read all the time. While she liked to read about horses and outer space, she especially loved to read stories. She had read every single Magic Tree House, Junie B. Jones, and Amber Brown book ever written. Recently, she had been into reading books about animals and had read *Shiloh* and *Charlotte's Web*. One day, as she browsed through books at the school library, she found a book with a beautiful cover showing a girl wearing glasses holding a comic book. When she saw it, she thought, "That girl looks like me!" She ran her fingers over the letters scrawled grandly across the cover and—after chunking *Ulysses* into parts—read the title aloud: *Flora and Ulysses*. It was then she noticed a squirrel tucked up in the corner, which made her wonder if the small animal was Flora or Ulysses and compelled her to read the back cover. As her eyes moved over the words describing a story about a squirrel who gets run over by a vacuum cleaner, bizarrely causing him to develop superpowers, she opened the book and began to read. Getting stuck for a few seconds on the word *bagumba*, she managed to figure it out and read on to understand that this was a book she needed to read.

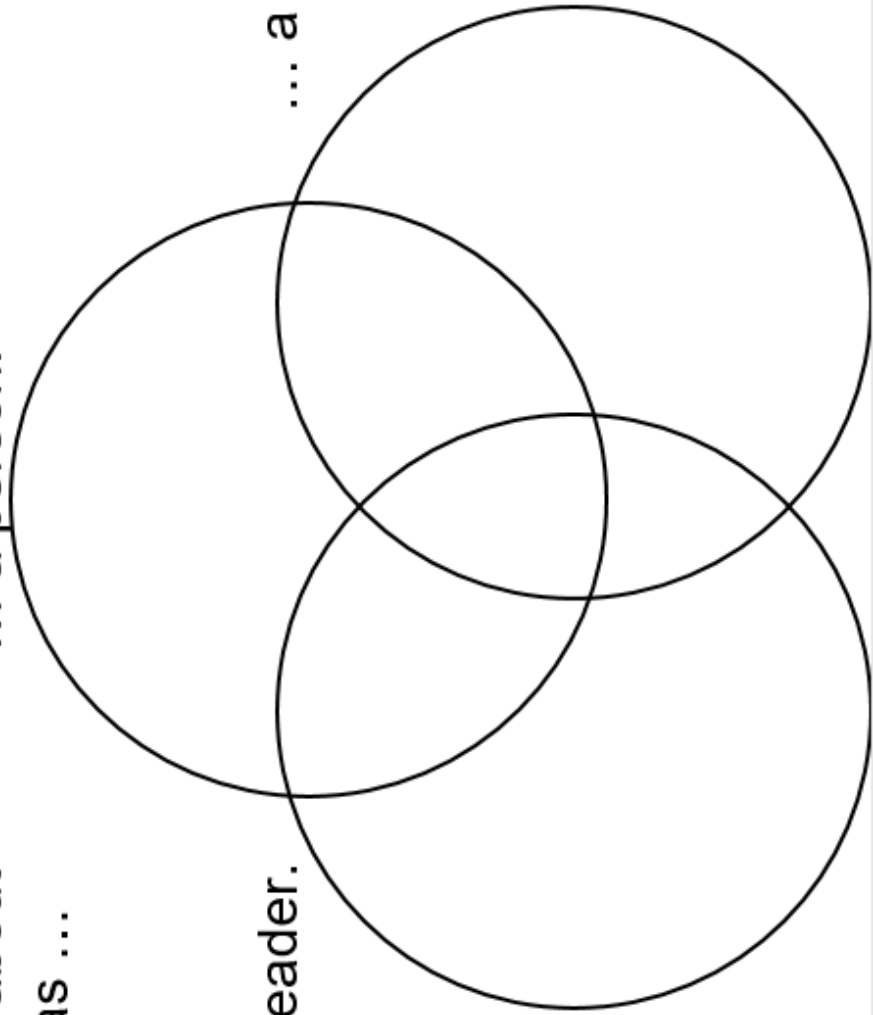
Before she knew it, Daisy heard the librarian shouting a last call to check out books. She hurried to have her book scanned and joined the rest of the children lined up at the door to return to class. Ms. Wright, her teacher, walked up and down the line surveying the children's choices. Every now and then she'd murmur things like, "Oh! Great author!" and "You'll love this one." By the time Ms. Wright reached her, Daisy was nearly bursting with excitement. She couldn't wait to tell Ms. Wright how she loved what she had read from her book so far. She longed to hear her teacher say what a great choice Daisy had made selecting a book with a medal on the cover.

What I know about
_____ as ...

... a person.

... a reader.

... a learner.



How will I
respond?

	WDTW Questions	WDTW Takeaways
1		
2		
3		

+ Prompting Funnel



Questions or prompts that require the most work of students.

Questions or prompts that require the least work of students.

+ Prompting Funnel



What can you try?
What do you know?
Wow! How did you do that?
What can you figure out?
How can you check?

Get your mouth ready.
What would make sense?
What would sound right?