Sample Prompts for a Think Aloud

Sample Prompts that relate to Book Selection

• The title/author/picture of this book, article, etc. makes me think it’s about ________________.
• The photographs help me because I think this book might be about ________________.
• The comments on the inside/outside of this book help me in deciding if I want to read this book because ________________.
• This book, article, passage, etc. makes me think about another book, article, passage I read that was about ________________. I think I will like it because ________________. I don’t think I will like it because.

Sample Prompts that relate to Personal Purposes for Reading

• Oh, yeah, I read this author’s last book, I’ll bet this is good/not good because ________________.
• I’ll read this book because I want to learn more about ________________.
• Reading this may help me find out ________________.
• Reading this may help me to understand ________________.
• I want something (funny, scary, true) to read and just taking a picture walk with this book tells me I might be interested in this book because ________________.

Sample Prompts that relate to Making Predictions

• I’m guessing that ________ will happen next. I will read on to see if my prediction was correct.
• I wonder if ________________.
• I imagine the author believes that ________________.
• After reading this passage, page, paragraph, etc. I think the character will ____________________.
• I’ll bet that _______________ is going to happen next. I will use my cues to infer what will happen next.

Sample Prompts that help us Connect to Text in a personal way

• This is like ________________.
• That reminds me of ________________.
• This could help me with ________________.
• This is helping me think about/or make plans for ________________.
• I can relate to this character because ________________.
• This made me think of ________________.

Sample Prompts that help us Monitor Comprehension

• This is not making sense because ____________________.
• This is not what I expected because ____________________.
• This connects (or doesn’t connect) to what I already know, have read or have experienced because ________________.

Sample Prompts that relate to Visualization

• I imagine ________________.
• I see ________________.
• I have a picture of ________________.
• In my mind’s eye I can see ________________.
• When I close my eyes I envision or see ________________.
• This picture makes me see ________________.
• This photograph helps me see ________________.
Sample Prompts that relate to Fix-Up
Strategies that repair comprehension

- Maybe I’d better reread to find out _______________.
- Since I don’t understand this word, I could use one of my fix-up strategies like __________ and try to figure it out.
- What I thought this was about no longer makes sense because _______________. I will reread to see if I missed something important.
- Maybe I need to consider ________________.
- I think I will read on to see if I can figure out _________________.
- This really isn’t making any sense to me. I think I will try to chunk some of the big ideas that are confusing me like _____________.
- I’m wondering if my partner is having difficulty with ________________, I think I will think aloud with him/her and see if we are thinking the same thing.
- I just thought of ________________, maybe that will help me.
- So far, I’ve learned that ________________. I will use what I already know about this to figure out __________. 
Reading Salad
Attach to strip of paper to make a head band
Write your thinking in each of the thought bubbles.
Next Steps

- When do you plan to complete the think aloud planning with the common text?

- When will you implement your think aloud lesson?

- How will you know students have learned the objective of your think aloud?

- When do you plan to meet and discuss your progress in implementing think alouds?
Welcome

Think Aloud: It's the Thought That Counts

Scarborough Rope

Session Goal

Session Objectives
Participants are expected to:
• Understand and practice a think aloud;
• Plan a think aloud lesson with a section of text.

Research
As students listen to teachers think out loud with text, they gradually internalize this dialogue; it becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes.

Tinemann (2008)
A think aloud is:
when someone verbalizes inner thoughts.

Ways to think aloud:
- Modeling comprehension processes
- Making predictions
- Creating images
- Linking information in text with prior knowledge
- Monitoring comprehensibility

We Do It
- Using a common text, preview the first three pages and consider where to stop for discussion.
- Choose a comprehension strategy to focus.
- Return to your first discussion point and on a post-it record your think aloud based on your strategy focus.
- Repeat with each of your chosen discussion points.
- Practice your think aloud.

Tips as you plan a Think Aloud
- Authenticity matters
- Use throughout this day

Let's Practice the Think Aloud Strategy (We Do It)
- Think aloud as you read.
  - This afternoon, spending time at the park, reading a book, noticing a word
    - Then think aloud about the word.
    - In your own words...what does this word mean?
    - How can you use the word in a sentence?
    - How can you use the word in the sentence?

Wrap Up
- The think aloud verbally shares the thinking of the reader as he or she:
  - Interacts with text through feelings and observations.
  - Asks questions and monitors comprehension.
  - Makes predictions.
  - Infers; and
  - Connects with text through prior experiences.
Next Steps

- When do you plan to complete the think-aloud planning with the common text?
- When will you implement your think-aloud lesson?
- How will you know your students have learned the objective of your think-aloud?
- When do you plan to meet and discuss your progress in implementing think-aloud?

References