

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 _____.

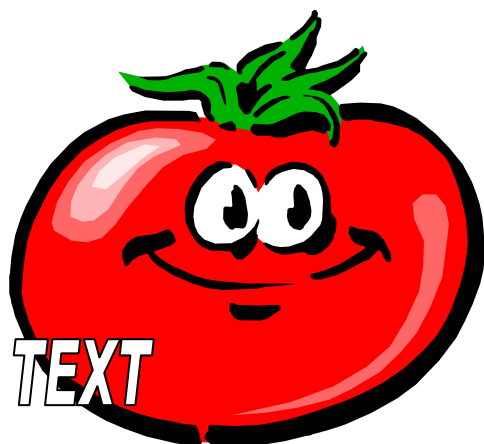
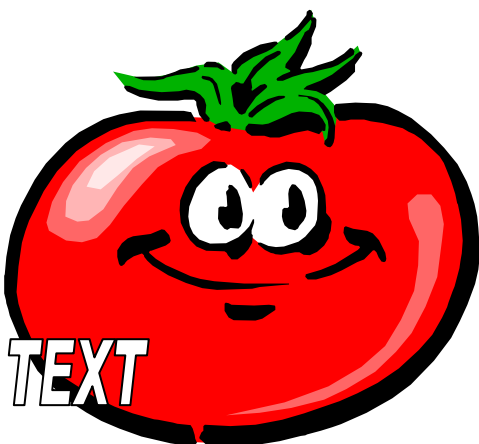
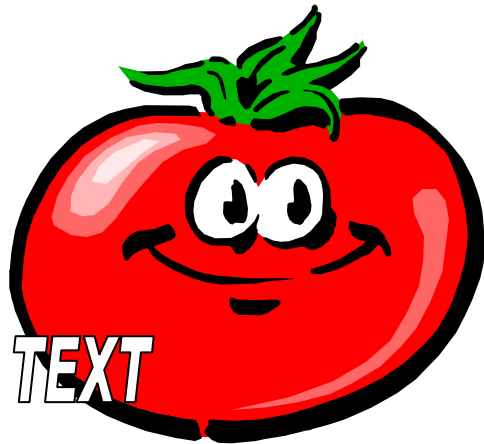
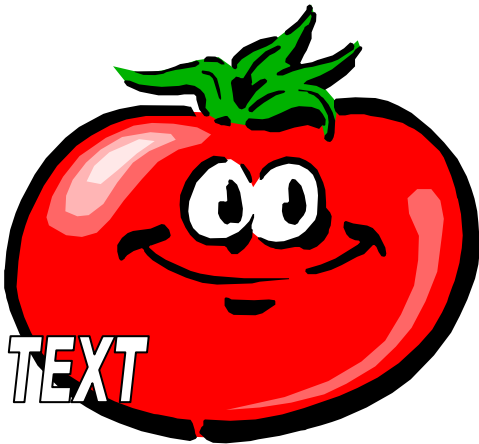
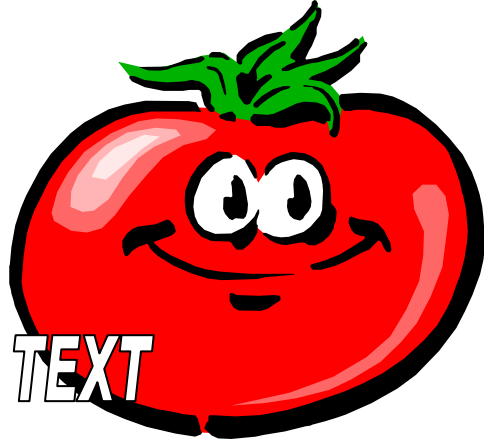
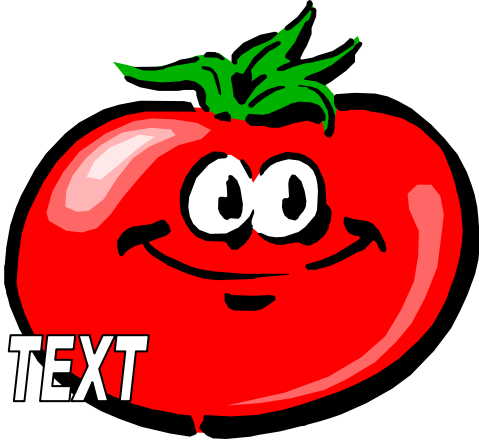


Sample Prompts that relate to Fix-Up Strategies that repair comprehension

- 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 _____.

PRINT ON CARDSTOCK and CUT OUT

Reading Salad Activity

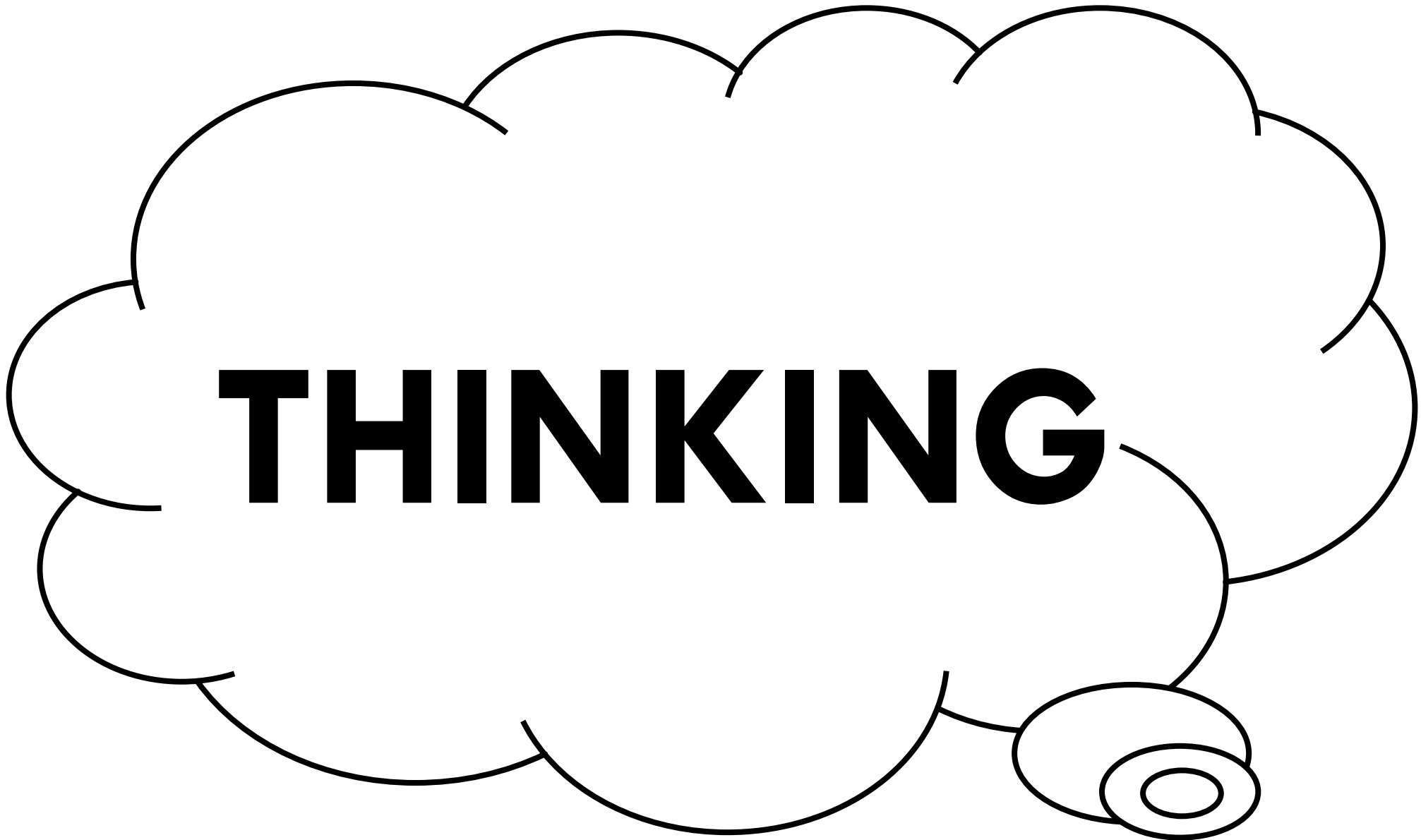






Reading Salad

Attach to strip of paper to make a head band



READING

Write your thinking in each of the thought bubbles.



Next Steps

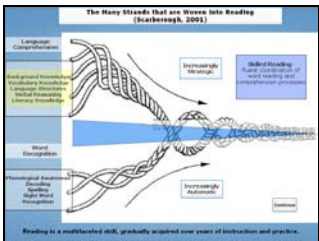
- When do you plan to complete the think aloud planning with the common text?
- When will you implement your think aloud lesson?
- How will you know students have learned the objective of your think aloud?
- When do you plan to meet and discuss your progress in implementing think alouds?



Welcome



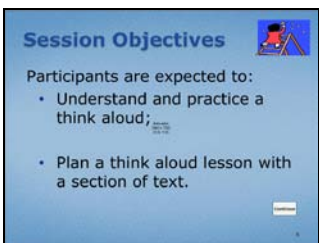
Think Aloud: It's the Thought That Counts



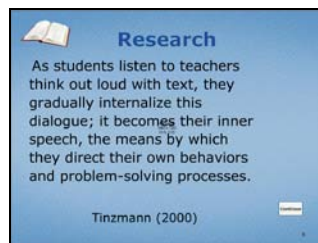
Scarborough Rope



Session Goal



Session Objectives



Research

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 comprehension; and
- Overcoming problems with word recognition or comprehension

Definition

Tips as you plan a Think Aloud

Authenticity Matters

Use Precise Language

Strategy(ies) Focus


Use Throughout the Day

Proper Planning and Practice

Tips

Watch an Example
(I Do It)

Ms. Dempsey models how to use a think aloud to create a reading salad.



Click on the picture to view the video.

Watch an Example

Let's Practice the Think Aloud Strategy
(We Do It)

Practice Think Aloud
(Right Times for Reading aloud Aloud)

This afternoon something funny happened. Daddy came home in the middle of the day. I was making up a new game and Mrs. McIntosh was watching her program. Daddy looked mad. He said something to Mrs. McIntosh and she left.

Then Daddy fixed us both special drinks. He said he was mad because he lost something. I said look behind the radiator because that's where I found my lost puzzle piece. Daddy said it wasn't that simple. What he'd lost was his job.

We Do It

We Do It

- Using a common text, preview the first three pages and consider where to stop for discussion.
- Choose a comprehension strategy(ies) 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.

We Do It-2

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.

Wrap Up

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?

Handout 4

Next Steps

References

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Hazen, B.S. (1983). *Tight times*. London, England: Puffin Books.

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References
