

Think-Aloud Directions

Using a think-aloud allows a teacher to model the mental processes used by effective readers. Reading is shown as an active process rather than a passive experience and with practice students can begin to internalize the strategies.

The think-aloud should be used in class for direct modeling of reading strategies.

Find a short passage (1-2 pages) that supports your content area. Be sure to include this source on our wiki. Provide a brief summary of your purpose for this lesson. Scan or retype the passage and use callout text boxes (minimum of 10) to indicate where you will stop and what you will say aloud to your students. **Include a plan for how your students will practice the think-aloud strategy.**

Think-Aloud Cover Page

Name:

Subject:

Unit of Study:

Text Source to be used (copy or link):

List all specific reading strategies that will be utilized in the think-aloud (focus on 3-4 that are critical for comprehension of text):

Rationale:

Why did you choose these strategies? How will they enhance the comprehension of text?

Plan for student practice:

Now that the think-aloud activity has been modeled for students, what are your next steps for students to be able to practice the active reading strategies (metacognition) to internalize what needs to take place during reading?

Include all student sheets (clean copies & completed exemplars).

Refer to the Think-Aloud handout and use the binder checklist for specific grading expectations.