



Literacy Snapshot Module

Think Aloud: ***It's the Thought That Counts***

Facilitator Notes

Preparation

Facilitator Key	<p>When using the Facilitator's Guide, note: Bold Print indicates actions for the facilitator; <i>Italic print</i> indicates suggested dialogue for the facilitator; LSM represents Literacy Snapshot Module(s).</p>
Prior to Session	<p>Background Knowledge: Participants need to understand that reading involves thinking.</p> <ul style="list-style-type: none"> ➤ Prepare and review materials listed. <ul style="list-style-type: none"> ✓ Download and print session Handouts 1- 4 for participants ✓ Common text used for instruction in the next week ✓ Computer, speakers and Internet access ✓ Projector and screen for group presentations ✓ Optional: <u>Tight Times</u> by Barbara Shook Hazen (ISBN – 0-14-050442-7) ➤ Secure and set up space. ➤ Facilitate initial discussion including overall guiding questions. For example: <u>As you consider how to teach <i>The Think Aloud</i>, keep in mind the following questions as they relate to the students in your classroom.</u> <ul style="list-style-type: none"> ✓ <u>"What do we want all students to know and be able to do?"</u> ✓ <u>"How will we know if students are learning?"</u> ✓ <u>"How will we respond when students do not learn?"</u> ✓ <u>"What will we do when students are already proficient?"</u>
Time Frame 	<ul style="list-style-type: none"> ➤ Initial Discussion (2-3 minutes) ➤ Viewing of the Literacy Snapshot (8 - 12 minutes) ➤ Next Steps/Discussion (10-15 minutes) ➤ Follow-up session will be needed to finish planning the Think Aloud with selected text

Presentation

Slide 1-2	<i>Literacy Snapshot – Think Aloud: It’s the Thought That Counts</i>
	<p>Explain:</p> <ul style="list-style-type: none"> ➤ Each LSM provides examples of skills or strategies that follow these guiding questions: <ul style="list-style-type: none"> ✓ What do we want all students to know and be able to do? ✓ How will we know if students are learning? ✓ How will we respond when students do not learn? ✓ What will we do when students are already proficient? (adapted from works by DuFour/Eaker related to Professional Learning Communities) ➤ LSM are designed to be used in a variety of settings (small groups, team meetings, individuals, staff meetings, etc.). ➤ All LSM utilize the explicit instruction model. <ul style="list-style-type: none"> ✓ Content is modeled (I do it...) ✓ Participant practices (We do it...) ✓ Participant implements in classroom (You do it...)
Slide 3	<i>Scarborough Rope Model</i>
	<p>Review the Scarborough Rope Model and discuss how the skills and strategies fit together to create a proficient reader. A text box highlighted in yellow indicates a strand of the reading process addressed in the LSM. (This is a recurring slide in all LSM that explains how intertwined the skills and strategies are in the reading process.)</p>
Slide 4	<i>Session Goal</i>
	<p>Read session goal.</p> <ul style="list-style-type: none"> ➤ The goal of this session is to provide participants with the background knowledge and experience with think aloud.
Slide 5	<i>Session Objectives</i>
	<p>Participants read session objectives. At the end of this session, participants are expected to:</p> <ul style="list-style-type: none"> ➤ Understand and practice a think aloud; ➤ Plan a think aloud lesson with a section of text. <p>Pause and discuss the lesson objectives.</p>

Slide 6	Research
	<p>Facilitate discussion with teachers about how a think aloud can be used outside of the Literacy Block.</p> <p>Additional findings from research:</p> <ul style="list-style-type: none"> ➤ Listening in as students think aloud, teachers can diagnose students' strengths and weaknesses in math. When teachers use assessment techniques such as observations, conversations and interviews with students, or interactive journals, students are likely to learn through the process of articulating and answering the teacher's questions. (National Council of Teachers of Mathematics, 2000.) ➤ Thinking aloud can be used for propelling writing ideas. As a person thinks aloud, they generate ideas by drawing pictures that later act as a springboard for writing. (Ellin Keene, Mosaic of Thought, Heinneinan, 1997.)
Slide 7	It's the Thought That Counts
 <p>Handout 1 pp. 1-3</p>	<p>Pause and discuss the various skills and strategies that can be modeled using the think aloud. While viewing this slide, emphasize that when teachers are thinking aloud with their students they are giving them permission to "eavesdrop" on their inner conversations.</p> <p>Preview the Think Aloud Prompts before viewing the video on slide 9. These prompts are Handout 1, pages 1-3.</p>
Slide 8	Tips for planning a think aloud
	<p>Discuss the "tips" to consider when planning a think aloud. Emphasize the fact that planning is the key to delivering an explicit think aloud. Some suggested "tips" to use when planning the Think Aloud Technique are:</p> <ul style="list-style-type: none"> ➤ Authenticity Matters: Are the examples being used developmentally appropriate? ➤ Use Precise Language: Is the structure of the language correct? (i.e., grammar, syntax, word order, parts of speech, etc.) ➤ Select Appropriate Strategy/Strategies: Select a strategy that students are having difficulty mastering. For example, if the focus for the unit or lesson is predicting, then use prompts that will foster their understanding of prediction. ➤ Use the Think Aloud throughout the day: For example, in math class the teacher may reinforce the Think Aloud by modeling it with a math problem. ➤ Proper Planning: During the planning stage be cognizant of the guidelines for explicit instruction. Preview text prior to modeling the think aloud and have all materials readily available.
Slide 9	"I Do It" – video, animation, demonstration

Handouts 1-2	<ul style="list-style-type: none"> ➤ View the think aloud lesson. ➤ Facilitate a reflection of how the Think Aloud was used to increase comprehension. <ul style="list-style-type: none"> ✓ What prompts did the presenter use? ✓ What reading strategy did the presenter use to help clarify the confusion being experienced in the text? ✓ When the presenter said, “Hmm...,” what purpose did it serve in the think aloud? ✓ How did the students independently practice think aloud? ✓ Are there other ways that the students can practice think aloud?
Slide 10	“We Do It”
Handout 3	<p>Second grade teacher, Ms. Dempsey, models her think aloud as she reads <u>Tight Times</u>. Practice the Think Aloud by reading the excerpt from the book. Use Handout 3, a simple graphic organizer, to record your think aloud about the passage. Share your think aloud with someone in the room. Listen as they give immediate feedback.</p> <p>If you are viewing this snapshot alone, share your think aloud with your class, at a grade level meeting, with a colleague or administrator.</p>
Slide 11	“We Do It”
	<p>Facilitate the steps described on the slide as the teachers work together to initially plan a think aloud.</p> <ul style="list-style-type: none"> ➤ Using a common text, preview the first three pages and consider where to stop for discussion. ➤ Choose a comprehension strategy or strategies 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.
Slide 12	Wrap up
	<p>Place emphasis on how we open our minds and let others “eavesdrop” on what we are thinking as we interact with text. Share how this can be done by: interacting with text through feelings and observations; questioning and monitoring comprehension; making predictions; inferring and connecting to</p>

	prior experiences.
Slide 13	Next Steps
Handout 4	<p>Facilitate discussion of the next steps (record on Handout 4)</p> <ol style="list-style-type: none"> 1. Determine when participants will finish planning the think aloud with the common text. 2. Determine when teachers will implement their think aloud lesson (i.e., whole group, small group or with individual students). Provide support to teachers who need modeling and coaching in the classroom. 3. Discuss how teachers will know if students have learned the objective of the think aloud (e.g., exit slip, graphic organizer). 4. Determine a date when you plan to meet and discuss teachers' progress in implementing a think aloud. Bring samples of student work as students respond to taught comprehension strategies.
Follow Up	
Student Work Analysis	<p>Facilitate a discussion regarding the students' application of modeled comprehension strategy(ies). Reference overall guiding questions.</p> <ul style="list-style-type: none"> ➤ <u>"What did you want all students to know and be able to do?"</u> Analyze completed examples of the exit slip, graphic organizer, reflections, other student work and/or anecdotal notes. Discuss students' ability to determine their initial understanding of the demonstrated comprehension strategy(ies). Discuss instructional events that have led students to greater understanding of the selected comprehension strategy(ies). ➤ <u>"How did you know if students were learning?"</u> Determine how work samples and/or anecdotal notes of student conversations reflect students' growth in application of the taught comprehension strategy(ies). How has growth in comprehension strategies impacted students' overall comprehension? What evidence indicates students are becoming more proficient at comprehending text? ➤ <u>"How did you respond when students did not learn?"</u> Discuss specific students who demonstrated little or no ability to apply comprehension strategy(ies). As a group, elaborate how struggling students received support.

- “What did you do when students were already proficient?”

Discuss specific students who were able to apply the comprehension strategy(ies) proficiently. As a group, **elaborate** how instruction was differentiated for proficient students.

Resources

Baumann, J. J.-K. (1993). Using Think Alouds to Enhance Children's Comprehension Monitoring Abilities. *Reading Teacher* , 184-193.

Block, C. &. (2004). The ABC's of Performing Highly Effective Think-Alouds. *Reading Teacher* , 154-167.

Keene, E. O. (2007). *Mosaic of Thought*. Portsmouth: Heinemann.

Kentucky Department of Education. (2004, June). Think Aloud Prompts. *Kentucky Reading First Summer Institute* . Frankfort, Kentucky, USA: Kentucky Department of Education.

McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Portsmouth: Heinemann.

Oczkus, L. (2009). *Interactive Think Aloud Lessons: 25 Surefire Ways to Engage Students and Improve Comprehension*. New York: Scholastic.

Robb, L. (2007). *Teaching Reading with Think Aloud Lessons*. New York: Scholastic.

Willhelm, J. D. (2001). *Improving Comprehension with Think-Alouds: Modeling What Good Readers Do*. Portsmouth: Heinemann.

Websites:

<http://teacher.scholastic.com/reading/bestpractices/comprehension/strategies.htm>

http://teacher.scholastic.com/products/instructor/Apr02_Silbety.htm

<http://www.cal.org/resources/digest/0314lavadenz.html>

<http://www.readingrockets.org/articles/102>

<http://www.readingonline.org/articles/fresch/>

<http://www.allamericareads.org/lessonplan/strategies/during/thinkaloud.htm>