

Think Aloud Tips

1. Explain to students how a think-aloud works and what strategy you will be trying out. Also, explain/brainstorm what, why, and how these strategies will be helpful to them in their reading. This is the knowledge base readers need to apply the strategy successfully. In technical terms the **What** is Declarative knowledge-knowing what the strategy is. The **How** is called Procedural Knowledge-knowing how to perform the strategy, and the **When and Why** is Conditional Knowledge-knowing when to apply the strategy and understanding and how it helps to make meaning. Students must have this knowledge base to productively apply the FACT! and 5WH Strategies.
2. State the teaching point. Tell students that as you are thinking aloud, you want them to pay attention to the strategy you apply to the text so they can know and explain the what, why, how, and when to use them.
3. Read the text aloud and perform the think-aloud. Select 2-3 stopping points in the text to model your thinking for application of the strategy. Script the think-aloud. Think-aloud about **what caused you to stop-what you noticed**, and apply the strategy. **Show** students how to activate prior knowledge, **how** you give yourself directions as you think to make sense of the text, ask yourself questions, and consider alternative strategies that you might use.
4. DO NOT ASK STUDENTS QUESTIONS WHEN THINKING ALOUD. ASK YOURSELF QUESTIONS AND GIVE YOURSELF SELF-DIRECTED STATEMENTS TO GUIDE YOUR THINKING. THIS IS THE TIME THAT THE TEACHER DOES THE WORK OF “SHOWING” STUDENTS THE THINKING PROCESS. THIS IS NOT THE TIME TO ASK STUDENTS QUESTIONS BECAUSE STUDENT FOCUS SHOULD BE ON HOW YOU ARE THINKING WHILE READING.
5. Pause following the application of a strategy and talk to yourself to inform students how you identified the phrases/clues/signals in the text that helped you decide what, when, why, and how you applied the strategy. Students turn and talk to work with partners to explain to each other about the “thinking moves” they observed you make to perform strategy use.
6. Reinforce the think-aloud with follow-up lessons. Distribute the practice over time returning often to the what, when, why, and how knowledge base. Students must be able to elaborate their thinking about the use of the strategy. © Copyright 2017 Dr. Mario Campanaro, Updated 2020 mario1206@att.net 214.403.6787