

Read Along / Think Aloud

What is it?

- A model for students to learn and utilize the thought processes of an effective reader
- A way of defining for students' skills and terms targeted in the selection
- A method for students to internalize and transfer the reading skills to their own independent analyses

Uses:

- To introduce new terms in literary analysis
- To introduce a new reading assignment
- To deepen comprehension of a selection
- To deal with a more difficult reading level or concept
- To focus reader attention or place emphasis on a specific skill or excerpt
- To slow the reading process and make the reader aware of his or her metacognitive processes

Procedures:

- Students are given a copy of the text so they may annotate the targeted skills or objectives.
- As the teacher reads the piece aloud, he or she provides a running commentary of the thought processes of an effective reader, including stops for
 - discussion;
 - clarification;
 - elaboration;
 - extension; and
 - definition, identification.
- Students mark the text according to teacher instruction.
- As students' skills advance, teacher guidance will diminish and students will mark more independently.

Step 1:

- ☑ Select a passage to read aloud that contains outstanding examples of skills for emphasis. The passage should be of moderate difficulty, so it is neither too hard to understand, nor too easy to spot the examples.

Step 2:

- ☑ Talk through the thinking processes used as reading difficulties/skills appear, modeling the appropriate problem-solving/annotation strategies. Remember the following points:
 - ✓ Make predictions.
 - ✓ Describe the picture you are forming in your head from the information.
 - ✓ Make analogies (linking prior knowledge to new information in the text).
 - ✓ Verbalize confusing points (monitoring ongoing comprehension).
 - ✓ Model "fix up" strategies (correcting lagging comprehension, annotation tips, dealing with dual comprehension).

Step 3:

- ☑ Continue reading passages aloud, but gradually make fewer verbal remarks. Begin to wean students from depending on your thought processes, to developing their own processes and strategies.