



Appendix B

Think Aloud for Learning Project 2

Use this in conjunction with Inquiry Activity 2-1

One strategy that good readers use is prediction. When good readers make predictions, they think about what the story or play will be about. Good readers predict even *before* they start reading. They look at the title of the story or play, and skim or scan the text, and then make predictions about what they think the story or play will be about. For example, when I looked at the title of this play, “Does Corie’s Mother Like This Apartment?” I predicted that Corie’s mother would not like the apartment, because I know that mothers can sometimes be judgmental about their children’s life choices. I had prior knowledge that mothers often judge the decisions of their children. This is how I was able to make a prediction.

Good readers also make predictions *as* they read. They read a portion of the story or play and then predict what will happen next. For example, after reading the beginning of the play below, I made a prediction that something happened to Corie’s mother to cause her to stagger and be out of breath. My prediction is that we will find out that Corie’s mother had some trouble getting to Corie’s apartment.

[Corie’s mother, Mrs. Banks, staggers in the door, bouncing off it and coming to rest paralyzed against the railing. While she is regaining her breath, Corie brings her a glass of water and leads her to a suitcase so that she can sit.]

Now you try it. Read a portion of the play and stop. Make some predictions about what will happen next.

Think Aloud for Learning Project 3

Use this in conjunction with Inquiry Activity 3-1

One strategy that good readers use *as* they read is monitoring. When good readers monitor, they think about what they are and are not understanding and remembering about the story. As I read the story excerpt, “What is the Relationship Between Jim and Antonia?” I think about what I am remembering really well and what information in the story might still be unclear to me. After reading the first paragraph of the story, I can make a list of the parts I know really well and those parts that are unclear to me. For example, I know that some female is talking to Jim, and she has a daughter. I am not certain about the relationship between Jim and this female. Also, I know that this female is crying, but I am unclear about why she is crying.

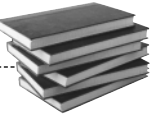
Now you try it. Read a portion of the story and stop. Make a list of those parts of the story that you understand really well and those parts that are still not clear.

Think Aloud for Learning Project 4

Use this in conjunction with Inquiry Activity 4-1

One strategy that good readers use *as* they read is summarizing. When good readers summarize, they try to answer the following question, “What is the main point of this reading passage?” Oftentimes it helps to read the passage completely, and create a title that conveys the main point of the passage. For example, I could title this passage, ‘Rules regarding Just Cause for Dismissal.’ After creating that title, I could then go through the passage line-by-line and determine the most important information according to my title. The first sentence in the passage entitled, “How Must Employees Behave” is not that important to the main point, which is just cause.

Now you try it. Read through this passage and come up with a title that best conveys the main point of the passage. Then, determine the most important information to keep in your summary.



Appendix B *(continued)*

Think Aloud for Learning Project 5

Use this in conjunction with Inquiry Activity 5-1

One strategy that good readers use *before* they read is determining what is important from what is not important. Good readers look at the title of a passage and skim or scan the text to consider what might be important in this story. For example, when I looked at the focus question for this passage, “Why can’t people see Mr. Minchell?” I thought to myself that it will be important to know who Mr. Minchell is. I also thought that it will be important to decide what the author means by “people not seeing” Mr. Minchell. I do not know anything about this story, so I am going to have to pay attention to the details.

Good readers also determine what is important from what is not important *as* they read. After reading the first part of the passage, I stop and list what is important in this passage so far. For example, Mr. Minchell is thinking to himself. He is looking in the mirror and thinking that he is invisible. I am not sure why he thinks this, or who he is. I will read further to list more things that may be important.

Now you try it. Read through the passage and list what is important to understanding the passage and why people are not seeing Mr. Minchell.

Think Aloud for Learning Project 6

Use this in conjunction with Inquiry Activity 6-1

One strategy that good readers use is imaging. Even *before* they read an essay, review, story, or poem, they can try to picture, or see, an image of what the passage is describing. For example, I can read the focus question for this passage, “What technique is used by the artist?” and begin to see an image of an artist doing something. I imagine a man at an easel using paints. He is splotted with paint. I do not know if this image is correct yet, but it is the picture I see.

As I read the passage, I will change my picture or image as I read more details. For example, after reading the first paragraph, the picture stays the same; the artist is painting. After reading the second paragraph, I see my artist with a window painted on his canvas. When the passage mentions walls, I now see my artist painting a window with panes on a wall. This window looks real.

Now you try it. Read the next paragraph and get an image, or picture, of what is being described. As you read each paragraph, describe how your image changes or gets more complete.



Appendix B *(continued)*

Think Aloud for Learning Project 7

Use this in conjunction with Inquiry Activity 7-1

One strategy that good readers use is questioning. Even *before* they read a story or poem, they can ask questions about it. For example, I can read the title of our poem, “Sympathy” and ask some questions:

- What does sympathy mean?
- Is the author sympathizing with someone because something bad happened to him or her?

Good readers also ask questions *as* they read. For example, I can read the first stanza of the poem and ask several questions list below:

- Why is the bird caged?
- Is the bird a pet?
- What is a chalice?
- Why is the author writing about the sun, wind, and river?
- Is the author also caged?
- Is the author caged in prison?

Now you try it. Read the next stanza of the poem and ask questions about it.

Think Aloud for Learning Project 8

Use this in conjunction with Inquiry Activity 8-1

One strategy that good readers use *before* they read is determining what is important from what is interesting. Good readers look at the title of a passage and skim or scan the text to consider what might be important in this story. Some things are interesting for readers, but may not be important in the story. For example, when I looked at the question “Why does Chig’s father return to his childhood home?”, I thought Chig was an interesting name and wondered if Chig were a boy or a girl. As I skimmed the passage, I was interested in the reunion, but that doesn’t seem to be important to the story. At first I was not interested in the father, but as I skimmed, I saw that the father is mentioned a lot, which probably makes him important. As I read the first two paragraphs, I was interested in where in the South they were driving. I was not interested in the brothers because I did not see how they mattered.

Now you try it. Read the next paragraph and tell what is important and what is interesting, but may not be important.