Modeling Think Aloud: Wrong Channel

**Wrong Channel**

**By Roberto G. Fernández**

Barbarita waited impatiently for her ride as beads of sweat dripped from her eyebrows into her third cup of cold syrupy espresso. She was headed for the toilet when she heard the knocking sounds of Mima’s old Impala.

“About time you got here,” yelled Barbarita from the Florida room. “It wouldn’t start this morning.”

Barbarita got in, tilted the rearview mirror, and applied enough rouge to her face for a healthier look. She wanted to make a good impression on the doctor who would approve her medical records for her green card. On the way to Jackson Memorial, Mima talked about her grandchildren.

Barbarita knocked down all the Bibles and Reader’s Digests on the table when the nurse finally called her name.

“Sorry, ma’am, but you can’t come in,” the nurse said to Mima.

“I’m her interpreter,” replied the polyglot.

“No bueno,” said the doctor grimly as he walked in with Barbarita’s X-rays. He told Mima, “Ask her if she had TB.”

Mima turned to Barbarita. “He says, if you have a television?”

“Tell him yes, but in Havana. Not in Miami. But my daughter has a television here.”

Mima told the doctor, “She says she had TV in Cuba, not in Miami, but her daughter has TV here.”

“In that case we need to test her daughter for TB too.”

Mima translated, “He says he needs to test your daughter’s television to make sure it works, otherwise you cannot get your green card.”

“Why the television?” asked a puzzled Barbarita.

“How many times did I tell you you needed to buy one? Don’t you know, Barbarita? This is America.”

Fernández, R. G. *Wrong Channel* [PDF File]. Retrieved from: http://blog.wsd.net/tsheffield/files/2010/09/Wrong-Channel

Modeling Think Aloud: ESL (Beginner and Advanced)

**The Taxi Ride (Beginner)**

Clifton is three years old. He is with his mother and two brothers. They are at an airport in New York. They are going on a trip.

Clifton sees a big yellow taxi. The taxi driver is standing next to the taxi. Clifton likes to ride in taxis. He runs to the taxi. Clifton’s mother is talking to Clifton’s brothers. She doesn’t see Clifton. Clifton gets in the taxi. He sits in the front seat. Then a woman gets in the taxi. She sits in the back seat. Then the taxi driver gets in the taxi. The taxi driver thinks, “The little boy is with the woman. He is her son. “The woman thinks, “The little boy is with the taxi driver. He is his son.” The taxi driver drives for 30 minutes. Then he stops. The woman pays the taxi driver and gets out of the taxi. “Wait!” the taxi driver says. “Don’t forget your son.” “My son?” the woman says. “He’s not my son.” “Oh, no!” the taxi driver says.

The taxi driver drives back to the airport with Clifton. The taxi driver sees Clifton’s mother. She is talking to the police. “Is he your son?” the taxi driver asks. “Yes, he is my son” she says. Clifton’s mother is happy. The taxi driver is happy. Clifton is happy, too. He likes to ride in taxis.

**Fatal addiction: The Story of Scott Douglas (Advanced)**

Two years ago Scott Douglas died of a heroin overdose. Why, then, is his father, who is a staunch opponent of drugs, calling for all drugs to be legalized?

"Legalize, don't criminalize" is Howard Douglas' motto. He insists the only way to control drugs is to regulate the sale of them. "I don't want a soft line on drugs. I wish to God that people wouldn't use them. But they do, and so we need to put some order into the market." He firmly believes that his son would still be alive today if heroin had been legal.

Scott Douglas was 33 when he died two years ago. A long-time heroin user, he was forced to do without the drug during a five-week prison term. He was killed by his first dose after being released. An inquiry into Scott's death revealed that his final shot contained an impurity - urine acetyl codeine. "If there had been a controlled environment for my son to take his heroin, and it had been supplied legally, he would still be alive. There are basically two policy options: you can legalize and regulate the supply, as you do with other drugs such as alcohol and tobacco, or you can leave criminals to control everything."

Heyer, S. (2006). All New Very Easy True Stories. New York: Pearson Education, Inc.

Fatal Addiction: The Story of Scott Douglas. Adapted from: <http://fullspate.digitalcounterrevolution.co.uk>

Modeling Think Aloud: Greek Literature

**Odyssey, Book 9**

… “[Cyclops](http://www.perseus.tufts.edu/hopper/entityvote?doc=Perseus:text:1999.01.0136:book=9:card=318&auth=tgn,2236678&n=3&type=place), take and drink wine after thy meal of human flesh, that thou mayest know what manner of drink this is which our ship contained. It was to thee that I was bringing it as a drink offering, in the hope that, touched with pity, [350] thou mightest send me on my way home; but thou ragest in a way that is past all bearing. Cruel man, how shall any one of all the multitudes of men ever come to thee again hereafter, seeing that thou hast wrought lawlessness?’ “So I spoke, and he took the cup and drained it, and was wondrously pleased as he drank the sweet draught, and asked me for it again a second time.

… Thrice I brought and gave it him, and thrice he drained it in his folly. But when the wine had stolen about the wits of the [Cyclops](http://www.perseus.tufts.edu/hopper/entityvote?doc=Perseus:text:1999.01.0136:book=9:card=360&auth=tgn,2236678&n=1&type=place), then I spoke to him with gentle words: “[Cyclops](http://www.perseus.tufts.edu/hopper/entityvote?doc=Perseus:text:1999.01.0136:book=9:card=360&auth=tgn,2236678&n=2&type=place), thou askest me of my glorious name, and I [365] will tell it thee; and do thou give me a stranger's gift, even as thou didst promise. No-man is my name, No-man do they call me—my mother and my father, and all my comrades as well.’ “So I spoke, and he straightway answered me with pitiless heart: ‘No-man will I eat last among his comrades, [370] and the others before him; this shall be thy gift.’ “He spoke, and reeling fell upon his back, and lay there with his thick neck bent aslant, and sleep, that conquers all, laid hold on him.

… My comrades took the stake of olive-wood, sharp at the point, and thrust it into his eye, while I, throwing my weight upon it from above, whirled it round. Even so we took the fiery-pointed stake and whirled it around in his eye, and the blood flowed around the heated thing. And his eyelids wholly and his brows round about did the flame singe [390] as the eyeball burned, and its roots crackled in the fire. Terribly then did he cry aloud, and the rock rang around; and we, seized with terror, shrank back, while he wrenched from his eye the stake, all befouled with blood, and flung it from him, wildly waving his arms. Then he called aloud to the Cyclopes, who [400] dwelt round about him in caves among the windy heights, and they heard his cry and came thronging from every side, and standing around the cave asked him what ailed him: “‘What so sore distress is thine, Polyphemus, that thou criest out thus through the immortal night, and makest us sleepless? [405] Can it be that some mortal man is driving off thy flocks against thy will, or slaying thee thyself by guile or by might?’ “‘Then from out the cave the mighty Polyphemus answered them: ‘My friends, it is Noman that is slaying me by guile and not by force.’

“And they made answer and addressed him with winged words: [410] ‘If, then, no man does violence to thee in thy loneliness, sickness which comes from great Zeus thou mayest in no wise escape. Nay, do thou pray to our father, the lord Poseidon.’ “So they spoke and went their way; and my heart laughed within me that my name and cunning device had so beguiled.

Murray, A. T. (1919). *Homer.* *The Odyssey with an English Translation*. Cambridge, MA., Harvard University Press; London, William Heinemann, Ltd.

Modeling Think Aloud: History

**The Berlin Wall: A Short History**

At 1.05am on Sunday 13 August 1961, East German border guards and army combat groups took up positions on the demarcation line at the Brandenburg Gate in central Berlin. In a scene repeated along the border dividing the two halves of the city, they ripped up the paving stones and strained barbed wire between concrete posts. By early morning, only 12 of the 81 street crossing points were passable (that was soon cut to seven). This was phase one of the [Berlin Wall](https://www.theguardian.com/world/berlinwall).

There is evidence that the building of the wall came as something of a relief to the western powers; they had been expecting such a move and saw it, if anything, as evidence that no imminent attempt was likely by the Soviet Union and GDR to retake all Berlin; west Berlin, in other words, was safe.

The German Democratic Republic (East Germany) had erected a barbed wire border fence with the Federal Republic (West Germany) as early as 1952. However, the border running through Berlin, controlled by all four post-war occupying powers, remained largely open, turning the city into by far the most important route for East Germans to flee the rigors of state socialism for the "economic miracle" then underway in West [Germany](https://www.theguardian.com/world/germany). By 1961, some 3.5 million East Germans (20% of the population) had left, many through Berlin. The wall slowed that emigration almost to a trickle.

In the 28 years of its existence 5,000 people are thought to have successfully escaped across the wall; the number who died in the attempt is disputed, although 136 deaths have been confirmed, the last being shot in February 1989.

The barrier was 155km long, although the 112km separating west Berlin from the GDR consisted mainly of wire fencing. What most of us think of as the Berlin Wall was the 43km of border rampart that divided west from east Berlin. It grew into a vast fortification system featuring two concrete barriers with a control or "death" strip between them, along with floodlights, electric fences, vehicle trenches, wire-guided dog patrols, observation towers, bunkers and armed guards.

The fall, when it came, was swift: as part of a long summer of civil unrest that heralded momentous change across eastern [Europe](https://www.theguardian.com/world/europe-news), there were mass demonstrations in the GDR in September 1989. In October, the country's lifelong leader, Erich Honecker, resigned. On 9 November, the East German politburo lifted border controls to the west, including for private journeys to west Berlin, from 17 November. The official who announced this, Günter Schabowski, got it wrong, announcing it was effective "immediately". It was, by all accounts, an extraordinary night. Germany was formally reunified just 11 months later.

Henley, J. (2009, October 26). The Berlin Wall: A Short History. *The Guardian*, Retrieved from: <http://www.theguardian.com>

Modeling Think Aloud: Science and Medicine

**Alzheimer's Disease**

Alzheimer’s disease (AD) affects 5 million people in the United States, according to the [Alzheimer’s Association](http://www.alz.org/alzheimers_disease_facts_and_figures.asp#quickFacts). The progressive disease disrupts memory and thinking. It also impairs and eventually kills brain cells. This impairment can lead to symptoms that include: forgetfulness, difficulty with time, language problems and inability to recognize loved ones.

In AD, a protein called beta-amyloid shows up in irregular clumps or clusters in the brain. This protein comes from a precursor protein found in a fatty membrane that covers nerve cells. The clumps of beta-amyloid fragments stick together to form plaque. These sticky clusters interrupt signals between synapses, the spaces between nerve cells where information passes from one cell to another. Scientists still aren’t certain whether beta-amyloid plaque causes AD, or whether the irregular clusters in the brain result from the disease process. However, what researchers do know is that mutations in APP, the precursor protein that forms beta-amyloid plaque, causes early onset AD.

In normal brain tissue, a protein called tau stabilizes the microtubules, which are key parts of cell structure. In a diseased brain, protein strands, or threads, become tangled. As a result, the brain system of transporting cell nutrients along parallel structures — which can be compared to railroad tracks — falls apart. Without these critical nutrients, brain cells die.

Memory and thinking depend on the transmission of signals across 100 billion neurons in the brain. AD interferes with this cell signal transmission. It also affects the activity of brain chemicals called neurotransmitters. The scrambled chemistry produces flawed signaling, so the brain’s messages are lost. This impacts the ability to learn, remember, and communicate.

In advanced AD, the surface layer that covers the cerebrum, the largest part of the brain, withers and shrinks. This damage to the cortex plays havoc with the brain’s normal ability to plan ahead, recall, and concentrate. Alzheimer’s disease also affects the hippocampus, which plays an important role in memory. The disease causes the hippocampus to shrivel. This harms the brain’s ability to create new memories.

Unfortunately, there is no cure for AD. However, certain treatments like behavioral therapy and medication can help ease symptoms of the disease. In addition, some medications may help to ease symptoms of confusion and memory loss. These include cholinesterase inhibitors and memantine, which are sometimes used together.

Colbert, T. (2016). What does Alzheimer’s do to the brain? Retrieved from: ttp://www.healthline.com/health-slideshow/alzheimers-and-brain

Paired Think Aloud

**Paired Think Aloud** Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Conscience: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why did you circle/underline that word/passage?
2. What have you learned so far? Can you summarize it for me?
3. What does that make you think of?
4. I noticed that you slowed down/stopped here, what happened?

1. What does that word mean? Do you know? Can you guess?
2. What do you think will happen next?
3. What do you think the most important thing to remember is at this point?
4. I wonder why… what do you wonder about?
5. Is there anything you don’t understand? What strategies could you use to help you make meaning?

Paired Think Aloud Journal + Rubric

**Paired Think Aloud Journal**

**Instructions:**

Complete the PTA document (in class). Then, write a journal entry discussing the following questions:

1. What did you learn from the text? What did you learn from your partner?
2. In question number 3, you asked your partner to make a connection with the text. What did that quote/passage make you think of?
3. How did you feel while performing this activity?

**Specifics:**

* Write your name, last name, date, and name of the assignment (top left corner)
* Write 1.5-pages minimum
* Format: Use Times New Roman font, size 11, double spaced, normal margins
* **Must turn in**: the original text, the Paired Think Aloud document, and your journal entry

**Paired Think Aloud Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **4** | **3** | **2** | **1** |
| **In class participation** | Consistently focused on activity, very positive and helpful attitude.  | Focused on activity, positive and helpful attitude.  | Needs to be reminded to stay on task and work on attitude. | Not focused on activity, shows poor attitude.  |
| **Journal requirements** | Goes beyond requirements. | Meets the requirements. | Hardly meets the requirements. | Does not meet the requirements. |
| **Content** | Shows deep level of connection and understanding, and considers the reader’s opinion | Shows fairly deep level of connection and understanding, and takes into account the reader’s opinion | Doesn’t show very deep level of connection and understanding, and hardly considers the reader’s opinion | Does not show deep level of connection and understanding, and does not consider the reader’s opinion |
| **Organization** | Writing is well organized with clear transitions and a focused closure. | Writing is organized with good transitions and a coherent closure.  | Writing is brief and underdeveloped with weak transitions and closure. | Writing is disorganized, underdeveloped and there are no transitions or closure. |
| **Grammar and Spelling** | Grammar and spelling are correct. | There are very few errors in grammar and spelling.  | There are several errors in grammar and spelling. | There are too many errors in grammar and spelling.  |
| **Vocabulary** | Shows command of difficult vocabulary words.  | Good control of level appropriate vocabulary words. | Weak control of level appropriate vocabulary words.  | Very week control of level appropriate vocabulary words.  |

ESL Reading Tests – Think Aloud Inspired Questions

**Reading Tests Based on Think Aloud Strategies**

**ESL: BEGINNER**

**Read the text and underline important words. Then, answer the questions.**

Clifton is three years old. He is with his mother and two brothers. They are at an airport in New York. They are going on a trip.

Clifton sees a big yellow taxi. The taxi driver is standing next to the taxi. Clifton likes to **ride** in taxis. He runs to the taxi. Clifton’s mother is talking to Clifton’s brothers. She doesn’t see Clifton. Clifton gets in the taxi. He sits in the front seat. Then a woman gets in the taxi. She sits in the back seat. Then the taxi driver gets in the taxi. The taxi driver thinks, “The little boy is with the woman. He is her son. “The woman thinks, “The little boy is with the taxi driver. He is his son.” The taxi driver drives for 30 minutes. Then he stops. The woman pays the taxi driver and gets out of the taxi. “Wait!” the taxi driver says. “Don’t forget your son.” “My son?” the woman says. “He’s not my son.” “Oh, no!” the taxi driver says.

The taxi driver drives back to the airport with Clifton. The taxi driver sees Clifton’s mother. She is talking to the police. “Is he your son?” the taxi driver asks. “Yes, he is my son” she says. Clifton’s mother is happy. The taxi driver is happy. Clifton is happy, too. He likes to ride in taxis.

1. Choose one word you underlined. Why did you underline it? Why is it important?
2. Imagine you are telling this story to a friend. You don’t have the paper. What happened in the story? Can you tell your friend?
3. What do you think the word **ride** means? Circle the correct answer.
4. travel
5. driver
6. go inside
7. Clifton was in the taxi for 30 minutes. How do you think Clifton felt? How do you think Clifton’s mother felt?
8. What is the most important thing to remember about this story? What is this story trying to teach us?
9. I have a question: “Why didn’t Clifton say something when the taxi driver started to drive?”.

 Write one question you have about this story.

1. In the reading, you can see that the writer used *quotation marks* (“\_\_\_\_”). Why do you think the writer used them?
2. What does this story make you think of?

Heyer, S. (2006). All New Very Easy True Stories. New York: Pearson Education, Inc.

ESL Reading Tests – Think Aloud Inspired Questions

**ESL: HIGH INTERMEDIATE**

**Read the text and underline keywords. Then, answer the questions.**

The rules that guide our behavior in specific situations do not develop at random. *In other words*, values can be traced to concepts and behaviors in a society, concepts and behaviors that reinforce those same concepts and behaviors in the next generation. Values stem from widely held group beliefs about what is right, good, important, or appropriate. These conceptions of desirable behavior are called values. Let’s see how a particular value can generate a variety of norms. A great majority of Americans would agree, for example, that cleanliness is very important. We have been taught, in fact that it is “next to godliness.” Now think of all the things that we do because we put a high priority on cleanliness.

Some of the things that show how we value cleanliness are bathing or showering frequently, brushing our teeth, shampooing our hair, and using deodorants and mouthwashes. Also, we wash dishes in hot water, scrub pots and pans, mop floors, dust furniture, and disinfect bathrooms. Advertisements in the media tell us to get rid of bugs that live in our homes, neutralize bad smells in our kitchens and bathrooms, and fight harmful germs everywhere. They suggest that we can never be clean enough and that safety is related to cleanliness. (Adapted from Sociology: The Search for Social Patterns, Peck and Krieger, pp. 12-13.)

* 1. Pick three of the words you underlined, and explain why you underlined them.
	2. Provide a short summary for this passage (use your own words).
	3. What do you think the word “neutralize” means? Use your world knowledge and look at the word in context to make an educated guess.
	4. According to the text, a great majority of Americans believe that cleanliness is very important. What do you think is expected of you in terms of cleanliness aside from the actions mentioned in the text? Can you think of two other actions?
	5. What do you think the most important thing to remember about this passage is?
	6. I wonder whether getting rid of bugs is healthy, especially when we use toxic substances to do that. What do you wonder about? What is one question you have after reading this passage?
	7. The authors used the expression “in other words”. Why? What were they trying to accomplish?
	8. What does the underlined passage make you think of? Write a paragraph with your reaction.

Peck, I., & Krieger, L. S. (1980). Scholastic Sociology: The Search for Social Patterns. New York: Scholastic Book Services

**Think Aloud & Analysis**

**Assignment: Read the text and perform a Think Aloud (mark the text)**

1. Make two predictions: one based on your prior knowledge, and one based on elements found in the text you are reading. How did this help you make sense of the text?
2. Ask a question before you read, one while reading, and one after reading. Ask questions that help you understand the text better. Explain how asking those questions helped you with comprehension.
3. Make a personal connection and an in-text connection. How did these connections help you with comprehension?
4. Provide a short summary of the text. While you read, mark your paper with information that is relevant to your final summary.

**Think Aloud Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **0** | **1** | **2** | **3** |
| **Predict** | Did not use prior knowledge or elements of the text to make a prediction | Used only prior knowledge or only elements of the text to make a prediction | Used both prior knowledge and elements of the text to make a prediction but did not explain how this helps own reading comprehension | Used both prior knowledge and elements of the text to make a prediction and explained how this helps own reading comprehension |
| **Question** | Did not ask questions, and did not describe how asking questions helps with comprehension | Only asked 1-2 questions types and didn’t clearly explain how asking questions helps with comprehension | Asked all three types of questions but didn’t clearly explain how asking questions helps with comprehension. | Asked all three types of questions and was able to explain how asking these questions helped with comprehension |
| **Connect** | Did not make a personal connection or an in-text connection | Made only a personal or only an in-text connection | Made both a personal and in-text connection but did not explain the relevance of the connections | Made a personal and in-text connection and was able to explain how these connections helped with comprehension  |
| **Summarize** | Did not summarize | Provided a final summary that only included some relevant information. | Provided a good summary and notation on the paper shows trace of step-by-step summary | Provided a strong summary and notation on paper shows step-by-step summary  |

Note: In order to simplify this assignment, you may decide to only ask students to use one or a few specific reading strategies (i.e., predicting, questioning, making connections, identifying a problem and a solution, and summarizing).

**Attendees Feedback**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Suggestions for Improvement** |
| Gives students the opportunity to practice 4 different Think Aloud strategies.  | Too many strategies?  | Try with one strategy first. Have smaller assignments leading up to this one.  |
| Rubric is very clear. | Very long assignment. Needs to be broken down.  | Summary could be an assignment/rubric on its own |

Think Aloud + Rubric (Number of Responses)

**Instructions**

Perform a Think Aloud. You may use your bookmark and all the strategies we have learned in class.

Here is a list of strategies:

* Connect with personal experience or other texts
* Generate questions/State confusion/understanding
* Make predictions
* Summarize
* Reflect/Think Critically

**Rubric**

|  |  |
| --- | --- |
| **1** | No response, random thoughts unconnected to the text. |
| **2** | Disconnected thoughts relating more to the pictures than text.  |
| **3** | Thinking is tied to events/texts content; may be inaccurate in relation to text, more tied to personal experience; may identify problems (word or text level) during reading; may include rough retell.  |
| **4** | Demonstrates two or three of the following skills: may generate questions; may identify conflict within the text; may infer; may discuss connections between text events and own experience; may make predictions about overall book meaning; may include a detailed retelling; may talk about how his/her thinking changed as he/she read.  |
| **5** | Clearly expresses own thinking; may speculate about theme, discusses how own thinking support or inhibits comprehension.  |

**Comments:**

**Attendees Feedback**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Suggestions for Improvement** |
| Easy to explain to students.  | Are not pictures (graphs, figures, pictorials) part of the text? | I would look more friendly upon connections with experiences/graphs/pictures.  |
| Simple to evaluate and reflects learning.  | Too literal. Not much room for creativity.  | Be more specific: Which strategies do we want them to use? |
| Rubric shows a good progression from lowest to highest levels of thinking. | Too big a gap between random and metacognition.  | Decrease the gap between random and metacognition.  |

Keene, E. (2006). *Assessing Comprehension Thinking Strategies.* Shell Educational Publishing: Huntington Beach, CA.

Think Aloud + Rubric (Number of response types)

**Instructions**

Perform a Think Aloud. You may use your bookmark to help you.

Use the following strategies:

* Imagery/Visual response
* Connect the text to personal experience or other texts
* Make predictions
* State understanding
* State confusion

**Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Think Aloud Response Types** | **5-6 different response types** | **3-4 different response types** | **1-2 different response types** |
| Imagery/Visual Responses |  |  |  |
| Making Connections to personal experiences or other texts |  |  |  |
| Predictions |  |  |  |
| Stating understanding |  |  |  |
| Stating confusion |  |  |  |
| Score | 3 | 2 | 1 |

**Comments:**

**Attendees Feedback**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Suggestions for Improvement** |
| The strategies in this assignment are easier than other think Aloud Strategies.  | Hard to tell what kind of task is being assessed. Rubric is confusing. What are “response types”? Rubric is too vague. | Clarify what “response types” means and ask for less responses.  |
| Allows visual learners to draw what they see in their minds eye. Makes text come alive.  | Some students may not like to draw. Others might take so much time drawing and putting the details that they might forget the original question.  | Be more specific about what stating understanding/confusion means. What do we want our students to do? |

Adapted from: Read Write Think. *Think Aloud Rubric* [PDF File]. Retrieved from: <http://www.readwritethink.org/files/resources/lesson_images/lesson139/rubric.pdf>

Think Aloud: Identify, Support, Reflect + Rubric

**Instructions**

Perform a Think Aloud. Identify the strategies you are using to make sense of the text and explain why you chose those strategies.

Analyze the effectiveness of the strategies you used and provide a reflection.

**Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **1** | **2** | **3** | **4** |
| **Identifying** **Strategies** | Can identify one or more of the strategies used when reading when prompted | Can identify one or more of the strategies when reading  | Identifies and discusses strategies used with examples from the text | Selects and uses appropriate comprehension strategies with confidence and discrimination |
| **Supporting** **Thinking** | Beginning to support thinking with evidence when prompted | Beginning to support thinking with evidence from the text | Supports thinking with evidence from the text | Changes direction of thinking during reading according to text evidence |
| **Reflecting and Analyzing** | With support is beginning to identify how the strategies used helped comprehension.  | Is beginning to identify how the strategies used helped comprehension | Identifies how the strategies used helped with comprehension | Reflects on and explains the effectiveness of the strategies used in deepening comprehension.  |

**Comments:**

**Attendees Feedback**

|  |  |  |
| --- | --- | --- |
| **Strengths** | **Weaknesses** | **Suggestions for Improvement** |
| Assumes students will know what TA is and how to use it (use this later in term).  | Highly assumed context for audience. How am I am supposed to reflect/self-assess? Am I writing or thinking?  | Assignment instructions need to be clearer.  |
| Great goals. Reflection: key part of metacognition.  | Long. Teacher centered. Not much difference between 2/3. | Simplify.  |
| I like that we are asking students to identify strategies and assessing them on that.  | Supporting thinking: is this making predictions/educated guesses? | Clarify the “Supporting Thinking” criteria for the students.  |

Adapted from: Scheier-Dolberg S. B. (2013). *Reciprocal Reading Comprehension Rubric MSQI ELA* [PowerPoint slides]. Retrieved from: https//www.slideshare.net/sarahbsd/comprehension-rubric-i-msqi