

Using Interactive Read-Alouds to Model Good-Reader Strategies

Make Content Comprehensible for ELLs

Before Reading

Say the title as you point to it.

Introduce key vocabulary that students will hear, using photos from the book, gestures, and role-play. Encourage students to use the words with you.

Provide a picture walk or brief summary of what the text will be about.

Note: If you are continuing a text previously introduced, encourage students to recall and summarize key details from the previous day's reading before you begin.

The Recommended Trade Book Read-Aloud Titles for each unit (page 20) are intended to help teachers incorporate daily interactive read-aloud into their literacy block to instill a love of reading in students and to model how good readers use metacognitive strategies.

At the beginning of each Benchmark Literacy unit, the teacher explains to students that she will read books to them each day, and that she will be showing them how good readers think about the text as they read. The model lesson and modeling prompts below can be used to guide instruction.

Introduce the Book

- Display the cover of the book and read the title.
- Share information about the author of the book with students.
- Invite students to share their ideas on what the book might be about.
- Share any information you have that would help engage students before you begin the reading.

Explain the Strategy

- Explain to students that as you read, you want them to pay attention to what you do.
- Use a think-aloud like the samples provided on page 23 to introduce the focus of your interactive read-aloud.

Strategy	Think-Alouds to Introduce the Strategies
Ask Questions	<p>Say: <i>When I read, I ask myself questions. I ask myself many kinds of questions. For example, sometimes I ask questions to clarify what the author is saying. Sometimes I ask myself whether or not I agree with what the author has said. In stories, I wonder about the characters and what will happen next. My questions keep me interested in reading on. Today I will share my questions with you as I read aloud this book.</i></p>
Determine Text Importance	<p>Say: <i>As I read this book today, I'm going to show you how I determine the most important information in the text.</i></p> <p>If the text is nonfiction, say: <i>I know that in a nonfiction book, the author will give me a lot of information. I will show you how I stop and pay attention to different parts of the text—such as chapter heads, captions, and diagrams—in order to figure out the important ideas. I may write some ideas on self-stick notes and place them in the margins where I find important information.</i></p> <p>If the text is fiction, say: <i>In a story, I need to figure out what information is really important to the plot and character development. I will stop and think about events in the story as I read. I may also write my ideas on self-stick notes and place them in the margins so that I can go back to them later.</i></p>
Fix-Up Monitoring	<p>Say: <i>Today as I read, I'm going to show you what I do when I get confused while I am reading. All readers have times when they lose track of what they're reading. Readers suddenly realize they haven't understood the words. I'm going to stop and model some of the strategies good readers use to fix up their comprehension when it breaks down.</i></p>
Make Connections	<p>Say: <i>When we read, we are always making connections. Something in the book may remind us of something in our lives. What we're reading may remind us of another book we read. And we may make connections to what is happening in the world around us. Today I'm going to show you how I make connections as I read. Doing this helps me really get into the text. I become a part of it if I can see how things that happen to a character could happen to me, too.</i></p>
Make Inferences	<p>Say: <i>Today I'm going to model how good readers make inferences while they read. You will see me read a few pages and stop. I'll think to myself about what I've just read, make an inference, and write that thought on a self-stick note. Then I'll place the self-stick note on the page where I had the thought. Doing this helps me remember what happened in the story, and it helps me think about the characters and events. I have to remember that there are three types of inferences: inferences I can make only from the text, inferences I can make using my own knowledge, and inferences I can make using both the text and my knowledge.</i></p>
Summarize and Synthesize	<p>Say: <i>Every so often, readers need to stop and put it all together. They think about all the information they have learned so far, and they figure out how it all fits together. Today, I'm going to model how I summarize and synthesize information. When I synthesize, I remember the important ideas. I sometimes make generalizations and judgments about the information.</i></p>
Visualize	<p>Say: <i>Good readers make pictures in their minds as they read. Today I'm going to model how I visualize as I read. Every so often, I'm going to stop. I'll talk to myself about what the author is showing me with his or her words, and I may write some thoughts on self-stick notes and place the notes in my book. Doing this helps me keep track of my thoughts and gives me a clearer picture of what the author means.</i></p>

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During Reading

Pause to summarize and simplify the language in the text as needed to support students.

Use gestures and role-play to help convey what is happening in the text.

Draw pictures to support students' comprehension.

Encourage students to tell you what they think is happening.

Keep your think-aloud prompts short and simple.

After Reading

Encourage students to retell the text using simple sentence frames.

Provide simplified prompts for students to discuss metacognitive strategies. For example:

I visualized ____. (visualize)

My connection is ____. (make connections)

One important idea is ____. (determine text importance)

I think ____. (make inferences)

I learned that ____. (summarize and synthesize)

I helped myself by ____. (fix-up monitoring)

Read and Think Aloud

Read aloud the text with fluent expression. As you read, stop occasionally to think aloud and model the target metacognitive strategy. Use the sample prompts during reading to help you formulate think-alouds for the books you are reading.

You may wish to write thoughts on self-stick notes and place the notes on the pages as students watch. In order to keep students engaged in the reading, plan to think aloud no more than three or four times during the read-aloud. More frequent interruptions may lead to confusion.

After Reading

- Ask questions to focus conversation on the habits of good readers.

For example:

- *What did you see me do as I read the story?*
- *What kinds of questions did you see me ask?*
- *What kinds of inferences did I make?*
- *Where did I find important information?*
- *How did I summarize and synthesize information as I read? How did that help me?*
- *What information in the text helped me visualize?*
- *What did I do to "fix up" my comprehension?*

- Create a class Metacognitive Strategies Anchor Chart based on the information generated during your discussion. Save this anchor chart and add to it each day as you continue to focus on the same strategy.

- **Turn and talk.** Invite students to share examples of metacognitive strategies they used as they listened to the text. Ask partners to share their ideas with the whole group. Students can use the metacognitive discussion prompts provided as reproducible student bookmarks on pages 26–27.

- **Connect and transfer.** Remind students that good readers are active and engaged with the text whenever they read, and that you would like to consciously practice using this strategy until it feels natural and automatic.

Strategy	Sample Prompts to Use During Reading
Ask Questions	<p><i>What does the word _____ mean on this page?</i> <i>I wonder what the author means when he says . . .</i> <i>I wonder if [a character] is going to . . .</i> <i>Why is the author giving me so much information about _____?</i> <i>What would I do if I were in the same situation as [a character]?</i> <i>I wonder what else I could learn about . . .</i></p>
Determine Text Importance	<p><i>I know these parts of the story are important because . . .</i> <i>I think these parts of the text are interesting because . . .</i> <i>I think the author thought _____ is important because . . .</i> <i>I need to pay attention to this _____. It has information I need.</i></p>
Fix-Up Monitoring	<p><i>I didn't understand that. Maybe I should reread it more slowly.</i> <i>The author says _____. What does that mean?</i> <i>I'm not sure what's happening. I think I'll read ahead and see if it becomes clearer.</i> <i>Who could I talk to about this to understand it better?</i> <i>Wait a minute. I need to stop and think.</i></p>
Make Connections	<p>Text to Self <i>This reminds me of when I . . .</i> <i>I knew someone just like this when I . . .</i> <i>I had the same experience when . . .</i></p> <p>Text to Text <i>This character is just like the character in . . .</i> <i>The plot of this story is so similar to the plot of . . .</i> <i>I remember reading another book that took place in the same setting . . .</i></p> <p>Text to World <i>If this character were alive today, I bet she would feel _____ about _____.</i> <i>What's going on in this book is just like what's happening right now in . . .</i></p>
Make Inferences	<p><i>The author says _____. I think she means . . .</i> <i>If I read between the lines, the author is telling me . . .</i> <i>The clues that prove my inference are . . .</i> <i>I think the character did this because . . .</i> <i>I think this happened because . . .</i> <i>These few pieces of evidence tell me that . . .</i> <i>From the information in this chapter (section), I can infer that . . .</i> <i>From the events in the story thus far, I think _____ will happen next.</i> <i>The picture (photograph) on the cover of the book suggests that . . .</i> <i>The graphics on page _____ suggest that . . .</i> <i>I know more about _____ because of the specific information I read on page _____.</i></p>
Summarize and Synthesize	<p><i>This story or passage is really about . . .</i> <i>So far I know _____. This makes me think that . . .</i> <i>My opinion of _____ is _____. I think this because the text said . . .</i></p>
Visualize	<p><i>The words _____ help me really see [the character or setting] in my mind.</i> <i>The author's description makes me imagine a place that is . . .</i> <i>I've never seen a _____, but I imagine it is . . .</i> <i>I can [smell/taste/feel/hear] . . .</i></p>

Reproducible Bookmarks for Talking About Metacognitive Strategies



Determine Text Importance

- I know these parts of the story are important because . . .
- I think these parts of the text are interesting because . . .
- I think the author thought _____ is important because . . .
- I need to pay attention to this _____. It has information I need.

Ask Questions

- What does the word _____ mean on this page?
- I wonder what the author means when he says . . .
- I wonder if (a character) is going to . . .
- Why is the author giving me so much information about . . . ?
- What would I do if I were in the same situation as (a character)?
- I wonder what else I could learn about . . .

Fix-Up Monitoring

- I didn't understand that. Maybe I should reread it more slowly.
- The author says _____. What does that mean?
- I'm not sure what's happening. I think I'll read ahead and see if it becomes clearer.
- Who could I talk to about this to understand it better?
- Wait a minute. I need to stop and think.

Visualize

- In my mind, I see . . .
- The words _____ help me really see (the character or setting) in my mind.
- The author's description makes me imagine a place that is . . .
- I've never seen a _____, but I imagine it is . . .
- I can (smell/taste/feel/hear) . . .



Make Inferences

- The author says _____. I think she means . . .
- If I read between the lines, the author is telling me . . .
- The clues that prove my inference are . . .
- I think the character did this because . . .
- I think this happened because . . .
- These few pieces of evidence tell me that . . .
- From the information in this chapter (section), I can infer that . . .
- From the events in the story thus far, I think ____ will happen next.
- The picture (photograph) on the cover of the book suggests that . . .
- The graphics on page ____ suggest that . . .
- I know more about ____ because of the specific information I read on page . . .

Make Connections

Text to Self

- This reminds me of when I . . .
- I knew someone just like this when I . . .
- I had the same experience when . . .

Text to Text

- This character is just like the character in . . .
- The plot of this story is so similar to the plot of . . .
- I remember reading another book that took place in the same setting . . .

Text to World

- If this character were alive today, I bet she would feel ____ about ____.
What's going on in this book is just like what's happening right now in . . .

Summarize and Synthesize

- This story or passage is really about . . .
- So far I know _____. This makes me think that . . .
- My opinion of ____ is _____. I think this because the text said . . .
- This helps me understand . . .
- My thinking about this topic has changed because . . .