

| Nonfiction Read Aloud | Talk Aloud for Reading Comprehension | Talk Aloud for Writing | Composing Think Aloud | ThinkAloud for Reading Comprehension |
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| Read a preselected text aloud to students | Read a piece of text and then <i>share what you liked</i> that the author did to help you understand his message. (author's craft) | As a follow up to a talk aloud for reading, share a piece of writing you did based on the attributes you appreciated in the author's writing. | A model of the process (unpack the teacher's thinking) of crafting a piece of writing. This does not have to be based on the attributes of a published author's writing. Within the PWIM model, student generated sentences are used to create paragraphs. | A model of the conscious use of a strategy to comprehend text. (Strategies could include – making predictions, activating prior knowledge, visualizing, making connections, monitoring understanding.....) |
| Purpose *build content knowledge *model fluency *build vocabulary *share good writing | Purpose *same as read aloud *build student awareness of the features and structures of nonfiction text so they can use them independently for reading comprehension and writing | Purpose *same as read aloud *model how to use attributes found in good writing to share a message with the reader *build student awareness of writing structures they can use from mentor texts | Purpose *model the thought processes involved in crafting a piece of writing. *invite students to make conscious choices when writing | Purpose *explicit demonstration and explanation of when, how and why good readers use comprehension strategies *build student repertoires of strategies they can access when comprehending text |
| Teacher *purposely choose text * indicate purpose for reading *read aloud *invite student response | Teacher *choose a text with a text feature or organizational structure that works for you as a reader *share what you appreciated and how it helped you understand the content *assign student talk aloud | Teacher *share own writing based on the attributes identified in a previous talk aloud for reading *explain how you used the attributes in your own writing to communicate with your reader | Teacher * unpack your thinking as you craft a piece of writing *explain the thought processes involved in each step of the process – what was written and why | Teacher *model strategy, explains why it is helpful and shares when it would be useful *unpack thinking - what they did to understand what they read |
| Student *listen to read aloud *respond to content | Student *listen to teacher model *examine nonfiction text looking for structures and features that support their learning *share what they noticed and how it helped them as a reader | Student *listen to teacher's model *use similar attributes to write a piece independently *explain how they used the attributes in their writing | Student * write a piece *explain the conscious thought processes involved in crafting their piece | Student *listen to teacher's model *practice strategy with teacher support * can explain how they apply the strategy when reading |