**Title:** Think Big With Think Alouds, Grades K-5

**Subtitle:** A Three-Step Planning Process That Develops Strategic Readers

**Author(s):** Molly Ness

**ISBN:** 978-1-5063-6496-4

**List Price:** $33.95

**Subject Line:** Dynamic reading lessons advance your students

**Teaser Line:** Harness the power of think alouds

**Headline:** Develop strategic readers: a step-by-step strategy

**Email Copy:** Hi first\_name,

I have spent years working on ways for students to access more complex texts, the same is probably true for yourself. Have you ever tried think alouds? You might want to take a look at Molly Ness’s new book *Think Big With Think Alouds*, see details in the email below.

It’s an effective approach for providing students with ideas and recommendations that they can use when they read. I think of this as an apprenticeship model for developing readers. They deserve to have opportunities to listen to the thinking of someone who has more experience and different ideas.

Thinking about thinking – it’s one of the most important effective ways for ensuring that students develop a set of skills that serve them well as they read. As Molly notes, it’s time to “think big” so that students have a chance at becoming increasingly literate.

Sincerely,

Doug Fisher

**Body Copy:** Explore book>> (Call to Action. Bottom of book cover image)

 (Book cover image right-side of copy)

*Think Big with Think Alouds* gives you an actionable approach for improving your students’ reading skills, based on the author’s year-long, classroom-based research. Molly Ness combines the power of think alouds with more than 20 ready-made scripts, group activities, online resources, and other practical tools, giving you an advantage you can put to work every day.

**Author Bio Copy: Molly Ness**is an associate professor at Fordham University’s Graduate School of Education.  She graduated Phi Beta Kappa from Johns Hopkins University, and earned her PhD in Reading Education from the University of Virginia.  Her research focuses on reading comprehension instruction, the instructional decisions and beliefs of preservice and inservice teachers, and the assessment and diagnosis of struggling readers.  A former Teach For America corps member, she is an experienced classroom teacher.