

Appendix C

Think Alouds for Sample Texts

Think Aloud for “The Owl and the Pussy-Cat” by Edward Lear

What the Text Says	What I Say	The Comprehension Strategy I Model
The Owl and the Pussy-cat went to sea In a beautiful pea-green boat, They took some honey, and plenty of money, Wrapped up in a five-pound note.	<i>I'm wondering what the relationship between the Owl and the Pussy-cat is. I wonder where they might be going. I'd also like to know what the money is for.</i>	 Asking questions
The Owl looked up to the stars above, And sang to a small guitar, “O lovely Pussy! O Pussy, my love, What a beautiful Pussy you are, You are, You are! What a beautiful Pussy you are!”	<i>One of the questions I had was about the relationship between the Owl and the Pussy-cat. As I kept reading, I found out that the Owl calls the Pussy-cat “my love” and sings about how beautiful she is. This lets me know that the Owl and the Pussy-cat are in love.</i>	 Monitoring and clarifying
Pussy said to the Owl, “You elegant fowl! How charmingly sweet you sing! O let us be married! too long we have tarried: But what shall we do for a ring?”	<i>The key information here is that the Owl and the Pussy-cat want to get married, but they aren't sure what to use for a wedding ring.</i>	 Synthesizing
They sailed away, for a year and a day, To the land where the Bong-Tree grows And there in a wood a Piggy-wig stood With a ring at the end of his nose, His nose, His nose, With a ring at the end of his nose.	<i>What is a piggy-wig? Is that just another name for a pig? Are the Owl and the Pussy-cat going to take this ring and use it as a wedding ring?</i>	 Asking questions
“Dear Pig, are you willing to sell for one shilling Your ring?” Said the Piggy, “I will.”	<i>I learned that the pig sells them the ring.</i>	 Synthesizing
So they took it away, and were married next day By the Turkey who lives on the hill. They dined on mince, and slices of quince, Which they ate with a runcible spoon;	<i>I think the author is entertaining me with a made-up story. He makes this poem imaginative with his fantasy characters. I've never see an owl and cat getting married or a turkey marrying anyone!</i>	A Understanding the author's purpose
And hand in hand, on the edge of the sand, They danced by the light of the moon, The moon, The moon, They danced by the light of the moon.	<i>This poem is about an owl and a cat who fall in love and get married, and are so happy that they dance under the moon.</i>	 Synthesizing

Think Aloud for *The Sandwich Swap* by Her Majesty Queen Rania Al-Abdullah and Kelly DiPucchio

What the Text Says	What I Say	The Comprehension Strategy Model
It all began with a peanut butter and jelly sandwich . . . and it ended with a hummus sandwich.	<i>I wonder what the “it” here is. I wonder what began here. What is a hummus sandwich?</i>	 Asking questions
Salma and Lily were best friends at school. They drew pictures together. They played on the swings together. They jumped rope together. And they ate their lunches together.	<i>The key information here is that Salma and Lily are friends who have a lot in common.</i>	 Synthesizing
But just what they ate was a little different. Lily ate a peanut butter and jelly sandwich every day for lunch. Salma ate a hummus and pita sandwich every day for lunch. And although Lily never said it out loud, she thought Salma’s sandwich looked weird and yucky. She felt terrible that her friend had to eat that icky chickpea paste every day. Ew. Yuck. And although Salma never said it out loud, she thought Lily’s sandwich looked strange and gross. She felt just awful that her friend had to eat that gooey peanut paste every day. Ew. Gross.	<i>I’m noticing these two parts—about what Salma ate and thought and what Lily ate and thought—are written in the exact same way. I wonder if the author did this to show me that even though the girls have so much in common, they also have things that are different.</i>	A Understanding the author’s purpose
Then one day, Lily just couldn’t hold back those pesky thoughts any longer. “Your sandwich looks kind of yucky,” she blurted out.	<i>I’m noticing some words that don’t always mean nice things—pesky, yucky, blurted. These words make me think that Lily was acting unkindly.</i>	 Making inferences
“What did you say?” Salma asked, thinking she must have misunderstood her friend. “I said, your sandwich looks yucky.” Salma frowned.	<i>At first I wasn’t sure why Salma asked, “What did you say?” I thought maybe she hadn’t heard Lily. But when I kept reading, I understood Salma said that because she was surprised her best friend had said something so unkind.</i>	 Monitoring and clarifying
She looked down at the thin, soft break, and she thought of her beautiful, smiling mother as she carefully cut Salma’s sandwich into two neat halves that morning.	<i>From the text clues, I get the sense that the hummus sandwich reminds Salma of home and of how much her mother loves her.</i>	 Making inferences
Her hurt feelings turned mad. “Yeah, well your sandwich looks gross, and it smells bad too!” Salma snapped back.	<i>I wonder how Lily will react. What will she say? Did Salma say something equally unkind just to make Lily feel bad—like she is now feeling?</i>	 Asking questions
Lily looked surprised. She sniffed the thick, squishy bread, and she thought of her dad in his silly apron, whistling as he cut Lily’s sandwich into two perfect triangles that morning	<i>I’m noticing that the sandwich reminds Lily of how much her dad loves her, just like Salma’s sandwich.</i>	A Understanding the author’s purpose  Making inferences

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What the Text Says	What I Say	The Comprehension Strategy I Model
Lily scowled. "It does not smell bad!" "Does, too!" "Ewww . . . YUCK!" "Ewww . . . GROSS!"	<i>The most important idea here is that both girls have hurt feelings and both girls said something unkind to their best friend.</i>	 Synthesizing
That afternoon the friends did not draw pictures together. They did not swing together, and they did not jump rope together either. The next day, Salma ate her lunch at one table and Lily ate her lunch at another.	<i>Now I understand that these friends are so hurt that they don't spend time together—like they normally do.</i>	 Synthesizing
Meanwhile, the peanut butter vs. hummus story had spread, and everyone began choosing sides. Each side had something not so nice to say to the other. Pretty soon the rude insults had nothing at all to do with peanut butter or hummus. You're weird! You're stupid! You look funny! You dress dumb!	<i>Now I understand that the rest of the class is making this fight even worse, by being rude, saying insults, and taking sides.</i>	 Synthesizing
And then it happened. Somebody yelled, "FOOD FIGHT!" Peanut butter and hummus sandwiches and other lunch favorites began flying back and forth between both sides of the lunchroom. They stuck to the walls. They stuck to the ceiling. They stuck to the lunch lady.	<i>I'm wondering why the kids thought that having a food fight was a good idea. Why would having a food fight make things any better?</i>	 Asking questions
When the sandwiches were all gone, pudding cups and applesauce and carrot sticks took flight. Salma and Lily looked at one another from across the rowdy, splattered room. They both felt ashamed by what they saw.	<i>I'm getting the sense that Lily and Salma feel responsible for the food fight and for the conflict with their classmates.</i>	 Making inferences
They both felt really ashamed when the principal called them into her office—after they had helped clean up the mess.	<i>I'm wondering how the principal will handle this. Will Lily and Salma get in trouble? What will their punishment be? Did the principal call their parents? Did other kids have to help clean up, too?</i>	 Asking questions
The following day, Salma set her lunch down across from Lily's. The two girls nibbled on their sandwiches in silence. Finally, Lily got up the courage to speak.	<i>I like how the author is showing me how uncomfortable the girls feel—they can't even talk to each other.</i>	A Understanding the author's purpose
"Would you like to try a bite of my peanut butter and jelly?" Salma grinned. "Sure. Why not? Would you like to try my hummus and pita?" Lily laughed. "I'd like that." "On the count of three?" "Okay. On the count of three! 1 . . . 2 . . . 3!" "Hey, this is delicious!" "And this is heavenly!" The girls giggled. And hugged. And traded sandwiches.	<i>I'm noticing that the girls didn't apologize to each other. They just tried each other's lunch and realized how much they liked it. I wonder why the author doesn't write about apologies.</i>	A Understanding the author's purpose
After lunch, Salma and Lily met with the principal again. This time they were there to suggest a very special event for the whole school. And that's how it all began with a peanut butter and jelly sandwich . . . and ended with a hummus and pita sandwich.	<i>I can see from the pictures that the entire class has a picnic where they all try different kinds of food and learn about each other's families and cultures. I'm thinking that the author wrote this book to make us realize that friends can have lots of things in common but that differences are not a bad thing.</i>	A Understanding the author's purpose

Think Aloud for *The William Hoy Story: How a Deaf Baseball Player Changed the Game* by Nancy Churnin

What the Text Says	What I Say	The Comprehension Strategy I Model
He stepped back so he could try again. (p. 1)	<i>Based on the clues of a rubber ball and him aiming at the wall, I'm guessing William is playing a sport. When I look at the subtitle and the pictures, I can tell he's trying to throw a baseball accurately. Maybe he's trying to be a pitcher.</i>	 Making inferences
"I want to be perfect for tryouts." His mother nodded. (p. 3)	<i>I've got some clues that make me think William is deaf. His mother is signaling with her hands, and William is reading lips and writing instead of speaking.</i>	 Making inferences
"It will never last." (p. 4)	<i>It could be that his father doesn't think baseball is a good idea for William—he shakes his head and says, "It will never last." Maybe his dad thinks sports are silly. I wonder if he thinks William is not a very good baseball player.</i>	 Making inferences  Asking questions
So every day, after homework and chores, he practiced. (p. 5)	<i>In a nutshell, I can tell that William is a hard worker. He's determined. Even though he's deaf and he's short, he still practices hard and is hopeful about making the team. He's optimistic and he won't give up.</i>	 Synthesizing
William threw the ball smack into his teammates' hands. (p. 9)	<i>Now I understand that it's even harder for William to play baseball because he's deaf. Despite what a good player he is, William can't hear the other players.</i>	 Synthesizing
William grinned. He sure did! (p. 11)	<i>I'm curious about why the man seems to look at the paper for such a long time. Was he debating whether or not to invite William on the team? Could it be that the man thinks he won't be a very good player because he's deaf?</i>	 Asking questions
"I quit," William told him with his notebook. (p. 12)	<i>I'm getting the sense that people treat William unfairly just because he's deaf, but that William won't tolerate this. The manager tries to pay him less, and his reaction is to quit. This also makes me think that William is true to himself and believes in his own value.</i>	 Synthesizing  Making inferences
Others hid their mouths so he couldn't read their lips. (p. 13)	<i>This evidence is confirming what I was thinking. Not only are coaches unfair to him, but players treat him differently too.</i>	 Synthesizing
He pointed to the fans in the stands laughing too. William's face grew hot. He walked off quickly. He wasn't going to cry. Not about baseball, he told himself. (p. 15)	<i>The author doesn't come right out and say it, but I'm getting the sense that William is proud, and that pride makes it so he won't cry in front of the crowd who is laughing at him.</i>	 Making inferences

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What the Text Says	What I Say	The Comprehension Strategy Model
He remembered how his mom would raise her arms to applaud him. (p. 16)	<i>From these bits of evidence—his mother’s letter, her applause for him, her watching him practice—the author is hinting that William and his mother are very close. She’s very supportive of him.</i>	 Making inferences
The umpire read William’s notes. “Yes, that could work,” he said. (p. 19)	<i>I’m really curious about what words he wrote. What did he write that the umpire thinks could work? What was his idea?</i>	 Asking questions
With his strong, sure arm, he became the first player to throw three base runners out at the plate in one game—from the outfield! (p. 21)	<i>Now I understand that his idea was for the umpire and coaches to use hand symbols to help him. Those hand symbols improved his baseball career!</i>	 Synthesizing
Now, even the farthest member of the crowd could see the signals. (p. 23)	<i>The big idea here is that hand symbols were useful for the players, the umpires, and the fans!</i>	 Synthesizing
He was called the king of center field because for ten years he was ranked among the top five outfielders to get hitters out by catching hard-to-reach fly balls. (p. 25)	<i>I learned that William was not only popular, but skilled. Teams wanted him, and he was highly ranked!</i>	 Synthesizing
They waved hats too. (p. 27)	<i>From the picture and the reminder about “just how his mother did when he was a boy,” I’m guessing that the fans were waving their hands and hats as a way to applaud him.</i>	 Making inferences
But he did, and we still cheer him today. (p. 27)	<i>I think the author’s purpose in writing this was to show how important William Hoy was to baseball. The author is telling me that William overcame the challenge of being deaf to achieve his dreams. The author is also telling me that William made an important contribution to baseball—the hand signals that we still see in games today.</i>	A Understanding the author’s purpose

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