

## SAMPLE THINK-ALOUDS

### Predict

I think the monsoon is foreshadowing that something terrible is about to happen.

This chart shows me that the literacy rate in Costa Rica is much higher than in other Latin American countries.

### Identify Important Information

I remember that arteries take blood away from the heart and veins carry blood to the heart.

### Activating Prior Knowledge

### Make Personal Connections

The escarpment at the end of the coastal plain is 103 stories high—wow! I remember being on the 102nd floor of the Empire State Building. That's high!

### Ask Questions

Why do most of the people in this country live in the northwest?

### Visualize

From the way the word "acquittal" is used in the sentence, I think it means "not being punished for a crime".

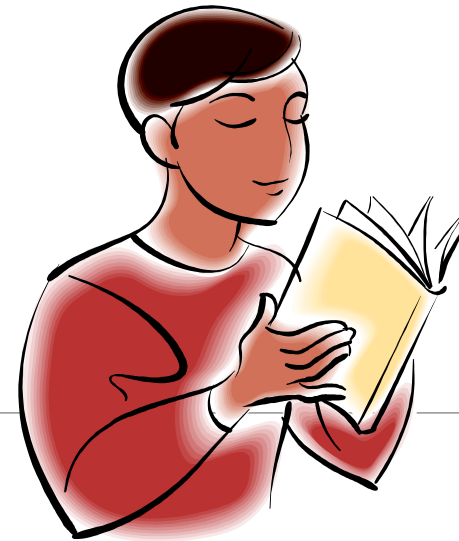
When the tea whistle blows, I can see the water vapor above the pot which shows evaporation.

### Use Context Clues

# SQ4R and Think-Alouds

## Parent Guide

I must construct meaning while I read....



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## WHAT IS SQ4R?

Reading is more than just pronouncing words. To read means to “**construct meaning**”. SQ4R is a reading technique that can be used to increase comprehension for both fiction and non-fiction text.

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1. Before reading a selection, **Scan** and **Question**. These two steps can be completed simultaneously.

**Scan** – Preview the text by looking at and deciphering key words, pictures, graphs, captions, titles, and headings. Read any questions that appear at the end of chapter.

**Question** – Predict what a section might be about, explore the purpose of the reading, turn title/heading into a question, use 5 Ws (who, what, where, when, why) and H (how)

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2. Next, **Read Actively** and **Relate** to the text. These two steps are completed simultaneously. While reading, students should do all of the following strategies:

- \* Predict / Make Inferences
  - \* Use Context Clues
  - \* Activate Prior Knowledge
  - \* Ask Questions
  - \* Visualize
  - \* Make Personal Connections
  - \* Identify Important Information
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3. Finally, when at the end of a section or chapter, **Retell** (summarize) what was read. If needed, **Reread** for clarification.
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## WHAT IS A THINK ALOUD?

Teachers generally guide students through the SQ4R technique. However, students must learn that all good readers eventually conduct the SQ4R method automatically with no prompting from someone else. In order to get students to be good readers we must model the SQ4R method by verbalizing the “thinking” that goes on in a reader’s head while reading.

When reading text, have your student practice any of these methods:

- Verbalize (say aloud) his/her thinking (**Scan, Question, Relate**) while reading
- Provide your student with small sticky notes to paste into the text to record his/her thinking (**Scan, Question, Relate**) while reading

OR

Record his/her thinking (**Scan, Question, Relate**) by writing on the text, if possible, while reading

- Fill out a worksheet to record his/her thinking (**Scan, Question, Relate**) while reading
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After reading a section/chapter, have your student complete any of these tasks:

- **Retell** after reading a section/chapter by writing a summary
- **Retell** after reading a section/chapter by verbalizing (saying aloud) a summary
- **Retell** by creating his/her own graphic organizer of the section/chapter
- **Retell** by constructing an outline of the section/chapter

Your student should be encouraged to **Reread** if he/she cannot **Retell** the section/chapter.