

Reading Comprehension Talk-aloud Implementation Log

Review

Talk-alouds provide an opportunity to model the reading/writing connection so students can “see” and hear how an experienced and skillful reader relates to and uses what the author has provided. The text used may be only an illustration, a sentence, or several pages. Talk-alouds often include mentioning something you noticed or appreciated about the text. Comments may include discussing what you noticed about the relationship between the cover, the title, and the first line, and how they all worked together to announce the primary message of the book. Or, you might address what you noticed about how the author organized the text to get across the message. It is during Talk-alouds that we can address anything that relates to the communication loop between the author and the reader (the reader/writer connection). Our long-range instructional purpose for Talk-alouds is to have students be aware of and use the reader/writer connection themselves. Thus, while every teacher Talk-aloud does not need to be followed by student Talk-alouds, enough practice must be provided so that students learn to use the strategy themselves.

Implementation Information

_____ I am using this log to plan or record notes for my lesson.

_____ I am using this log as I observe my collaborative planning partner:

_____ I am using this log as I observe a live or videotaped demonstration during staff development: _____

Date: _____ District/School: _____

Name, Grade Level or Role: _____

Title of Nonfiction Book Used: _____

Pages: _____ Author(s): _____

1. Concepts addressed from social studies, science, mathematics, other:



2. Language arts concepts and processes represented/modeled in the text selection:

3. How does the teacher model his or her use of what the author(s) provided in the text?

- **Connections made to past learning or future content if appropriate to your purpose:**
- **Listening activation (e.g., “Listen to the title and opening paragraph of...” “Listen to the beginning of...” “Listen for how...”):**
- **Read aloud the text you have selected, or, read and share if there are illustrations.**
- **Talk about what appealed to you in how the author(s) presented the information. Point out the reader-writer connection (e.g., “I noticed the author... it made me think about...”).**

Be sure to stay focused, crisp, and concise—addressing only a few attributes at first. Students will need to be able to see the text as you discuss it. You may also want to post the list of attributes that drew you to this text.

4. What, if any, student application activity was used?

(There are many appropriate student application activities, but remember the primary purpose of the Reading Comprehension Talk-aloud is to help students learn to use the reading/writing connection; therefore, many of your talk-alouds should eventually lead students to identify their own model text and share its attributes.)



5. a. Reflections on the Reading Comprehension Talk-aloud and organization of the lesson:

5. b. Reflections on student response:

Please include a copy of the passage used for your Talk-aloud.

Implementation Data

In the last 5 days, have you worked with your collaborative planning partner to select and rehearse a Reading Comprehension Talk-aloud?

____ Yes ____ No If "Yes," how many times? ____

In the last 5 days, have you demonstrated a Reading Comprehension Talk-aloud (with students) for your collaborative partner?

____ Yes ____ No If "Yes," how many times? ____

Questions about using Reading Comprehension Talk-alouds:

