



EXPLICIT THINK ALOUDS

Say the 'quiet part' out loud-showing how and why decisions are made-so students can borrow and build the same moves.



WHAT?

BUILD
PEARLAND
Proud.



WHY?

The best think-alouds sound spontaneous because they were **purposefully planned**. Teachers **verbalize the invisible moves** (how you plan, notice, monitor, and fix) using short, purposeful metacognitive language ("I'm checking the clue here... so I'll..."), *not just the steps*. Choose something to **model your think aloud that will have a "hard part"** where students may get stuck or make mistakes so they can see how you think through it. When working with students have them think aloud for you to unlock their thought process.

Think-alouds **teach the process, not only the product**-by making thinking visible, improving comprehension of the topic or skill, self-monitoring, and strategy transfer. By directing attention to key cues & when you also model coping moves (make an error, repair it)-students **gain concrete options for what to do when stuck**, building confidence and independence.



INSTRUCTIONAL DESIGN MOVES

Anticipate the barrier

Where are students most likely to struggle? **Choose one strategy to spotlight** → model your thinking using 2-3 sentence stems (e.g., "When I'm stuck, I...") → keep it brief so you can keep strong pace.

Rehearse & Refine Be Clear, Concise, & Brief

Rehearse the toughest skills **with your team** in planning. Refine the language to maximizes class time. Where will the barrier occur-how do we keep it clear & concise at a brisk pace?

Release & Monitor

At the end, release students to use the same thinking promptly. Highlight their thinking → share "aha moments" & productive mistakes → **reinforce that thinking (& struggle) are a part of learning**

Return & Refine

Guided didn't go well? Move back to think aloud. Have students interview **you** while you think aloud → use a fishbowl so others can observe → later in guided practice have them practice interviews w/ partners



ARTICLES

[Texas Gateway \(by TEA\) Resources](#)

[Edutopia's: The Think Aloud Strategy](#)

[Reading Rockets: Think Alouds](#)

[NCTE: Think Big with Think Alouds \(RLA\)](#)

[Read Write Think: Building Comprehension Through Think Alouds](#)



VIDEOS

***Go beyond a model; reveal a Think Aloud ***

[Think Alouds Look Spontaneous... But They're Not \(2 min\)](#)

[Introducing Think Alouds through Sentence Starters \(5 min\) RLA](#)

[Comprehension Game Changer \(3 min\)](#)

[Math Think Aloud \(2min\)](#)

[RLA Think Aloud \(5 min\)](#)



SEE IT

[Think Aloud Planning Placemat*](#)



AI PROMPT

I am teaching [grade level] [subject] and focusing on TEKS [# & full language]. Using research-based instructional practices, suggest ways to model explicit think-alouds, including scripted teacher language that shows the metacognitive process, common student barriers or challenges, and how to address them during instruction.