**Reading Strategy**

**Thinking Aloud**

**Purpose**

* To share with students how an expert reader makes sense of text.
* To demonstrate the process of interacting with text.
* To make invisible mental processes visible by modeling comprehension strategies used to construct meaning while reading.

**Directions**

1. Select a short piece of text (fiction or non-fiction) that is appropriate and relevant for the students in your class.
2. Prepare to “think aloud” by reading the text and anticipating where your students might get stuck. Focus on the ways that you are interacting with the text as your read. What background knowledge are your drawing on? What questions are you asking? Are you making any predictions or inferences? What mental images are you creating as your read the text.? How do your personal experiences influence your understanding of the text?
3. Read the text out loud and stop often to share your thinking with your students. Look at the text when you are reading and the students when you are “thinking aloud” to help them see the difference.
4. Be explicit and transparent when sharing by pointing out what words make you wonder something, what words remind you of something, what words cause you to create mental images and what words cause confusion and make you ask questions as you read.
5. After demonstrating “thinking aloud” several times, give your students an easy passage and encourage them to think about what is happening in their heads as they read. Ask them to practice “thinking aloud” with a partner.

*Cris Tovani*, I Read It, But I Don’t Get It