

## **READING Strategy → Think-Alouds**

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**Reading component**

Comprehension

**Related Standard(s) of Learning**

1.9, 2.8, 3.5, 3.6, 4.4, 4.5, 5.5, 5.6

### **Overview of the strategy**

Think-Alouds help students understand the mental processes readers engage in when constructing meaning from texts. The teacher models this strategy as he or she reads a selection aloud, thus enabling students to observe what skilled readers think about while reading.

### **Strategy procedure**

1. Explain that reading is a complex process that involves thinking and making sense of what is read.
2. Select a passage to read aloud that may be difficult for students to comprehend because of unknown vocabulary words, unclear descriptions, or confusing explanations.
3. Develop questions prior to demonstrating the strategy that will show what you are thinking as the passage is read.
4. Have the students read the passage silently as you read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems.
5. Change the tone of your voice so students will know the difference between what the text is saying and what you are thinking.
6. Some behaviors or strategies to model include:
  - Making predictions (e.g., “From what he’s said so far, I’ll bet that the author is going to give some examples of poor eating habits.”)
  - Describing the mental pictures you see (e.g., “When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves.”)
  - Creating analogies (e.g., “That description of clogged arteries sounds like traffic clogging up the interstate during rush hour.”)
  - Verbalizing obstacles and fix-up strategies (e.g., “Now what does ‘angiogram’ mean? Maybe if I reread that section, I’ll get the meaning from the other sentences around it. I know I can’t skip it because it’s in bold-faced print, so it must be important. If I still don’t understand, I know I can ask the teacher for help.”)
7. After modeling, provide opportunities for students to practice this strategy independently, in pairs, or in small groups.

### **Source**

- B. Davey, “Think Aloud: Modeling the Cognitive Processes of Reading Comprehension.” *Journal of Reading* 27, no. 1 (1983): 44–47.