

STARTING POINTS

There are several strategies, called general reading processes, that researchers have discovered readers use every time they read anything. If your students don't do these things, this is the place to start your think-aloud modeling since these strategies will have the greatest pay-off for them across all reading tasks. The chart below defines these general processes.

General Processes of Reading

- Activate background/continue to personally connect to content throughout reading (activate and bring your appropriate background knowledge about reading and content to the reading task; use existing life knowledge to make sense of new information; apply what you are learning to your own questions and concerns).
- Decode text into words and meanings (occurs at word, sentence, and text levels).
- Set purpose for reading (think about whether you are reading for pleasure, for information, in order to converse with someone, in order to write, and so on, and read in an appropriate fashion to meeting your goals).
- Make predictions (create hypotheses and continually adjust them in light of new information).
- Visualize (“see” what you are reading; create a visual story world or mental model—with informational texts—that represents the meaning of the text).
- Ask questions (interrogate the text, the self, and the author before, during, and after reading).
- Summarize (bring meaning forward throughout the reading, determining what is important and continually synthesizing it with what has gone before).
- Monitor understanding/self-correct (continuously check that reading makes sense and use fix-it strategies when it doesn't).
- Reflect on meaning (consolidate knowledge with what was previously known).
- Prepare to apply what has been learned (create new knowledge structures, or schema, and ways of thinking and use these in new situations).