**Supplemental Digital Content B**

**Think-aloud Components and Examples from *The Invention of Hugo Cabret***

The teacher or speech-language pathologist models how to think aloud and then asks the students to practice thinking aloud.

* Make predictions: “From the title I think this book will be about someone named Hugo Cabret. He must live in the city of Paris because I can see the Effie tower on the cover of the book. The invention…Hum, perhaps Hugo is an inventor, someone who creates something new. The picture looks like a very complex machine and the keyhole is right there in the center of the page. That must be important. The moon is also in the picture, I wonder if that will turn out to be important too.”
* Describe the pictures you form in your head about information in the text. “I have a picture of this scene in my head and this is what it looks like....” The text says, *The old man didn’t just shuffle the deck, he fanned it, and flipped it and made the cards jump up into an arching bridge, shooting them in rapid succession from one hand to the other*.

In my head I can see the old man fanning the cards in his hand. He spread them all out and is holding them so you can see them all at the same time. He throws the cards from one hand to the other, but they don’t fall down – they look like he’s made a bridge between his hands. He’s doing it really really fast.”



* Make personal connections: Show how to link prior knowledge to new information in text. “This reminds me of....” “Hugo was having a hard time getting the automaton together. He doesn’t have all the pieces he needs. That’s happened to us when we were putting that model car together. We were missing a piece and we had to figure out what we could use for the missing piece.”
* Demonstrate how you make connections between ideas in the text. “All through the book, the old man, Melies, has been complaining about shoe heels clicking. At one point he said, ‘Don’t you know the sound of clicking boot heels can summon ghosts.’ Now I’ve learned that Melies had made movies. When the war came, he lost everything. He had to sell his movies. The company that bought his films melted them down and used the chemicals to make shoe heels. That’s why Melies did like to hear shoes clicking – it reminded him of everything he had lost.”
* Make inferences from pictures and words: “I think ….” “Hugo’s really interested in the key that Isabel has around her neck. I bet it’s connected to the automaton is some way.”
* Demonstrating fix-up strategies: Showing how to make sense of the passage. “I’d better reread.” or “I’ll read ahead and see if I can get some more information." From T*he Invention of Hugo Cabret,* “I though the boy was running through the train station to catch a train. He didn’t get on a train. Now he’s walking down a hall and looking behind him. He’s acting like someone is following him. Oh, I remember, before these pictures was a page that said, ‘the thief.’ Maybe the boy stole something. He’s a thief. He thinks someone is following him.”
* Think like the author or artist. “In this set of pictures, the artist shows Isabel falling and her necklace with a key pops up, off her chest. Then he shows us a side view close-up of Hugo’s face – his eye is wide and his mouth is open. I think he wants us to realize that Hugo is surprised. He shows us a close up of Hugo’s hand as he reaches help Isabel. There are two more pictures of Isabel, and each time we get a closer view of the key. I think the author wants us to know that the key is very important in this story and to recognize that Hugo knows the key is important.”