Talking to the Text (TttT)

Talking to the Text (TttT) is a Reading Apprenticeship® (RA) routine that helps the reader learn how to figure out the meaning of text based on his or her schema, paying attention to the text, and by focusing on his or her metacognitive processes as the reader reads on to make meaning of the text.

TttT is a problem-solving routine.

This is a scaffold to allow students to work with the text independently before sharing in the group, which really helps the readers who benefit from multiple readings of text and provides more time for reflection. Unlike the Think Aloud, which does not require writing, the TttT uses written comments to showcase the student’s thinking and metacognitive thoughts.

How does a student learn how to TttT?
A reader will write in the margins, make notes, underline and circle words, ask questions, and make comments and predictions. The reader notes what he knows, what he is thinking about, what connections he sees or does not see, what his predictions might be, etc.

How can faculty promote TttT in their classrooms?
Faculty can help students learn how to TttT by using a document reader or a transparency to model this technique to show readers the invisible hints that they may not realize are in the passage; these hints can help with comprehension as well as teach the technique. These may include bold face, textual structures, a listing of objectives, word clues, syntax, etc. These aspects of text vary based on the subject area of text, and they are supports to comprehension. This routine is useful for faculty to see where the student is in terms of recognizing and analyzing the reading process. It is most helpful to remind students that TttT is not just about content, but about the process of reading as well. Start with Think Alouds as a scaffold and then move into TttT. Remember to discuss the TttTs in pairs and as a group to help build metacognitive conversation in your classroom.
Furthermore, faculty need to define and illustrate annotation versus Talking to the Text.

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<tr>
<th>Annotation</th>
<th>Talking to the Text</th>
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<td>Diabetics often have problems with their feet. One reason is that the peripheral nerves are damaged by poor circulation. The legs and feet are often affected because these are farthest from the heart’s action; thus, blood circulation may be limited. Furthermore, abnormal blood glucose levels can damage blood vessels and nerves which take nourishment and nerve signals to the legs and feet. This damage then leads to the limbs becoming numb, feeling less pain, and having difficulty healing. With the loss of sensation, an individual may be unaware of foot sores or injuries. The feet then become ulcerated and infected. So, limb and foot care are important to maintain proper circulation and foot health.</td>
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**Why does TttT work so well?**

Talking to the text engages the student in an intentional metacognitive conversation with text:

- TttT engages the personal, social, cognitive, and knowledge-building dimensions which promote a deeper understanding.
- TttT helps student name activities and ways of making meaning.
- TttT encourages readers to notice and say when they are confused and work together to make meaning.
- TttT prompts readers to notice the differences in texts and how the textual structures contribute to meaning and thereby build reader confidence and stamina.
- TttT provides a real-time evaluation of readers’ thinking and understanding because it is written.

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