



## Teaching Tips

A teacher's comments signal strategies to guide students' thinking. Listed below are some think-aloud strategies that students can use while they are reading. You can model these for your students.

### OUTLINE

**Making Connections**  
**Predicting**  
**Gathering**  
**Monitoring/Correcting/Adjusting**  
**Solving Words**  
**Maintaining Fluency**  
**Making Inferences**  
**Summarizing**  
**Synthesizing**  
**Analyzing**

#### **Making connections:**

- This reminds me of (people, places and other books).
- I know somebody like that.
- I've felt like that before.
- This story is like (another text).
- I've read something like this before.

#### **Predicting:**

- I wonder if...
- I want to know...
- What is going to happen next?
- Oh! Now I know what is going to happen...

#### **Gathering:**

- I think that's important because...
- I didn't know that, but now...
- That's interesting...

### **Monitoring/Correcting/Adjusting:**

- I'm confused
- That's not right.
- I don't get this.
- Oh! That's what this means.
- I need to look for (information).
- How would this sound to the listener?

### **Solving Words:**

- That word sounds familiar.
- What does that word mean?
- How do you say that word?
- I see a word part I know, and so...
- When I reread the sentence saying the word, does the word make sense in the text?
- Does the word match the pictures?

### **Maintaining fluency:**

- This is easy reading.
- Am I reading like I talk?
- Am I using punctuation marks to give me clues from the author about my expression?
- How can I read this so it sounds like the characters are talking?
- Do I understand, or am I reading too fast (too slowly)?

### **Making inferences:**

- I think the character will turn out to be...
- Why did the character do that?
- She must feel...
- I can just picture (hear, feel, smell) that.
- How sad...or wonderful!

### **Summarizing:**

- The important things I learned are...
- What's the important point here?
- I'm confused about how...
- What's the big idea?
- Let me think about what I now understand.
- Is this important or just extra information?

### **Synthesizing:**

- That must be one of the reasons it (an event) happened.
- I see the (event or actions taken) , more clearly now.
- Now, I understand this (group, problem-solution, cause-event) better.
- These ideas are really interesting.

### **Analyzing:**

- These characters are so well developed.
- What a complex plot!
- I'm figuring out the mystery by...
- That's the style of the author.
- I like the way the author helps me to create a picture in my mind by...