

<b>Thinking Strategy</b>	<b>Definition</b>	<b>Teacher Language</b>	<b>Student's Thinking Voice</b>
<b>Monitoring for Meaning</b>	Thinkers are aware of their thinking. They monitor and reflect upon their understanding.	'What makes sense?' 'What's confusing?' 'Where are you 'clue-full'?' 'clueless'?' 'What will you do now to restore meaning?'	'I'm confused here' – or – 'I'm clear here ...' 'I don't get it / I get it ...' 'This doesn't make sense' 'I understand ...'
<b>Activating, Utilizing and Building Background Knowledge (Schema)</b>	Thinkers search for and create connections between what they know and new information.	'What does this remind you of?' 'What can you connect this to?' 'How does this <i>link</i> help you understand more deeply?' 'Where would you file this information?' 'How is this like ...?'	'This is just like ...' 'This reminds me of ...' 'A connection I made to this is ...' 'This matches the ideas/information in my brain's file folder ...' 'I know that...'
<b>Asking Questions</b>	Thinkers ask questions of themselves and of texts or content before, during, and after learning	'What are you wondering?' 'What questions do you have?' 'In what ways will those questions help you understand this?' 'What are you curious about?'	'My question is ...' 'I'm wondering ...' 'How ... what ... why ... when ... who ...' 'I wondered ... and I found out ...'
<b>Drawing Inferences</b>	Thinkers merge what they know with new information to arrive at conclusions, make predictions, or come to big ideas	'What are you thinking?' 'What conclusions can you draw?' 'How does this thinking beyond the text help you make deeper meaning of your reading?'	'I'm thinking that ...' 'I predict ...' 'Even though the text doesn't say so, I think ...' 'I bet ... I knew it ...' 'I am guessing that ...'
<b>Determining Importance</b>	Proficient thinkers distinguish important from less important information, based on their purpose	'So, what's essential here?' 'Is that important to understand?' 'What are the main ideas/messages?' 'How does the author show us what s/he thinks is important?' 'What does the author want us to learn?'	'I think this is really important ...' 'This is essential ... This is extra ...' 'When I sort this out, these things seem to stick ...' 'I'll remember ...' 'I learned ...' 'The big ideas are ...'

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<b>Creating Sensory Images</b>	Thinkers create mental images and models to better understand	'When you read that, what did you see/hear/smell/feel/taste?' 'What words led you to that image?' 'How does that image help you understand this?'	'In my mind, I can see/hear/smell/feel/taste ...' 'My image is ...' 'The movie in my head...' 'The picture is on/off ...' 'Painting a portrait of my reading, I saw ...'
<b>Synthesizing Information and Ideas</b>	Thinkers notice how their understanding evolves and changes	'Now what are you thinking?' 'What's changed about your ideas/thinking?' 'Tell me about the <i>quilt</i> of your thinking.'	'At first I thought ... but now I'm thinking ...' 'Now I understand that...' 'My thoughts have really changed ...' 'Like putting a puzzle together, the pieces of my thinking are ...'
<b>Problem Solving</b>	When meaning breaks down thinkers repair faulty comprehension using "fix-up" strategies	'So, what did you do to repair meaning?' 'Now what are you going to do?' 'Knowing that it doesn't make sense is only part of the work. Now you have to fix it up to make better sense.'	'I think I'll reread to make better sense ...' 'I'm going to slow down here ...' 'What a minute, I'm not making sense here...I'll try...'

adapted from L. Benson, *Colorado Reads*