# The Language of Thinking

## Monitoring for Meaning
*Students' Reader Voice*
'I'm confused here/I'm clear here . . .'
'I don't get it/I get it . . .'
'This doesn't make sense/I understand . . .'.

*Teacher Prompts*
'What makes sense?'
'What's confusing?'
'Where are you 'clue-full'? 'clueless'?'
'What will you do now to restore
    meaning?'

## Activating, Utilizing and Building Background Knowledge (Schema)
*Students' Reader Voice*
'This is just like . . .'
'This reminds me of . . .'
'A connection I made to this piece is . . .'
'This matches the ideas/information in my
    brain's file folder . . .'
'A cousin text for this book would be . . .'.

*Teacher Prompts*
'What does this remind you of?'
'What can you connect this to?'
'How does this *link* help you
    understand more deeply?'
'Where would you file this information?'
'How is this text like . . .?'

## Asking Questions
*Students' Reader Voice*
'My question is . . .'
'I'm wondering . . .'
'How . . . what . . . why . . . when . . . who . . .'
'I wonder . . . and I found out . . .'

*Teacher Prompts*
'What are you wondering?'
'What questions do you have?'
'In what ways will those questions
    help you understand this?'
'What are you curious about?'

## Drawing Inferences
*Students' Reader Voice*
'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 . . .'

*Teacher Prompts*
'What are you thinking?'
'What conclusions can you draw?'
'How does this thinking beyond the
    text help you make deeper
    meaning of your reading?'

## Determining Importance
*Students' Reader Voice*
'I think this is really important . . .'
'This is essential . . . This is extra . . .'
'When I sort all this out, these things seem to stick . . .'
'I'll remember . . .'
'I learned . . .'
'The big ideas here are . . .'

*Teacher Prompts*
'So, what's essential here?'
'Is that important to understand?'
'How does the author show us what
    s/he thinks is important?'
'What are the main ideas/messages
    in this text?'
'What does the author want us to
    learn from this piece?'

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