

MONITORING

Monitoring students during their read aloud:

"Does it make sense, sound and look right? If not, try again."

"Think what would make sense and check the letters again. Let's write it on the whiteboard."

"Can the picture help you figure it out?"

"Let's pause and think about whether that makes sense."

"Think about what happened first. What came next?"

"Does that make sense?"

"Did anything in this story surprise you?"

"I don't understand why you feel that way, can you explain it to me?"



MODELING

Modeling reading phrases you can use:

"Listen as I read this part... Does that make more sense? Now you try."

"Listen as I think out loud about this part of the story."

"Does this make more sense now that I've read it to you?"

"Watch/listen how I slow down at this part."

"This doesn't make sense to me, does it make sense to you?"

"Based on this part.... I think the character will..."

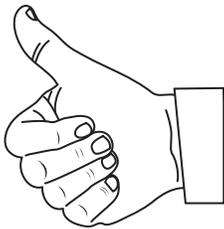
"This character reminds me of..."

"My thinking changed when..."

"At first I thought this story was about... But now that we've read it..."

"This is the first time I've read this type of book. How about you?"

"This changed my mind because..."



CONFIRMING

Confirming students:

"You used the picture to help make sense of the book."

"I could tell you were really thinking about the story as you were reading."

"You really slowed down and thought about whether that made sense."

"You made sure it looked right before moving on."

"Your prediction seems well thought out."

"I can understand why you would think that, but..."

"I'm glad you tried this book, even though you didn't like it."

"You really offered enticing information about that story!"

"I can see why you did/didn't like that story."

"Your connections seem to help you to understand this character."

"That was a real turning point in your reading!"

"You have found the problem in the story."

"I like how you shared your thinking. I can't wait to hear you read the next chapter."