Appendix 5: Modelled Reading Think Aloud Examples

Think Alouds	Reading Strategy
• I wonder if... . • I want to know... . • From what I know about... I don't think that... will... . • What is going to happen? • I know what's going to happen because... . • I think this will be about... . • I think... will happen next because... . • The cover makes me think this text will be about... . • I think I will learn... . • Based on what I already know I think... . • Yes I was right! • That's what I thought!	Predicting
• That reminds me of... . • This is like... . • I've read something like that before... . • I've seen that before... . • I've felt like that before... . • This story is like... . • I know somebody like that.	Connecting
• This book is the same/different to the other book I read about... . • This information is different... . • I expected this to be the same as/different to... . • These texts are different in the way they are organised/illustrated.... • The character in the story is similar to... . • The author is using a very similar style in this novel to the previous one he wrote. I notice that he is once again using similes to... .	Comparing
• He must feel... . • I think she'll turn out to be... . • Why did... do that? • I think the author wants me to understand that... . • I can take this idea and add to it. • I think this word/phrase/sentence could mean... . • That tricky word could mean... . • I think... acted this way because... .	Inferring
• This part helps me understand why... . • I expect to learn... . • I can add what I know by looking at the pictures and reading the words. • I can use what I know to help me understand new things in this text. • I think about how this text matches what I know. • After reading this I have learnt... . • After reading this text I now know more about... .	Synthesizing

Think Alouds	Reading Strategy
• Pretty empty and dumpy. I can see this in my mind. The empty room, the table and the two chairs. • In my mind I can see.... • I can picture that because these words... help me to visualise this text. • I can hear/taste/smell/feel... when I read these words. • I think the character would look like.... • The movie playing in my head looks like....	Creating Images
• I wonder why this title? • Why is this happening? • What does this mean? • Why did this character...? • What is the author saying? • What more do I need to know? • Do I understand this?	Self-questioning
• I can skim this because.... • I'll quickly look over this to see if it is what I'm after. • I think this article will help me to learn more about rainforests. • The title and sub-headings look like they will answer my questions. • I can see that this part will help me learn more about.... • This highlighted section tells me this text should be useful. • I can tell by the pictures that this web page includes information about whales.	Skimming
• I need to read this text more carefully because.... • I can tell by the title and illustrations that this chapter will tell me about the.... • If I go to the Table of Contents I'll find exactly what I need to know about the diet of.... • Out of these websites this one looks the best. It's got what I'm looking for.	Scanning
• Am I supposed to know where Smith Street is? • Is that important? • I think that is important because.... • This will be important to remember.... • I will need to underline... That will be important to remember. • This word is important because... • The layout of this book helps me determine what is important. • I must remember this when I retell, the order in which things happen is important. • I can sum this up by saying.. • That's important. I'll need to write that down.	Determining Importance

Think Alouds	Reading Strategy
• What I've read so far is mostly about... . • I think the purpose of this text was to help me understand that... . • The most important part of this was... . • I'll use this and re-write it using my own words. • This means... . • I could write it this way to make it make sense to me.	**Summarising and Paraphrasing**
• I don't get it. I'll reread. • I wasn't paying much attention to that last section. I'd better read it again. • That didn't make sense. I need to go back and read this again. • That part was tricky. I'll reread. • That's not right. It says... .	**Rereading**
• I don't really understand what the author is talking about here. I'll read on to see if... . • I'll skip this tricky word and read on to the end of the sentence and see if that gives me a clue. • I don't know this word. I'll keep reading to see if I can work it out.	**Reading On**
• I'll need to slow down my reading. • This isn't making sense. • I'll quickly read the headings of this web page to see if it will give me the information I'm after.	**Adjusting Reading Rate**
• How do you say that word? • Does this sound right? I'll try sounding it out. • I can take this word apart by sounding it out. • I can blend these parts together... .	**Sounding Out**
• I'm confused. • That's not right. • That word looks familiar. • How do you say that word? • I think that word is... . • Does this sound right? • I'll need to check that word.	**Chunking**
• That words looks familiar. • I know that word says... so maybe that might help me with this word. • I know a similar word to this one. • This word looks like... . • This word has 'at' so maybe it says 'hat'.	**Using Analogy**

Think Alouds	Reading Strategy
• I think this word means... I'll check it in the dictionary. • This word has the root..... • What does this word mean? Can I use it in this way? • This word must have something to do with size. I could check to see if the Glossary helps me check the meaning.	Consulting a Reference
• When I read these words I grouped them together. That's because they go together in a phrase. • I made my voice go slightly up at the end of that sentence. • That's because the author has put a question mark there. • I meant to say that word loudly because the author has put it in bold type so he wants me to emphasise this word.	Phrasing, Punctuation, Typo-graphical aids – (bold type, italics)

Reference Box:

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Wilhelm, J. *(2001), Improving Comprehension with Think-Aloud Strategies.* New York: Scholastic.