

# Reading for Understanding

## BOX 4.12

# Metacognitive Reading Log Template

When students keep metacognitive reading logs in a loose-leaf binder, the individual sheets can easily be turned in for teacher assessment, as with the template shown. The log entries allow the teacher to see what students are understanding, curious about, or confused by—and respond accordingly.

<b>METACOGNITIVE READING LOG</b>	
<b>Name:</b> _____	<b>Class Period:</b> _____
<b>Chapter:</b> _____ <b>Sections:</b> _____	<b>Due Date:</b> _____
<b>Important Ideas and Information in theText (p. )</b>	<b>My Thoughts, Feelings, Questions</b>

use when sharing their logs with a partner. She says that when partners talk together, she expects them to interrogate each other's thinking and learn from each other in a metacognitive conversation: "Why did you write that?" "What reminded you of this?" "What made you think of that picture you drew?"

In community college classes, many teachers and students have discovered the value of metacognitive logs. Holly Morris assigns her general biology students to keep logs as they read the textbook. She asks them to summarize