

## BOX 4.13

**Metacognitive Reading Log: Pair Work**

In this example, partners are responsible for reading and discussing each other's logs. They also work together to identify reading problems that either has had with the assignment. (This example is from Heather Howlett. She shares it on the U.S. Department of Education Doing What Works website, where she describes her work with Reading Apprenticeship.)

**METACOGNITIVE READING LOG: PAIR WORK**

*Directions:* Read your logs with a partner. Make sure that each of you has had a chance to read uninterrupted first. Once both people have had a chance to read, answer the following questions aloud, and then in writing.

1. How did you decide what to put on the left side of the log? What makes you think it is important?
  
2. Were there things in the reading that you didn't understand? How did you figure out what they meant?
  
3. What problems do you still have with the text or the reading log itself?

There will be an opportunity to share highlights and insights with the whole group after the pairs have had some time to talk.

Source: [http://dww.ed.gov/see/?T\\_ID=23&P\\_ID=61&c1=1083&c2=1070#cluster-1](http://dww.ed.gov/see/?T_ID=23&P_ID=61&c1=1083&c2=1070#cluster-1)

the author's main points in the left column and respond in the right column. Holly models for students a range of ways they can respond. Entries in the right column vary considerably, she reports:

Some students gave examples. Some wrote comments such as, "I understand" or "I'm confused." Some clearly used the second column to reflect on what they were reading. For example, as J.R. was writing about the H<sup>+</sup> gradient across the cell membrane in the electron transport chain, he wrote in the second column, "I guess then that the H<sup>+</sup> ions cannot diffuse across the membrane." This comment may not seem like a big deal, but he was clearly slowing down to think about the transport process.