

METACOGNITION consists of three basic elements:

- **Developing a plan of action**
- **Maintaining/monitoring the plan**
- **Evaluating the plan**

Before - When you are developing the plan of action, ask yourself:

- What in my prior knowledge will help me with this particular task?
- In what direction do I want my thinking to take me?
- What should I do first?
- Why am I reading this selection?
- How much time do I have to complete the task?

During - When you are maintaining/monitoring the plan of action, ask yourself:

- How am I doing?
- Am I on the right track?
- How should I proceed?
- What information is important to remember?
- Should I move in a different direction?
- Should I adjust the pace depending on the difficulty?
- What do I need to do if I do not understand?

After - When you are evaluating the plan of action ask yourself:

- How well did I do?
- Did my particular course of thinking produce more or less than I had expected?
- What could I have done differently?
- How might I apply this line of thinking to other problems?
- Do I need to go back through the task to fill in any "blanks" in my understanding?

The metacognitive process enhances learning by guiding students' thinking, and by helping the learner follow a wise course of action as he or she thinks through a problem, makes decisions, or attempts to understand a situation or text. In this rapidly changing world, the challenge of teaching is to help students develop skills that will not become obsolete.

Metacognitive strategies are essential for the twenty-first century because they enable students to cope successfully with new situations.

Learners who are well developed metacognitively:

- Are confident that they can learn.
- Make accurate assessments of why they succeed in learning.
- Think clearly about inaccuracies when failure occurs during tasks.
- Actively seek to expand their repertoire of strategies for learning.
- Match strategies to the learning task, making adjustments when necessary.
- Ask for guidance from peers or the teacher.
- Take time to think about their own thinking.
- View themselves as continual learners and thinkers.

Metacognitive Interview Forms ask students to explain how they went about reading a passage of text. Here are some sample forms completed by students at **Millcreek-West Unity School District**:

Select a passage that the students can read easily.

Explain to the students that you want him/her to show you how they are thinking while they are reading the passage.

1. What should I do first? Should I do anything before I start to read?
Show me how to do that.
2. What should I do while I am reading? Show my how to do that.
3. What should I do if I am having trouble while I am reading? Show me how to do that.
4. What should I do when I finish reading?
5. Do I need to do anything else to really understand what I read?

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