
Teacher Talk Stems for Metacognitive Conversation

INITIATING METACOGNITIVE CONVERSATION

- What did you notice about... the text? your reading process? your partner's reading process? your leaning while reading?

UNCOVERING ROADBLOCKS AND CHALLENGES

- What in the text was... challenging? confusing? unclear? new? unusual?

FOLLOWING-UP ON ROADBLOCKS

- What did you do about it?
- What (else) might you do about?
- What might help you? ... Give that a try.
- Could you ?
- How did it help (or not)?

UNCOVERING ENGAGEMENT, PREFERENCES, INTERESTS AND ACCOMPLISHMENTS

- What did you find interesting? uninteresting? relevant to you?
- What (ideas, questions, connections, discoveries, visualizations, ah-ha's, summaries, re-statements) did you make that you're most proud of?

LOOKING BACK AT READING PROCESS

- What worked for you (your partner/team/group)? Why?
- What didn't work? Why?
- What did you learn about (topic/inquiry focus) and how did you learn it?
- What did you learn about reading (this kind of text) that might help in when you read ___?
- What is a good read of this text? What does that entail?
- If you really want to read a text like this well, what do you actually need to do?

CULTIVATING INDEPENDENCE IN TOPIC KNOWLEDGE-BUILDING

- What do you know about ____ now? How do you know it?
- What evidence do you have?
- Where did you find information that supports that idea?
- What questions do you have about ___? What could you do to answer the question about ____? Give it a try....
- Where could you find some information that might help you to answer the question?
- What would you need to learn about to understand it?
- What do you think causes ____ to happen?
- Why do you think ____ happened?
- How did the text or your reading process support those ideas?
- What else do you need to know?
- Based on what you read, what do you think...?
- What could explain what's going on?
- What evidence was helpful to you for building knowledge about ...? How did it help?
- What different kinds of evidence did you use?

FOSTERING TEXT-TYPE AND GENRE KNOWLEDGE

- What did you notice about these two texts? the format? the language? the content?
- Did you notice... any data? any analysis? any claims? any explanations? any arguments?
- Where? How do you know?
- What kinds of science texts are they?
- What might be the author's purpose? How do you know?
- What did you notice about your reading processes for these two texts?

PROJECT **READi**

- Did your reading process change from one text to the next?
- How did you go about tackling challenges with these different texts?
- Which strategies (from the reading strategies list) helped? Which didn't?