



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

## STRATEGY: METACOGNITIVE CONVERSATION WITH TEXT

### Strategy Overview

When learners begin to think about the mental activity that occurs while reading, they can begin to self-monitor their ability to comprehend text. Providing students opportunities to engage in metacognition—to think about their thinking—allows them to consider their own mental processes. By engaging in metacognitive conversations with others, students talk about their reading processes, strategies, knowledge resources, motivations, and interactions with and affective responses to text. They are able to make their invisible cognitive activity visible and reflectively analyze and assess the effect of their thinking processes.

Source: (Referencing Schoenbach et al., 1999, pp. 22–23 of *Building a Knowledge Base in Reading*, Second Edition by Jane Braunger and Jan Patricia Lewis).

### Strategy Procedures

1. By engaging in a metacognitive conversation with the text, struggling readers are invited to reflect on and make visible the strategies they employ to comprehend text by asking themselves the following questions:
  - What did you do, as a reader, to make sense of the text you just read?
  - Which parts were difficult to understand?
  - What did you do when you got to the difficult parts?
  - Are there parts you are still struggling with? What are they?
2. An important next step is to invite readers to share their responses with peers to learn what others do when confronted with challenging text. Revealing personal strategies can be motivating for struggling readers because it allows them to become active agents in their own learning. They are often comforted to realize that *all* readers struggle with text at some time. Sharing personal strategies with others also helps expand the repertoire of tools that students can use in future reading.
3. The Metacognitive Conversation with Text worksheet is intended to lead students through a metacognitive conversation. After students have completed the handout, they should share their responses with one or two classmates or during a whole-class discussion.