

Metalog Instructions

Metacognition: is the process of thinking about your thinking as you read. For example: What do you know? What do you understand? How do you understand it?

You are expected to read at least 20 min. a night. You are expected to write one metalog response weekly. The metalog will be due every Wednesday in class, you may turn them in EARLY! You may turn in a paper copy or electronically.

How do I write a metalog response?

1. Read your class free choice book for at least 20 minutes a night.
3. Copy the **heading** (see below) at the TOP of your metalog.
4. Choose a Metalog prompt and response. Your response should have two quotes to demonstrate and support your understanding, additionally you should clearly state how this information connects or supports your understanding of your selected prompt. Please be sure you include transition words where appropriate.
5. Check the provided rubric to see that you'll get full credit!
6. **REMEMBER** you are explaining **your understanding and how you got there!** Think about your thinking.

Heading

Name:

Date:

Title:

Author:

Pages Read:

Metalog Prompts: (Choose one and answer)

* ***I realized...*** (What did you understand about the conflict, the character that you didn't realize at the start)

* ***I stopped to reflect on...***

(When did you stop and reflect on the author's message, or a change in the story)

Metalog Rubric

	3	2	1	0
Metacognition	The student mentions comprehension strategies used, when he/she used them, how they helped, and a plan for using them again. <i>Evidence</i> of metacognition is present. *Tell me what you know and how you know it!	-mentions comprehension strategies used and when he/she used them, but may not mention how they helped or his/her plan for using them again. Some evidence of metacognition is present.	Naes comprehension strategies used, but does not explain when he/she used them, how they helped, or his/her plan for using them again. Little evidence for metacognition is present.	The student simply tells about the book. No metacognition is present.
Evidence	The student quotes (2) directly from the text or to support his/her thinking. He/she identifies the Last name,page number of the quote.	The student gives an example from the text that supports his/her thinking or quotes are not correctly sighted .	It is unclear whether the student references the text to support his/her thinking.	The student does not reference the text at all.
Quality of Ideas	Ideas are appropriate, complex, and logically thought out and written. Clear address the writing prompt	Ideas are appropriate and logically thought out and written. Maybe more simple in connections of ideas	Ideas are somewhat thought out and written, however in an incomplete manner. Does not support are clearly supportive of understanding.	No ideas are given.
Time Read	The student read more than assigned chapters	The student read less than ask	The student reads fewer than half that was asked	Did not read any of assigned text
Directions Followed	The student includes the full heading, including date, title, author, pages read, and has 2 quotes and has complete ideas	The student includes the heading, but is missing one of the following: date, title, author, pages read, or time spent reading. Does not have 2 quote, and is incomplete in ideas	The student includes the heading but is missing more than one of the following: date, title, author, pages read, or time spent reading. Less than 2 quotes and minimal ideas	The student does not include a heading or the entry is fewer tno quotes and no sentences explaining their understanding

Example Entry

Date: 8/15
Pages Read: 30

Title: The Hunger Games

Author: Suzanne Collins

I could really visualize Katniss' outfit for the Tribute parade. Suzanne Collins, the author, described it like this: "A few hours later, I am dressed in what will either be the most sensational or the deadliest costume in the opening ceremonies. I'm in a simple black unitard that covers me from ankle to neck. Shiny leather boots lace up to my knees. But it's the fluttering cape made of streams of orange, yellow, and red and the matching headpiece that define this costume. Cinna plans to light them on fire just before our chariot rolls into the streets" (48). I think I could visualize this so well because Collins used very descriptive language like "shiny leather" and "fluttering cape." Visualizing helped me understand why Katniss is so upset about everything. She's being treated like she's nothing more than a publicity stunt, especially since she's being set on fire! I'd be annoyed too! I plan to use visualizing again to help me get more into the story and to help me understand the character's feelings.

Example 2:

Writing Goal: I will use 6th grade words that are mature.

Heading: Title: The Shack Date: 11/20/13 Author: Wm. Paul Young Pages: 24

I could really visualize what the characters did on their spare time by the way that they dressed. "She had gloves folded into her belt, not the heavy leathers of the man, but the lightweight cloth and rubber that Mack himself used for yard work at home. She was dressed in plain jeans with ornamental designs at the fringe-knees covered in dirt from where she had been kneeling-and a brightly colored blouse with splashes of yellow and red and blue." (Young 85) I can infer that the character gardens, because of her gloves and dirt-covered knees. Another example is: "He appeared Middle Eastern and was dressed like a laborer, complete with tool belt and gloves. He stood easily, leaning against the door jamb with arms crossed in front of him, wearing jeans covered in wood dust and shirt with sleeves rolled just above the elbows, revealing well muscled forearms." (Young 84) I inferred that that he was cutting trees because of his strength, wood dust, and the fact that he was dressed as a laborer. I could use this information in my book because I know what role the characters play. (what they do in the story), which could help me make predictions in the story. I could use this in the future because it tells me that in certain circumstances, what someone is wearing tells me more about them and what they are doing.