**Using Metacognitive Practices to**

**Improve Efficacy of Peer Review**

Participants in this workshop will be able to:

* Explain the metacognitive strategies **Think Aloud** and **Talking to the Text**
* Use these metacognitive strategies in their own classes
* Explain the benefits of using these metacognitive strategies in the **writing classroom**

**What is metacognition?**

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p. 128 – Reading for Understanding, 2nd edition



p. 132 – Reading for Understanding, 2nd edition

**Talking to the Text:**

Student is entering into a dialogue with the text on paper, writing questions in the margins related to specific pieces of the text

**Think Aloud:**

Student engages in a conversation with the text orally, commenting or questioning as they read out loud. Partners listen and record.

**Combining Strategies:**

* Students first read the essay themselves and **Talk to the Text**
* They next complete a worksheet to make sure the important pieces of the essay are present.
* Then, they read the essay to their partner (the writer) as a supported **Think Aloud**

*This method is scaffolded and supported for non-native English Speakers, but these strategies can be altered and combined in different strategies for different student populations.*