

## SENTENCE FRAMES THAT CAN BUILD METACOGNITIVE THINKING

<b>Planning</b>
I wonder why . . . I already know something about this topic. It is . . . I know the word _____, but I don't know what _____ and _____ mean. I see lots of graphics and charts. I'll need to use those to help me understand what I'm reading. I think/believe/assert that . . .
<b>Monitoring</b>
This wasn't what I expected. I expected _____ because _____. What can I write or draw that might help me remember and understand? Based on . . . I infer . . . My idea/answer is similar to . . . because . . . My idea/answer is different from . . . because . . . I discovered from . . . that . . . I found out from . . . that . . . A question I have is . . . because . . .
<b>Evaluating</b>
How well did I understand the task or problem? What strategies worked well for me? What strategies did not work for me? What should I do next time? Do I need some help for next time?

Retrieved from the companion website for *Visible Learning for Mathematics, Grades K–12: What Works Best to Optimize Student Learning* by John Hattie, Douglas Fisher, Nancy Frey, Linda M. Gojak, Sara Delano Moore, and William Mellman. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Figure 4.7