Initially, teachers model an SSR+ metacognitive log entry or two about the books they are reading during SSR+ time. They also collect examples from students’ entries that serve as models for the class to talk about. Experienced SSR+ teachers find that if they respond to about five students’ logs per class period, they can keep track of how the reading is going for individual students and make brief comments in the logs that let students know they have an interested audience. Many of the “While I was reading” prompts that students use in the first weeks of SSR+ suggest that it’s not uncommon to be distracted or confused (or to be able to figure out something to do about it). Later, these initial prompts may give way to new ones the class comes up with, new ways the teacher wants to focus students on their reading behaviors, or no prompts at all for students who no longer need them.