

In Reading Apprenticeship classrooms, various metacognitive note takers are used over and over as a concrete way for readers to track their thinking and build meaning. Teams may also find themselves using metacognitive note takers for looking at student work, interpreting graphics, building an argument, observing colleagues—whenever evidence-based reflection is called for.

Team Tool 5.7 shows a sample of note takers that lead readers from evidence to wondering or interpretation. In the following section of this chapter, Close-Up 5.10 shows how teachers used metacognitive logs to track the meaning elicited by their particular questions about a text, and Close-Up 5.11 shows how specific evidence in a text allowed teachers to infer more than was written on the page.

TEAM TOOL 5.7

A Sampling of Metacognitive Note Takers for Multiple Purposes

When teams use metacognitive note takers for a variety of purposes, teachers come to see how these seemingly simple structures shape-shift for multiple purposes, all with the intention of making thinking visible. (Numerous metacognitive note taker applications are described in Chapter Four of *Reading for Understanding*.)

I Saw (notes and quotes from the text)	I Thought (my questions, connections, clarifications, comments, wondering, understanding)
Evidence (notes and quotes from the text)	Interpretation (how it supports my thesis or not)
Evidence (what I noticed in a student's work sample)	Interpretation (what it makes me think about the student's next steps)