Educational researchers have long recognized the significance of metacognition in students’ educational achievement. Educators use the term *metacognition* to refer to the process of thinking about thinking. Metacognition is an important skill because it correlates highly with the way students learn and how they perform on academic tasks.

Arguably, metacognition is more important than ever in the era of the Common Core State Standards (CCSS). The CCSS require students to deal with increasingly complex content, and an important factor in helping students master this content is their belief in their ability to do so.

When you are ready to teach students how to think (and talk) about their thinking or review that skill, display the following page and discuss the information. Print out a copy and encourage students to refer to this reference as they learn how to think (and talk) about their own thinking.

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**Grammar Gallery users ...**

[Click here](#) to go to the Reading Gallery and have students consider how they think about thinking in the context of the questions associated with each reading.

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Thinking (and Talking) about Thinking

You are the owner and operator of an amazing brain, but it didn’t come with an instruction manual. That’s why it’s important to think about the way you think. If you can understand how your brain works, you will be better able to learn and remember ideas and information. Educators refer to this activity—“thinking about your thinking”—as metacognition. Reflecting on YOUR thinking processes will help boost your academic achievement!

Examples:

- When I saw the math problem on the test, I could picture my teacher standing at the board showing us how to solve it.

- I use the STEPS + G method when I write essays in social studies. That helps me remember to write what I know about the topic in terms of science, technology, economics, political systems, social and religious practice, and geography.

Questions to Help You to Think (and Talk) about Your Thinking

- I’m thinking ____________.
- This reminds me of ____________.
- I’m noticing ____________.
- I’m picturing ____________.
- I figured out that ____________.
- I’m seeing ____________.
- I can hear ____________.
- I noticed ____________.
- I wonder if ____________.
- I’m not sure what ____________ means.
- That struck me as ____________ because ____________.
- I already know ____________, but ____________ is new to me.
- What steps should I follow to solve this problem?
- What is the author trying to get me to think about or do?
- What is the graph/chart/diagram/image telling me?
- What is a good way to help me remember this information?