## Critical Learning

- How metacognition is involved in reading and in classroom activities
- Understand themselves as metacognitive readers, i.e., their use of fix-up strategies

## Curriculum Expectations

### Reflecting on Skills and Strategies:
Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

4.1. describe a few different strategies they used before, during, and after reading (learning); explain which ones they found most helpful; and identify steps they can take to improve as readers (learners) Interconnected Skills:

4.2. identify a few different skills in listening, speaking, writing, viewing, and representing that help them read (learn) more effectively.

### Learning Goals (Unpacked Expectations)
Students are able to:
- apply metacognition to reading
- understand that a variety of activities involve metacognition
- reflect on their use of fix-up strategies and set a goal for the next lesson

## Planning with the End in Mind

### Criteria for Level 3 Performance (Achievement Chart Category)
This lesson is preparing students to successfully meet the following criteria from the summative evaluation that follows this series of lessons. The lessons and rubric are intended to indicate the instructional trajectory. Thorough preparation may require additional lessons.

- Demonstrates considerable depth in understanding the role of metacognition to a variety of learning situations (Knowledge and Understanding)
- Demonstrates considerably effective use of metacognitive strategies (Thinking)

### Evaluation

**Tasks**
- Reading task with student think-aloud
- Teacher-student conference

**Tools**
The rubric should be shared and/or collaboratively developed with students early in the instructional trajectory.

## Instructional Components and Context

### Readiness
- What metacognition is
- Collaborative learning skills
- Note-making skills
- Reading comprehension strategies
- Open and closed questions

### Literacy Strategies
- Three-Step Interview
- Read-aloud
- Think/Pair/Share (Think/Pair/Squared)
- Fix-up strategies

### Assessment Tools and Strategies
- Observation
- Check for understanding: Collect Three-Step Interview notes and 3-2-1 Exit Card

### Terminology
- SLAM poetry
- Anchor chart

### Collaborative Skills
- Engage in face-to-face interaction
- Listen and speak respectfully
- Share responsibility for task

### Next Steps
- Do a think-aloud
Making Meaning with Metacognition  Lesson 2

### Guiding Questions
- Why does metacognition matter?

### Minds On...

<table>
<thead>
<tr>
<th>Whole Class → Think/Pair/Share</th>
<th>Approximately 30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pause and Ponder</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
</tr>
<tr>
<td>Anchor chart</td>
<td></td>
</tr>
<tr>
<td>3-2-1 Exit Cards</td>
<td></td>
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</tbody>
</table>

| Connections Menu               |                           |
| Rubric                        |                           |
| Connecting Practice and Research: |                        |
| - Metacognition Guide         |                           |
| - Strategy Implementation Continuum |                     |

### Observations
- Observe students during steps 1 and 2, coaching as necessary, e.g., by probing with questions, slowing the process for note-taking.
- Collect interview notes to check for understanding and note-making skills.

### Minds On…

**Whole Class → Think/Pair/Share**
- Holding up a mirror as a prop, ask students to reflect on the maze task in the previous lesson:
  - What did they do?
  - How did they feel about it?
  - What did they learn?

**Small Groups → Three-Step Interview**
- Students form groups of three to explore their peers’ thinking about metacognition.
- Distribute the Three-Step Interview Template to each group.
- Model possible interview questions, using a list of question words as question starters. Students work in groups to create interview questions. Groups exchange questions with another group to share ideas and obtain feedback. Then, groups select and/or revise their two most probing questions.
- Cue students to practise previously taught collaborative learning and note-making skills during the interviews. Roles of interviewer, interviewee, and recorder rotate among group members until each student has played each role and the group has completed the template. Students can refer to their rapid writing and journals from the previous lesson.
- Student trios form into groups of 6 to share and compare their thinking about metacognition in a Round Robin.
- Debrief the strategy with the whole class.

### Action!

**Whole Class → Metacognition and Reading**
- Share the learning goals, narrowing the focus from metacognition and learning to metacognition and reading.
- Model “working the text” in a read-aloud of a brief, interesting text, e.g., authors about SLAM poetry, interspersed with a think-aloud that poses and responds to metacognitive questions and models reading fix-up strategies. Display fix-up strategies as an anchor chart.
- Students make margin notes on their own copy of the text and contribute to the teacher think-aloud.
- Debrief, encouraging reflection through questioning. Distribute and refer to the Metacognitive Self-Assessment to identify which metacognitive strategies were modelled and why they were used. Students place these assessments in their portfolios for use in subsequent lessons.
- Students select one or two short texts from samples provided. In a Think/Pair/Squared strategy, students “work the text,” first alone and then in pairs, applying strategies modelled by teacher. Each pair of students joins another pair to share understanding of key ideas and application of strategies.
- Debrief the work-the-text activity with the whole class using question prompts.

### Consolidation

**Individual → Reflection**
- Students complete and submit a 3-2-1 Exit Card, identifying:
  - 3 skills or strategies practised that day
  - 2 observations about themselves as readers
  - 1 fix-up strategy to improve skills that they commit to practising over the next few classes.

### Home or Next Lesson Connection
- Select and bring two copies of a short text that you think a classmate will need to use fix-up strategies to understand. Bring a photograph of yourself. If a photograph isn’t possible, a small memento can serve the same purpose.
- If time permits, model the Minds On activity in Lesson 3.
Making Meaning with Metacognition Lesson 2

Connections Menu

Rubric
Connecting Practice and Research: Metacognition Guide
Connecting Practice and Research: Strategy Implementation Continuum

Minds On ...

Three-Step Interview
Three-Step Interview Template
Round Robin
Debrief Questions

Action!

Read-aloud
SLAM Poetry – Sample Texts
Metacognitive Questions
Fix-up Strategies
Anchor Chart
Think/Pair/Squared

Consolidation

Journal Prompts
<table>
<thead>
<tr>
<th>METACOGNITION RUBRIC</th>
<th>Level 4 Advanced</th>
<th>Level 3 Proficient</th>
<th>Level 2 Developing</th>
<th>Level 1 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>• identifies all or almost all the components of metacognition</td>
<td>• identifies most of the components of metacognition</td>
<td>• identifies some of the components of metacognition</td>
<td>• identifies a few of the components of metacognition</td>
</tr>
<tr>
<td>Understanding the importance of metacognition to learning</td>
<td>• demonstrates significant depth in understanding the role of metacognition to a variety of learning situations</td>
<td>• demonstrates considerable depth in understanding the role of metacognition to a variety of learning situations</td>
<td>• demonstrates adequate depth in understanding the role of metacognition to learning situations</td>
<td>• demonstrates limited depth in understanding the role of metacognition to learning situations</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of metacognitive strategies:</td>
<td>• demonstrates highly effective use of metacognitive strategies</td>
<td>• demonstrates considerably effective use of metacognitive strategies</td>
<td>• demonstrates somewhat effective use of metacognitive strategies</td>
<td>• demonstrates limited effectiveness in using metacognitive strategies</td>
</tr>
<tr>
<td>• to plan and prepare for learning</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• to select, monitor and adapt strategies for task-specific purposes</td>
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<tr>
<td>• to assess and reflect on progress, identify goals, and make a plan of action</td>
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<tr>
<td>Communication</td>
<td></td>
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</tr>
<tr>
<td>Explains how metacognitive strategies work together to help learners succeed</td>
<td>• explains with a high degree of clarity how metacognitive strategies work together to help learners to succeed</td>
<td>• explains with considerable clarity how metacognitive strategies work together to help learners to succeed</td>
<td>• explains with some clarity how metacognitive strategies work together to help learners to succeed</td>
<td>• explains with limited clarity how metacognitive strategies work together to help learners to succeed</td>
</tr>
<tr>
<td>Application</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Makes connections within and between various contexts:</td>
<td>• demonstrates ability to make insightful explanations of how metacognitive processes apply both to in-school and to out-of-school and work together with language and learning processes</td>
<td>• demonstrates considerable ability to explain how metacognitive processes apply both to in-school and to out-of-school experiences and work together with language and learning processes</td>
<td>• demonstrates adequate ability to explain how metacognitive processes apply both to in-school and to out-of-school experiences and work together with language and learning processes</td>
<td>• demonstrates limited ability to explain how metacognitive processes apply both to in-school and to out-of-school experiences and work together with language and learning processes</td>
</tr>
</tbody>
</table>
Minds On...

Three-Step Interview

The Three-Step Interview (Kagan, 1989) is a collaborative learning structure in which pairs of students alternate roles of interviewer and interviewee. Bennet and Rolheiser (2001), suggest groups of 3, in which students rotate roles, practising interviewing, being interviewed, and observing and/or recording. Used as a team-builder, to introduce or to explore a topic in-depth, students practise active listening, speaking, collaborative learning skills, generating questions, note-taking, observation skills, synthesizing information, and co-constructing meaning. As such, the activity can be linked to numerous teaching/learning goals, e.g., practising answering and generating types of questions. Each role is timed. After working in pairs or trios, groups of students pair together to debrief. Learning pairs/trios can be flexibly formed or sustained through a topic or unit. Bennett and Rolheiser advocate strategies for building both individual and group accountability.

Sample questions:
- What did you see/hear/read/view?
- Can you explain more about/what you mean by that?
- How did you feel about it?
- Why did you feel that way?
- What personal connections did you make?
- What is most important/relevant/interesting/controversial?
- What conclusion have you drawn?
- What is your evidence? Can you give an example?

## THRESE-STEP INTERVIEW TEMPLATE

A—Interviewer, B—Interviewee, C—Observer and Recorder

1. Select 3 or 4 questions to guide your interview.
2. Ask clarifying and probing questions as necessary.
3. Rotate roles after each interview.

### Interview 1

<table>
<thead>
<tr>
<th>Interviewee's Name</th>
<th>Interview Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interview 2

<table>
<thead>
<tr>
<th>Interviewee's Name</th>
<th>Interview Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interview 3

<table>
<thead>
<tr>
<th>Interviewee's Name</th>
<th>Interview Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Minds On...

Round Robin
Each student takes a turn, by going clockwise around a group. The term is often applied to scheduling of athletic tournaments. In the classroom, it is used to ensure that everyone has equal voice in a discussion.

Debrief Questions
• Which interview role was most challenging?
• Which questions were most fruitful?
• Did they find themselves posing follow-up or clarification questions?
• Did the interview format encourage metacognitive thinking? How?
• To what extent did the Round Robin require metacognitive skills?
• How is this debriefing building metacognitive skills?
Action

Read-aloud
Re-reading for Meaning. Think Literacy Subject-Specific Examples: English, Grades 10-12. p. 20.

SLAM Poetry – Sample Texts
A poetry SLAM is a competition in which poets, individually or in teams, perform oral poetry. Poetry SLAMs originated in the oral language movements of the 1960s and reemerged during the 1990s. Poetry in these competitions is judged as much on the energetic performance as on the content and technique.

Text 1
On the muse:
Inspiration is everywhere. But you have to actively seek it.
There are poems waiting for you on the #4 train, on the evening news,
Or in a conversation overhead on the street.
If I sat at my computer waiting for inspiration to hit me,
I might never write another poem.
So I go out with my pen and my notebook and
Absorb as much as I can.
- Felice Belle (p. 146)

Text 2
I write poetry when I can't leave something alone.
Some image or relationship stays with me and stays with me.
Then I start wondering about what led up to that image.
And that whole process somehow links up with some previous emotion
That I haven't been able to articulate
and the whole mess comes out as a poem.
- Jerry Quickley (p. 50)

Text 3
Writing poetry in high school, I always thought it was something I couldn't
Take very seriously or go very far with, a little detour with my weird mind
And little black book, that I'd forget scribbling once I went off to college.
But then in college, things started happening and I needed some place to put them,
To help make sense of what I was feeling when the world jarred me.
There was my black book.
Sometimes things felt even bigger than its binding.
That's when a poem would happen, when I had to have someplace to put what couldn't be contained, forgotten, swallowed.
Writing is practicing, teaching yourself, turning to yourself to try and answer for yourself.
- Douglas A. Martin (p. 50)


Metacognitive Questions
• What components of metacognition did the authors write about in their discussion of SLAM poetry and the writing process?
• How did the strategies help you to make meaning from the text?
• How did talking with others about the text’s meaning and your use of strategies help your understanding?
• When could you use these strategies again?
• How did the authors connect reading, writing, speaking, listening, and metacognition?
**Action**

**Fix-up Strategies**
- Re-read
- Read ahead for clues
- Use context or surrounding words to determine the meaning of unfamiliar words
- Check pictures for ideas about meaning
- Research unknown concepts using a glossary, index, etc.
- Ask new questions
- Use my own knowledge and experience to draw inferences
- Make and adjust predictions
- Seek help from an outside source, e.g., friend, teacher, parent
- Pause to think, summarize, or reflect
- Connect reading to background knowledge
- Create sensory or emotional images
- Look at sentence structure
- Read features, e.g., headings, bold-faced words
- Read an introduction or author's notes
- Identify and write about misunderstandings
- Think about the most important information
- Ask myself whether or not the text suits my purpose for reading


**Anchor Chart**
An anchor chart is collaboratively created by the teacher and students to record key information, e.g., definitions, strategies, classroom norms. The concept of an anchor is used figuratively to suggest the anchor chart's purpose: to hold key information and ideas firmly. It is posted in the classroom so that the teacher and students can refer to it easily, bridging prior learning and instruction, and anticipating future learning.

**Think/Pair/Squared**
This is an extension of a Think/Pair/Share that can be used to scaffold movement from pairs to groups and from group work to jigsaw structures. See Think/Pair/Share, *Think Literacy Cross-Curricular Approaches*, Grades 7-12. pp. 152-153.
Consolidation

**Journal Prompts**
- What differences did you notice between the strategies that worked for you and those that worked for your peers?
- What are your strengths?
- What needs improvement?
- How will you prepare to read a similar text next time?
- What strategies will you use during reading?
- How would you like to consolidate your learning?
- To what extent are you a metacognitive learner?