

EFFECTIVELY TEACHING METACOGNITIVE STRATEGIES ACROSS CONTENT
AREAS TO ENHANCE COMPREHENSION

by

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PROJECT INTRODUCTION

I created a second grade six-week Understanding by Design (UbD) (Wiggins & McTighe, 2011) interdisciplinary curriculum unit that engages students in the use of the metacognitive strategy of visualizing. The UbD design allowed me to design my units focusing on student outcomes rather than simply just listing learning activities. My project lesson plans begin with stage 1, which includes the desired results, followed by stage 2, which includes assessment evidence, and end with stage 3, which includes the learning plan and lesson activities. This project integrates visualizing into the content areas of: reading, science, and social studies, as well as poetry, which is an area that needs further curricular development in the Benchmark Literacy (2014) reading curriculum. The intended audience for this project is second grade teachers who are interested in using metacognitive strategies across the content areas to increase overall student comprehension. The research question that I have chosen to explore as part of this project is: *Does the use of metacognitive strategies contribute to increased reading comprehension?*

The reading curriculum that is enhanced through this project is the Benchmark Literacy (2014) curriculum. The Benchmark Literacy (2014) curriculum requires teachers to teach the following metacognitive strategies: asking questions, determining text importance, fix-up monitoring, making connections, making inferences, summarizing and synthesizing, and visualizing. As part of this project, I have only chosen to focus on one of these metacognitive strategies: visualizing. I have also chosen to enhance a second grade Native American interdisciplinary unit created by Osseo Area Schools and a

second grade FOSS science unit on air and weather by integrating the metacognitive strategy of visualizing into the existing unit plans.

Since visualizing is taught as part of unit 2 in the Benchmark Literacy (2014) curriculum, I would suggest that these lessons are not taught until approximately the second or third month of school. This also will give classroom teachers an opportunity to setup classroom expectations and routines at the beginning of the year in all subject areas. Benchmark Literacy (2014) suggests that teachers use the first 30 days to establish Reader's Workshop routines and expectations, which I believe is important to complete before beginning this unit. This will give students a better understanding of some of the important concepts that will be introduced in these units.

This project is based on the Metacognitive Teaching Framework (MTF) created by Kelley and Clausen-Grace (2007) and I have chosen to include all elements of this teaching framework in my unit plans. The Metacognitive Teaching Framework includes the following elements: think-aloud, refining strategy use, letting strategy use gel, and self-assessment and goal-setting (Kelley & Clausen-Grace, 2007). The lessons in these units include the use of interactive read-alouds, shared reading, small group lessons (literature circles), cooperative think alouds, and R⁵, as modeled in the MTF model.

My project is written and organized using the Understanding by Design Framework (Wiggins & McTighe, 2011). This project begins with the end in mind, meaning that the desired outcomes, including goals for student learning have been determined first. This is referred to as stage one of the lesson plan. Next, the plans shift to thinking about the assessments that are used to determine whether or not students have

met the desired outcomes in stage 2. Finally, the learning plan for my lessons is included in stage 3, which includes activities that the students will complete to meet the desired outcomes.

The established goals for student learning are tied directly to the Common Core State Standards (CCSS) in English Language Arts as well as the Science and Social Studies standards for the state in which my school is located. Since this is an interdisciplinary unit, some of these standards could apply across content areas. I have chosen to include student understandings, essential questions, and knowledge/skills that students should have at the conclusion of the lessons. When determining the assessments for students, I chose to include both performance tasks and other types of assessment evidence, both formative and summative, that would provide evidence of student growth and learning. Finally, when including choosing activities for the lesson plans, I differentiated the learning activities to allow students to access the curriculum and tied them directly to the established goals listed in stage one.

LINKS TO LESSON PLANS

Introduction to Visualizing	<u>Week 1 Lesson Plans</u>
Visualizing During R⁵	<u>Week 2 Lesson Plans</u>
Introduction to Literature Circles	<u>Week 3 Lesson Plans</u>
Visualizing with a Poetry Emphasis	<u>Week 4 Lesson Plans</u>
Visualizing in Social Studies	<u>Week 5 Lesson Plans</u>
Visualizing in Science	<u>Week 6 Lesson Plans</u>

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