Using Metacognitive Strategies to Understand a Text

Purpose

This routine helps learners to talk about a text by introducing academic vocabulary and providing sentence starters.

Goals

- Learners think and talk about their own thinking and understanding (metacognition).
- Learners make connections between current and previous learning and knowledge.
- Learners engage in collaborative close reading of a text.
- Learners use academic language to discuss topics and concepts (e.g., summarize, main point, concept).

Audience

- Intermediate to advanced English learners
- English learners transitioning to adult basic education classes
- Adult basic education learners

Supported Standards

- **CCRS Reading Anchor 2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCRS Speaking & Listening Anchor 1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **ELP Standard 1**: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- **ELP Standard 2**: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Materials

- Sentence Starter handout

Procedure

1. One learner reads a short section of a text aloud. Then, using the Sentence Starter handout, they select one "What I can do" statement and complete one corresponding "What I can say" statement. After the reader has a chance to speak, other learners may also add their thoughts using the sentence starters.
2. Another learner reads the next section of text and completes the same process.
3. Repeat for the remainder of the text.

Tips for Getting Started with This Routine

- Model the routine by volunteering to read the first section of the text and complete a sentence starter. Demonstrate to the learners how you chose which sentence starter to use by "thinking aloud."
- Learners who are unfamiliar with this routine may feel overwhelmed by the number of options for sentence starters. Therefore, when introducing the routine you may want to limit their options. For example, begin with just one "What I can do" category. Once learners are more familiar with the concept and feel comfortable completing the sentence starters, then you can add categories and sentence starters.
- Make sure that learners know how much of a text they are supposed to read before stopping to complete a sentence starter. One way to do this is by adding a stop sign icon  in the text to provide a visual cue for stopping.
- If you would like support with implementing this routine from an instructional coach, email jedwards@tiu11.org.