

Reading Minute Material:

Metacognitive Prompts: "Think Before, During and After"

LITERACY STRATEGIES

- BEFORE**
- ___ Admit Card
 - ___ Anticipation Guide
 - ___ Carousel Review
 - ___ Discussion Chart
 - ___ Exit Card
 - ___ KWL
 - ___ Link I
 - ___ Quickwrite
 - ___ Reading Strategies List (RSL)
 - ___ Round About
 - ___ States of Mind
 - ___ Text Rendering
 - ___ Think Aloud
 - ___ Word Sort
 - ___ Word Splash
 - ___ Word Study

- DURING**
- ___ Alike but Different
 - ___ Fast Write
 - ___ FQIP
 - ___ Gallery Walk
 - ___ Link
 - ___ Metacognitive Prompt
 - ___ One Sentence Summary
 - ___ QAR
 - ___ Reciprocal Teaching
 - ___ Talking to the Text
 - ___ Think Aloud
 - ___ Two Column Notes
 - ___ Window Notes
 - ___ Word Sort
 - ___ Word Splash

- AFTER**
- ___ Abstract
 - ___ Carousel Review
 - ___ Entrance Card
 - ___ Exit Card
 - ___ Final Word
 - ___ KWL
 - ___ Link I or II
 - ___ One Sentence Summary
 - ___ Metacognitive Prompt
 - ___ Round About
 - ___ Tear and Share
 - ___ Text Rendering
 - ___ Two Column Notes
 - ___ States of Mind
 - ___ Word Sort
 - ___ Word Splash

"THINK ABOUTS"

- ◆ How will students work with information?
- ◆ What literacy strategy needs to be modeled?
- ◆ What collaborative inquiry routine/s will be utilized during this lesson?
- ◆ What strategy will be used to document students' metacognitive conversations?

FORMATIVE ASSESSMENT

- Abstracts
- Admit Cards
- Anecdotal
- Constructed-response
- Exit Cards
- Metacognitive Conversations
- Observations
- One-Sentence Summaries
- Peer Assessment
- Quizzes
- Student Self Reflection
- Student Self-Assessment
- Student Inventory
- T4 Rubric
- Tear and Share
- Tests and Quizzes
- Two Column Notes
- Work Samples

- Collaborative Inquiry**
- ___ Expert Groups
 - ___ Final Word
 - ___ Gallery Walk
 - ___ Jigsaw Summary
 - ___ Round About
 - ___ Tear and Share

- Self Metacognitive Interaction**
- ___ Abstracts
 - ___ Fastwrite
 - ___ One Sentence Summary
 - ___ Response Logs
 - ___ Talking to the Text
 - ___ Two Column Notes
 - ___ Word Splash

- Group Metacognitive Interaction**
- ___ Group Abstract
 - ___ FQIP
 - ___ LINK I or II
 - ___ QAR
 - ___ Reciprocal Teaching
 - ___ Round About

Wiggins and McTighe define "enduring understandings" as "the ideas, principles and insights that weave facts into meaningful patterns." These are the "big ideas that give meaning and importance to facts" that "can transfer into other topics, fields, and adult life."

Wiggins and McTighe, Understanding by Design