



Literacy at Hartford Public High School

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Students' Preferred Metacognitive Strategies

Based on research done by Schumm, Vaughn, and Saumell in 1992, students felt that their teachers should

- Teach students ways to keep track of whether or not they understand the materials;
- Show students how to “read to learn” by demonstrating reading strategies;
- Teach methods to use when students do not understand the textbook;
- Conduct previews of the textbook to help locate textbook learning skills;
- Have students discuss major ideas and key points before reading the assignment; and
- Teach meanings of new words before the reading.

According to the researchers, most students surveyed were unlikely to feel that their teachers made sufficient use of these approaches. There was also agreement between high- and low-achieving students.

Specific Metacognitive Skills

According to Educational Research Service, skillful and effective readers are conscious about how to attack text material, how to monitor their reading process, and how to evaluate their comprehension.

The strategic reader knows how to

- Evaluate the cognitive experience;
- Select the **best strategy** for specific texts;
- Focus the attention to a specific problem.
- Decide **when to stop** the activity if a difficulty arises;
- Determine **whether he or she is comprehending** what he or she is reading or listening to;
- **Transfer** the strategies and principles learned from one task to another;

- Recognize the demands of a specific text;
- Distinguish the means to accomplish the demands of the goals; and
- **Identify** personal strengths, and **compensate** for deficiencies.

What We Can Do

Teachers in all content areas can facilitate a metacognitive classroom environment by using the following approaches:

- **Modeling** and **discussing** the teacher's own reading processes;
- Asking students to make and test **predictions**;
- Providing time for students to study and “restructure” tasks;
- Helping students to practice using **contextual** analysis for unfamiliar terms;
- Assisting students' comprehension by **identifying** the organization and structure of the text;
- Setting aside time for **reflection** on what was read;
- Asking for a **summary** of major ideas in a selection;
- Providing after-reading **applications**;
- Actually **using the term metacognition** or learning strategy after the term has been introduced and while teaching occurs;
- **Displaying** metacognitive strategies on bulletin boards and classroom walls;
- Presenting a **warm-up activity** at the beginning of the lesson;
- Planning a **lesson** to teach metacognition;
- Allocating time for **discussing** the problems students encountered in reading text; and
- **Thinking aloud** for students as the teacher verbally thinks through a problem or attempts to understand a task.