

Meta-cognitive Note Cards

GRADES

6 - 12

DISCIPLINE

Any

COURSE

Any

PACING

🕒 **1hr**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p>ACTIVE READING > NOTE-TAKING: Ability to demonstrate comprehension of complex texts through strategic, guided note taking.</p>	<p>META-COGNITIVE NOTE CARDS Read a piece of text and create a meta-cognitive note card demonstrating your understanding of four major characteristics.</p>	<p>Meets Expectations:</p> <p>Information on note card is complete, demonstrates a deep understanding of the text, and indicates student thinking.</p> <p>Not Yet:</p> <p>Information on note card is not complete, demonstrates only a surface understanding of the text, and indicates little or no student thinking.</p>	<p>Meta-cognitive Note Card (Self-thinking)</p> <p>The meta-cognitive note card is a comprehension strategy that organizes brain activity during reading. The note card takes four categories at a time to focus the thoughts of a student while they read, listen, or watch. This directs the students' thinking as they read. This is a particularly useful strategy for research.</p> <p>There are several possible skills that can be practiced on the cards: questioning, connecting, concluding, determining main ideas, inferencing, predicting, visualizing, defining vocabulary, analyzing character, analyzing plot development, identifying literary devices, and distinguishing between fact/opinion. However, the metacognitive note card focuses on only three at a time.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> ● If students have not practiced the skills you decide to include on the meta-cognitive card before, they will need you to define the skill and explicitly model it. Doing so will greatly increase the amount of time this activity takes, and will most likely require you to spread the activity over at least two days. ● Give each student a note card and the text you will be reading together. ● On the board have the note drawn with the four areas you will be focusing at during this reading. ● Have students transfer the information on the board to their note cards. ● Read the text along with students marking text that you think pertains to the areas of focus. ● When finished, do the first box though a talk-aloud with students. ● As you progress through the boxes, give the students more ownership and rely on them more for the information in the boxes. <p>Optional Practice:</p> <ul style="list-style-type: none"> ● Using a different text from that used in direct instruction, give the students another note card and have them work with a partner to complete the card.

		<p>Example:Biology/ ecosystems</p> <ul style="list-style-type: none"> • Top left box has the researcher look for evidence of the roles of species with in the article. • The top right box has the researcher look for evidence of symbiotic relationships that species have with other species. • The bottom left identifies academic vocabulary words to place in their vocabulary log and eventually used in their glossary and writing. They will use context clues to identify meanings for these words. • The bottom right box has the research look for abiotic needs and the roles with in different cycles. • Students will research three of the teacher selected web resources creating a new research card with each of the website. • Students are required to have 10 entries per card and any over 10 will be considered for extra credit. • Students will also cite their source on the back of the research card to use in their annotated bibliography for their book.
	<p>Standards:</p> <p>RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6-8.9 : Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>RST.6-8.10 : By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.</p> <p>CCR.R.8 : Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCR.R.9 : Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCR.R.10 : Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Research Card 📄 Research Cards Meta-cognitive 📄 Research Card 📄 Biology "Genetics" Example 📄 Debate research example 📄 ELA fiction example 📄 Science nonfiction example 📄 A blank meta-cognitive graphic organizer 	

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