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# Insert Novel Here: a Metacognitive Study of the Reading Process

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## Insert Novel Here: A Metacognitive Study of the Reading Process

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards):</p> <p>Reading/comprehension of literary text/theme and genre</p> <p>Reading/comprehension skills</p> <p>Reading/comprehension of literary text/fiction</p> <p>Writing/Writing Process</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Students will each watch an appropriate movie of their chose and review the movie using both 1<sup>st</sup> and 2<sup>nd</sup> draft reading strategies.</p> <p>Students will choose a mode of creative reflection: creative writing, drawing, song or blueprint. Using this creative mode of reflection, students will consider and reflect on their own viewing process.</p>	
	<b>Meaning</b>	
	<p><i>Understandings</i> <i>Students will understand that....</i></p> <p>We read for a variety of reasons: education, entertainment, curiosity, or to develop our worldview.</p> <p>Everyone’s brain is unique and makes meaning while reading differently than others.</p> <p>Reading is an experience of the mind that has physical ramifications in reality.</p>	<p><b>Essential Questions</b></p> <p>Why do we read?</p> <p>How does your brain interact with texts differently than other brains?</p> <p>How does what we read change our understanding of ourselves and the world?</p>
	<b>Acquisition</b>	
<p><i>Knowledge</i> <i>Students will know...</i></p> <p>Students will know the following: Plot, setting, character development, symbolism, figurative language, and theme.</p>	<p><b>Skills</b> <i>Students will be able to...</i></p> <p>Students will be able to identify, analyze, and utilize in their own writing the following: Plot, setting, character development, symbolism, figurative language, and theme.</p>	
Stage 2 – Evidence		
<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
		Performance Task(s)

<p>M</p> <p>M/T</p>	<p>Development Of 1<sup>st</sup> and 2<sup>nd</sup> Draft Reading Strategies</p> <p>Creative Project</p> <p>Student Self Evaluation</p>	<p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Movie Review (Part One):</p> <p>Students will each watch an appropriate movie of their chose and review the movie using both 1<sup>st</sup> and 2<sup>nd</sup> draft reading strategies.  <b>Detailed project outline attached.</b></p> <p>Reflection on Reading Process (Part Two):</p> <p>Students will choose a mode of creative reflection: creative writing, drawing, song or blueprint. Using this creative mode of reflection, students will consider and reflect on their own viewing process.  <b>Detailed project outline attached.</b></p> <p>-----  ---  Other Evidence (e.g., formative)</p> <p>Metacogniton Exit Slip  Metacognition Homework</p> <p style="text-align: center;">1<sup>st</sup> Draft Reading Days</p> <p>Idea #1 (20 questions, attached)  Idea #2 (Making Connections, attached)  Idea #3 (The Highlights (Plot), attached)  Idea #4 (Le Mot Juste, attached)  Idea #5 (Setting – Snow Globe graphic organizer, NOT attached)  Idea #6 (Character Development – Open Head Profile graphic organizer, NOT attached)  Idea #7 (Sensory Language – Eye, Ear, Nose, Hand, Tongue Graphic organizer, NOT attached)  Idea #8 (Say Something Strategy NOT attached)</p> <p style="text-align: center;">2<sup>nd</sup> Draft Reading Days</p> <p>Idea #1 (to follow the 20 questions 1<sup>st</sup> draft reading day)  Idea #2 (Web of Symbolism – character relationships)  Idea #3 (Character Map to follow Sensory Language 1<sup>st</sup> draft reading day)  Idea #4 (Theme Development and Evaluation to follow Le Mot Juste 1<sup>st</sup> draft reading day)  Idea #5 (A Blueprint of Memories to follow Snow Globe 1<sup>st</sup> draft reading day)  Idea #6 (Mood as Color)</p>
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**Stage 3 – Learning Plan**

<p><b>CODE</b> (A, M, T)</p>	<p align="center">Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p><b>Part One:</b></p> <p>Watch a scene from a movie and ask the students to review the movie using</p> <p><b>ONE</b> 1<sup>st</sup> draft reading strategy (questioning strategies, plot, setting, connections to yourself/other text/world, significant words or phrases, character development, or sensory language)</p> <p><b>AND</b></p> <p><b>ONE</b> 2<sup>nd</sup> draft reading strategy (symbolism, theme, intangible character development – desires/motivations/thinking process, mood).</p> <p><b>Part Two:</b></p> <p>Ask the students to explain as best they can what their brain does while reading in at least 3 sentences. Then ask students to whether or not they believe that their brain can become better at reading? Explain and justify.</p>	
	<p align="center"><b>Learning Activities</b></p> <p><b>* Note: this unit is not set up as a sequential order of days. Day one is the only day in which it is key to do it first because it begins the trajectory of students' development of understanding about metacognition. This unit is set up in a way to offer 1<sup>st</sup> draft and 2<sup>nd</sup> draft reading days in the hopes that this structure will allow for teacher and student differentiation. As a teacher, you may look at these possibilities for 1<sup>st</sup> and 2<sup>nd</sup> draft reading days and discover based on your students that some will work better for your classroom needs than others. Also, this reading structure could allow for students to choose their own path through some novels. I hope that this structure allows for flexibility and adaptability in adhering this unit to your specific classroom. *</b></p> <p><b>* Note 2: Each of the 1<sup>st</sup> and 2<sup>nd</sup> draft reading days are followed by a sharing time (whole class or in groups or in partners) and a reflection time with guiding questions. These two elements are meant to allow students a moment to reflect on how they process</b></p>	<p>Progress Monitoring (e.g., formative data)</p>

A	<p><b>experience of reading and how their individual process differs from others students' processes in the classroom. This portion will solely be the question to which students respond either verbally or in a written manner. *</b></p> <p><b>Day One</b> (You must do this day first as it defines metacognition for students and allows them to investigate the idea before pulling it through the entire unit):</p> <p><b>Step 1:</b> Watch the youtube video "Metacognition" by Matthias Cheung. Discuss the ideas present in the video with students.</p> <p><b>Step 2:</b> Reiterate to students the idea presented in the youtube video that metacognition happens in three stages (ask them to take notes on a half sheet provided by teacher): future (planning), present (monitoring), and past (evaluating and adapting). Then, show students examples of each through three guided think alouds. Begin in the past with a situation in which you feel comfortable sharing with the students an embarrassing moment. Consider this binary: what did you think in the moment versus how do you think about the moment now after time has passed? Next for present (monitoring), watch a short video (cartoon or anything appropriate) and think aloud for the students your thoughts and then analyze and monitor your thinking (also aloud) so that students can understand the differences between the two. After this second portion, have a discussion with students about which thoughts were metacognitive and which were simply thoughts. Finally to begin future (planning with students) share with students that they will be setting goals for the upcoming week/month/year (you decide). Ask each student to set two goals. Then ask the students to think about what they can do to ensure that they meet these goals. Students should record all responses on the half sheet of paper (exit slip).</p>	Discussion
M/T	<p><b>Step 3:</b> Now, show students a closed box (any size) labeled mystery. Tell students that you will not tell them what is in the box. Ask students to write down five ideas as to what might be inside the box on the back of their exit slip. Tell them that any answer is acceptable. Then ask one student to come to the document camera to share their responses. Then, ask</p>	Progress Monitoring
M/T		Exit Slip  Discussion Conclusion of Exit Slip

M/T	<p>the student how he came up with these responses: specifically what questions did the student ask himself while thinking about the possibilities. Then, ask all students to write one question for each of their responses to reflect their metacognition.</p> <p><b>Step 4:</b> Homework – present (monitoring) Share with students that you will be reading a novel and as you read, you will be monitoring your own metacognitive process to become better readers and thinkers. Tell students that for homework, you want them to monitor their thinking and consider why they think they are thinking this way. Tell them that there are no wrong answers. Tell them that you want them to write a half page reflection that explains both their thinking (during a specific moment) and an explanation of why they think that they are thinking this way in that specific moment. I would allow the students a few days for this assignment. When students finish the assignment, discuss both their responses and reflections on the process of metacognition.</p> <p style="text-align: center;"><b>1<sup>st</sup> Draft Reading Days</b></p> <p><b>Note:</b> 1<sup>st</sup> Draft reading strategies are meant to be a starting place for students to interact with the novel. They are supposed to be shared student to student and student to whole class so that all may embrace in the confusion of developing an understanding of a novel.</p> <p><b>Idea #1 (20 questions, attached):</b></p> <p>The purpose of this strategy is to engage students in the process of questioning the novel. Also, this strategy allows students to accept that novels are confusing. This strategy works best at the beginning of novels.</p> <p>Share then Reflect: Is it frustrating to be confused at the beginning of the novel? How does your partner’s experience with the beginning of the novel differ from your own experience? Reflect on your differences during this stage of the reading process.</p>	Discussion of Homework
A/M	<p><b>Idea #2 (Making Connections, attached)</b></p> <p>The purpose of this strategy is to engage students in the understanding that a novel does not exist in isolation (i.e. a novel is in fact molding itself onto your</p>	Discussion Progress Monitoring
M/T	<p>The purpose of this strategy is to engage students in the understanding that a novel does not exist in isolation (i.e. a novel is in fact molding itself onto your</p>	Exit Slip

A	<p>understanding of the yourself, other literature and the world). Discuss this rationale with students.</p> <p>Share and Reflect: How do your connections differ from your partner’s connections? Discuss with your partner the way in which his/her prior experiences influence his/her reading of this novel. What do these differences make you consider about the reading process? Explain and reflect.</p>	<p>Discussion Progress Monitoring</p>
M/T	<p><b>Idea #3 (The Highlights (Plot), attached)</b></p> <p>The purpose of this strategy is to allow students to visualize the text. This is a simple idea, but it is a necessary idea because we must remind students to turn on the projector in the backs of their brains while they read.</p>	<p>Exit Slip</p>
A	<p>Share and Reflect: How did the highlights that you chose to consider differ from your partner’s highlights? Discuss with your partner what made him/her choose those specific highlights? Reflect on the differences in the ways in which you discovered highlights in the novel.</p>	<p>Discussion Progress Monitoring</p>
M/T	<p><b>Idea #4 (Le Mot Juste, attached)</b></p> <p>The purpose of this strategy is to begin the process of looking at themes and repeating structures with students. As students consider the most significant words (implied or stated) within passages, they start on the path toward developing/interpreting themes.</p> <p>Share and Reflect: What is the most shocking word that your partner chose? Explain. Which word do you most disagree with that your partner chose? Explain. Discuss with your partner the supposition that everyone interacts with reading in an individual and equally valid way. Write and reflect.</p>	<p>Exit Slip</p>
A	<p><b>Idea #5 (Setting – Snow Globe graphic organizer, NOT attached)</b></p>	<p>Discussion Progress Monitoring</p>
M/T	<p>The purpose of this strategy is for students to discover setting in the novel. This strategy works best with novels that change settings often.</p> <p>Directions: have the students draw four snow globes</p>	<p>Exit Slip</p>

A	<p>on a white sheet of paper. As they read students should draw the setting within the snow globe and then describe the setting in two to three sentences below the snow globe.</p> <p>Share and Reflect: Discuss with your partner the different settings that dominate your everyday life. Now discuss the settings that are most important to you. Write down two of each and reflect on the significance of the differences between your two lists.</p> <p><b>Idea #6 (Character Development – Open Head Profile graphic organizer, NOT attached)</b></p>	Discussion Progress Monitoring
M/T	<p>The purpose of this strategy is for students to trace the development and thinking of a specific character through a novel. This strategy works best with well-developed characters.</p> <p>Directions: have the students draw a large open head profile on a white sheet of paper. As they read, students should record/trace the thinking of a character as they envision it. Students should record/trace at least ten instances of that character’s thought. Students may choose their own characters or work in partners to trace a characters thinking/development.</p> <p>Share and Reflect: Discuss with your partner how your thinking patterns are similar and different from the character’s thinking pattern that you chose to follow. Write down your findings. How are you and your partner’s responses different? Explain how these differences could influence your individual readings and understandings of the novel.</p>	Exit Slip
A	<p><b>Idea #7 (Sensory Language – Eye, Ear, Nose, Hand, Tongue Graphic organizer, NOT attached)</b></p>	Discussion Progress Monitoring
M/T	<p>The purpose of this strategy is for students to notice the usage of sensory details in a novel. This strategy works best with novels that employ abundant sensory language.</p> <p>Directions: have the students draw an eye, an ear, a nose, a hand and a tongue to represent each of the five senses (sight, sound, smell, touch and taste respectively). Then, as students read the novel, they will record TWO instances of each kind of specific</p>	Exit Slip

A	<p>sensory language. Note: not all examples of sensory language may appear in any given passage of any given novel.</p> <p>Share and Reflect: What are the similarities and differences in the examples of sensory language that you chose versus what your partner chose? Discuss and then write about the significances of these similarities and differences. What does this suggest about your individual interpretations of and interactions with the novel?</p>	<p>Discussion Progress Monitoring</p>
M/T	<p><b>Idea #8 (Say Something Strategy NOT attached)</b></p> <p>The purpose of this excellent strategy (not developed by me) is for students to verbally and more casually engage with the novel during reading.</p> <p>Directions: As the class is reading (whole class/partners/individually), students should pause occasionally to say something regarding the novel. This works best if you provide reader response stems: I wonder, I predict, This makes me think about, This reminds me of, I think, I understand now that, I noticed, I was confused by, etc...</p>	<p>Exit Slip</p>
A	<p>Share and reflect: discuss with your partner the process of reading and then responding through reader response stems: the good, the bad and the ugly. How did interacting with a partner during reading influence your understanding of the novel? Write and reflect.</p>	
M/T	<p style="text-align: center;"><b>2<sup>nd</sup> Draft Reading Days</b></p> <p>* <b>Note:</b> The following 2<sup>nd</sup> draft reading days work well with groups of three (this number discourages hitch-hiking) and large sheets of butcher paper with an array of markers. Also, not all 2<sup>nd</sup> draft reading days will be designed to explicitly follow a 1<sup>st</sup> draft reading day. *</p> <p><b>Idea #1 (to follow the 20 questions 1<sup>st</sup> draft reading day)</b></p> <p>Found Poetry: a type of poetry created by taking words, phrases, and sometimes whole passages from other sources and reframing them as poetry by making changes in spacing and lines, or by adding or deleting text, thus imparting new meaning</p>	<p>Discussion Progress Monitoring</p> <p>Exit Slip</p>

A	<p>Introductory activity: share and discuss with students one of Carrie Arizona's altered-image found poems.</p> <p>Directions: Teacher assigns students groups of ideally three students per group. Each group is asked to comb through their lists of 20 questions and gather a total of 20 words to create and present their own group found poem on butcher paper. Then ask each group to put their poems on the classroom walls for a gallery walk.</p> <p>Share and reflect: after the gallery walk, students discuss in partners from different groups or as a whole class the differences and similarities between the poems and what these distinctions show about the different reading processes for different students. Discuss, write and reflect.</p>	
A	<p><b>Idea #2 (Web of Symbolism – character relationships)</b></p> <p>The purpose of this strategy is to get students thinking not only about characters and their relationships to other characters, but also how they could represent these characters and their relationships symbolically.</p>	Group Work Participation
M/T	<p><b>Directions:</b> in each group, the students should represent 5 characters as symbols with corresponding explanations (you will have to show a good example of this to begin students thinking... I usually start with a well-known character such as Simba who could be represented as a yardstick because of his growth throughout the story). These character representations and explanations could also be supported with quotes from the novel if you wish to extend this portion of the activity.</p> <p>Next, students need to represent 5 relationships between two characters symbolically with an explanation: the relationship between Simba and Scar could be represented as a bottle of poison because of the animosity between the two characters.</p>	Exit Slip
A	<p>Each of the 5 character symbols and 5 character relationship symbols should be drawn and connected as a web.</p> <p>Share and reflect: students discuss in partners in a different group or as a whole class the differences and similarities between chosen characters, relationships between characters and the symbolic representations</p>	Group Work Participation

<p>M/T</p>	<p>of both. Then discuss what these distinctions show about the different reading processes for different students. Discuss, write and reflect.</p> <p><b>Idea #3 (Character Map to follow Sensory Language 1<sup>st</sup> draft reading day)</b></p> <p>The purpose of this strategy is for students to envision a character and to engage in the experiences of that character.</p> <p><b>Directions:</b> Students should draw a large scale interpretation of their character that they choose from the novel. This works best if you limit the number of characters that students may choose to the ones who have significant roles in the novel. Then, the group must explain where the character goes (draw a line from the character’s feet to your explanation), what the character says (mouth), what the character hears (ears), what the character feels/desires (heart), what the character (smells), what the character sees (eyes), what the character touches (hand), what the character thinks (brain), what the character tastes (mouth), what bothers the character (knee – as in causes a reflex).</p>	<p>Exit Slip</p>
<p>A</p>	<p>Share and reflect: discuss with a partner in a different group about why they chose their specific character. Then, consider how these choices could be influenced by your specific prior experiences that you brought into the novel. What do you think that you can tell about a person if they chose one character versus another character? Explain.</p>	<p>Group Work Participation</p>
<p>M/T</p>	<p><b>Idea #4 (Theme Development and Evaluation to follow Le Mot Juste 1<sup>st</sup> draft reading day)</b></p> <p>The purpose of this strategy is to allow students to develop themes in a structured manner and then subsequently evaluate which theme(s) are most significant to the novel.</p> <p><b>Directions:</b> as a class discuss the following structure for developing themes: _____ (intangible noun) _____ (verb) _____ (conclude statement). (Note: you will need to also discuss the idea of intangibility vs. tangibility with students. Also, it is helpful to provide sample verbs that work well for this</p>	<p>Exit Slip</p>

A	<p>structure: shows, creates, uncovers, exhibits, makes, is, develops, etc...). After both discussions, create a theme using the above structure with students based on the novel as a model. Then, students work in groups to create four total themes using the structure above. Then, students rank and explain their rationale for ranking the four themes that they created in order of significance to the novel.</p> <p>Share and reflect: students discuss in partners from different groups or as a whole class the differences and similarities between the themes that each group developed. Consider whether or not you agree with the way a group ranked their themes. Then discuss what these differences and similarities show about the different reading processes for different students. Discuss, write and reflect.</p>	Group Work Participation
M/T	<p><b>Idea #5 (A Blueprint of Memories to follow Snow Globe 1<sup>st</sup> draft reading day)</b></p> <p>The purpose of this strategy is to allow students to consider how location is the bedrock of memory. This strategy also asks students to consider the ways in which a characters emotions and memories are affected by the location in which those memories are created.</p>	Exit Slip
A	<p>Directions: Ask students to close their eyes and imagine the place in which they feel the most comfortable. Tell them to walk around in the space and recognize what makes them comfortable there? Try the same exercise with another emotion (fear, happiness, etc...). Then discuss with students the relationship between place and memory/emotional associations.</p>	Group Work Participation
A/M	<p>Next, ask students first to create a blueprint or map of the setting of the novel (at least 6-8 specific pillars that demarcate the particular setting of the novel). For each pillar for the setting, ask the groups to describe the way in which they believe that the character remembers/associates emotionally with the place. The groups must explain their rationales for connecting their memories/associations to each place.</p>	Exit Slip
M/T	<p>Share and reflect: discuss with your partner in a different group the relationship between place and memory. Ask him or her about their favorite or least favorite memories. How well can he or she recall the</p>	

space? Explain how important setting is to engaging in the reading process. Discuss, write and reflect.

**Idea #6 (Mood as Color)**

The purpose of this strategy is to allow students to consider the mood of different passages in the novel by metaphorically associating those moods with colors.

Directions: students should choose 5 specific passages (quotes) from the novel that convey specific moods. After they have chosen their five passages, students should associate this mood with a specific color with a justification of why this mood represents this color. The entire project should be portrayed as a color spectrum, wheel, or rainbow, etc... Let the students decide and be creative!

Share and reflect: discuss with a partner in a different group about how you respond emotionally to moods within novels. In what ways do moods developed in novels affect you and extend into your reality away from the novel? Explain. Discuss, write and reflect.

## 20 Questions

**Directions:** create **questions** based on your developing understanding and thinking concerning the novel. Your questions may begin with either **When, Who What, Where, How, or Why**. Try to use each of these words at least once!

**Questions:**

## Making Connections

**Directions:** As you read the novel today, make note of specific moments (quotes) in the text that connect to your own experiences. Then, ask yourself how this moment in the novel **connects** to **you**, another **text** (novel, poem, movie, article, etc...) and the **world**.

<p>Quote #1:</p> <p>You:</p> <p>Another Text:</p> <p>World:</p>	<p>Quote #2:</p> <p>You:</p> <p>Another Text:</p> <p>World:</p>
<p>Quote #3:</p> <p>You:</p> <p>Another Text:</p> <p>World:</p>	<p>Quote #4:</p> <p>You:</p> <p>Another Text:</p> <p>World:</p>

## The Highlights (Plot)

**Directions:** As you read the novel today, make note of specific moments that are important to the development of the plot. **Draw** each moment in the novel and **explain** the significance of the moment.

<p>Drawing #1:</p>    <p>Explanation of Significance:</p>	<p>Drawing #2:</p>    <p>Explanation of Significance:</p>
<p>Drawing #3:</p>    <p>Explanation of Significance:</p>	<p>Drawing #4:</p>    <p>Explanation of Significance:</p>
<p>Drawing #5:</p>    <p>Explanation of Significance:</p>	<p>Drawing #6:</p>    <p>Explanation of Significance:</p>

## Le Mot Juste

**Directions:** As you read the novel today, consider six passages as you read. Distill each these passages to the most significant word circulating (implied or stated) within the passage. Then, explain the significance of this word to the rest of the passage or novel.  
**Note: Le Mot Juste is a French expression that means exactly the right word or**

<b>expression.</b>	
Le Mot Juste #1:  Explanation of Significance:	Le Mot Juste #2:  Explanation of Significance:
Le Mot Juste #3:  Explanation of Significance:	Le Mot Juste #4:  Explanation of Significance:
Le Mot Juste #5:  Explanation of Significance:	Le Mot Juste #6:  Explanation of Significance:

## Movie Review (Part One)

- 1) Watch an appropriate movie of your choice and review the movie using one 1<sup>st</sup> and one 2<sup>nd</sup> draft reading strategy:

A) **Choose One** 1<sup>st</sup> Draft Reading Strategy:

Questions, character development, plot, significant words, setting, or sensory language

Choice of strategy: \_\_\_\_\_

B) Use the 1<sup>st</sup> draft reading strategy that you have chosen to review **5 instances of this strategy** within the movie. Your review should highlight the **significance** of each instance of the strategy.

Instance #1: \_\_\_\_\_

Instance #2: \_\_\_\_\_

Instance #3: \_\_\_\_\_

Instance #4: \_\_\_\_\_

Instance #5: \_\_\_\_\_

C) **Choose One** 2<sup>nd</sup> Draft Reading Strategy:

symbolism, theme, intangible character development – desires/motivations/thinking process, mood

Choice of strategy: \_\_\_\_\_

D) Use the 2<sup>nd</sup> draft reading strategy that you have chosen to review **2 instances of this strategy** within the movie. Your review should highlight the **significance** of each instance of the strategy.

Instance #1: \_\_\_\_\_

Instance #2: \_\_\_\_\_

**Project Use the instances of the strategies (7 total) that you have found in the movie to develop a movie review that is at least one page in length.**

## **Metacognitive Reflection Movie Review (Part Two)**

**Directions:** trace/plot your thinking as you watch the movie to develop your understanding about how you think about your own thinking! Every 30 minutes during the movie pause the movie and reflect on your thinking.

What **thoughts, words, phrases and emotions** are you experiencing as a result of what you are viewing? **DON'T CENSOR YOURSELF!!!**

Journal Response After 30 Minutes (5-8 sentences):

Journal Response After 60 Minutes (5-8 sentences):

Journal Response After 90 Minutes (5-8 sentences):

Journal Response After 120 (optional) Minutes (5-8 sentences):

Final Reflection (5-8 sentences):

**Project: consider your responses to all of the above questions and now develop a creative piece (blueprint, poem, short story, drawing, or monologue) that reflects your understanding of your metacognitive process. You must create an artist statement of at least 5 sentences to justify your creative piece with at least 2 direct quotes lifted from your reflective journals.**

## **Project Rubric**

	Limited	Developing	Meets Expectations	Exceeds Expectations	Total
Development Of 1 <sup>st</sup> Draft Reading Strategies	Student shows little or no understanding of strategies used in movie	Student shows developing understanding of strategies used in movie	Student shows developed understanding of strategies used in movie	Student shows exceptional understanding of strategies used in movie	___ / 30
Development Of 2 <sup>nd</sup> Draft Reading Strategies	Student shows little or no understanding of strategies used in movie	Student shows developing understanding of strategies used in movie	Student shows developed understanding of strategies used in movie	Student shows exceptional understanding of strategies used in movie	___ / 30
Creative Project	Student reflects little or no understanding of his/her metacognitive process	Student reflects developing understanding of his/her metacognitive process	Student reflects developed understanding of his/her metacognitive process	Student reflects exceptional understanding of his/her metacognitive process	___ / 30
Student Self Evaluation	You believe that you have little or no understanding or mastery of this project	You believe that you have a developing understanding or mastery of this project	You believe that you have a developed understanding or mastery of this project	You believe that you have an exceptional understanding or mastery of this project	___ / 10

**TOTAL \_\_\_ / 100**

**Comments:**