



## Grade 3-8 Teachers

Developing Metacognitive Strategies is a professional learning course that provides teachers with lessons on how to build foundational and higher-level comprehension skills using lessons with a range of text.

## Instructor Knowledge and Skills

Neuhaus Learning Objectives	IDA Knowledge and Practice Standards
<b>Describe</b> differentiated DMS lessons for students with poor decoding skills and/or poor language skills.	1.4, 1.7-1.9, 4A.1, 4A.3, 4C.4, 4C.5
<b>Compare</b> webs that build on existing knowledge to teach new vocabulary words and word knowledge.	4E.1, 4E.4
<b>Formulate</b> a hook and questions to ask before reading to encourage reflection and active reading and <b>formulate</b> questions to ask during and after reading to check understanding.	4E.2, 4F.1, 4F.4
<b>Diagram</b> the key elements of expository/informational text, such as main idea, supporting ideas, and details, and <b>summarize</b> the text orally and in writing.	4E.2, 4F.1-4F.5
<b>Diagram</b> , in multiple ways, the key elements of narrative/literary text, such as characters, setting, plot, and crucial events, and <b>summarize</b> the text orally and in writing.	4E.2, 4F.1-4F.5
<b>Demonstrate</b> that identifying key elements of texts, poems, and charts requires reflection, discussion, struggle, and perseverance.	4E.2, 4F.1, 4F.2, 4F.4, 4F.5
<b>Describe</b> activities that extend learning (including activities about the history of the language).	4E.2, 4F.1, 4F.2, 4F.4, 4F.5
<b>Plan</b> the inclusion of DMS in the daily reading block.	4A.1, 4E.4, 4F.1, 4F.2, 4F.5

## Student Knowledge and Skills

If an Instructor successfully masters the Learning Objectives and utilizes Developing Metacognitive Skills with skill and fidelity, instruction will meet the following student knowledge and skill needs:

Grade	TEKS	COMMON CORE
Third	1.A, C, D; 3.C, D   6.A-I   7. A-D, F, G   8.A-D;9.A,B,D (i,ii,iii)   10.A-D   11.B (i,ii), C,D(i,ii);12.A	RL.3.1-3;9   RI.3.1-2;5;7,8   RF.3.3   SL.3.1b,c;3;4,6   L.3.1(a,b,e) 2a,d,f;4b,c
Fourth	1.A, C, D; 3.C, D   6.A-I   7. A-D, F, G   8.A-D;9.A,B,D (i,ii,iii)   10.A-D   11.B (i,ii), C,D(i,ii);12.A	RL.4.1-3;9   RI.4.1-3;5;7,8   RF.4.3   SL.4.1b,c;3;4   L.4.1e,2a;4b,5a,c



Grade (cont.)	TEKS	COMMON CORE
Fifth	1.A, C, D; 3.C, D  6.A-I  7. A-D, F, G  8.A-D;9.A,B,D (i,ii,iii)  10.A-D  11.B (i,ii), C,D(i,ii);12.A	RL.5.1-3,9  RI.5.1-2,8  RF.5.3  SL.5.1b,c  L.5.4b,5a