

**HLP Highlight Tool**

**HLP 14: Teach Cognitive and Metacognitive Strategies to**

**Support Learning and Independence**

**Here’s What It Is:**

* Explicit instruction of a specific strategy with structured, task analyzed, sequenced lessons
* Teacher modeled/student monitored with guided and independent practice
* Teaching students to “learn how to learn”

**When Do I Use It?**

* When students are having difficulties remembering steps
* When students need a meta-cognitive strategy to enhance comprehension and self-monitoring
* When promoting problem-solving in reading and math

**Here’s What It Looks Like:**

* [HLP #14 Video](https://highleveragepractices.org/701-2-4-3-3-2/) (19:08)
* [Virtual Teaching Example of Explicit Strategy Instruction at the High School Level](https://vimeo.com/430867372) (14:50)
* [Virtual Teaching Example of Guided Independent Practice at the High School Level](https://vimeo.com/403809465) (16:00)

**Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [National Center on Intensive Interventions](https://intensiveintervention.org/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [VDOE K-12 Inclusive Practices Guide](https://ttaconline.org/Resource/JWHaEa5BS75C1bTWZe8KQA/Resource-k-12-inclusive-practices-guide-virginia-department-of-education-vdoe)

**Here Are My Work Plans:**

* Select purposeful strategies:
	+ **Math: Solve It! Strategy,** *View HLP #14 video: 5:19-6:14*
	+ **R.U. Asking Strategy in Virtual Classroom,** *View HLP #14 video: 9:52-13:38*
* Use Explicit Instruction
* Teacher models Think-Aloud Strategy, *View HLP #14 video: 13:01-16:05*
* Provide guided and independent opportunities for students to practice using strategy,

*View HLP #14: 16:12-16:57*

[*Click here for full HLP #14 Video*](https://highleveragepractices.org/701-2-4-3-3-2/)

**Suggested Activities:**

* [Think-Alouds](https://www.readingrockets.org/strategies/think_alouds#:~:text=Think%2Dalouds%20have%20been%20described,read%20to%20monitor%20their%20comprehension.)
* [Reciprocal Teaching](https://www.readingrockets.org/strategies/reciprocal_teaching)
* Pre- and post-tests to help students self-monitor their progress
* Record videos that model metacognitive strategies for students and parents/caregivers to reference

**HLP 14 in Action!**

**Question-Answer Relationships (QARs) Strategy**

This strategy is designed to help readers arrive at answers by thinking about where the answer to the question is found in the text (Raphael, 1984.)

**Directions:** Guide students through this graphic organizer after they have read a passage.

| In the BookOpen book  | In My HeadHead with gears |
| --- | --- |
| **Right There**(The answer can be found right in the text.) | **Think and Search** (The answer is in the text, but it may not use the same language that is used in the question, and I may have to look in some different places to find it!)  |

|  |  |
| --- | --- |
| Author and Me(The answer is not in the text. I will need to use my schema, i.e., background knowledge, and what the author has told me to arrive at my answer.)  | On My Own (The answer is not in the text. I need to use my own schema, i.e., background knowledge. I can even answer the question without reading the text. The question must stand alone.) |

*Adapted from: High-Leverage Practices in Special Education, Guide #4, 2020.*

## **References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 4*. Council for Exceptional Children.

Raphael, T. (1986). Teaching children question-answer relationships, revisited. *The Reading Teacher*, *39*, 516-522.

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

For additional information about TTAC Region 4, go to <https://ttac.gmu.edu/>.