Figure 1. **Using Metacognition to Design Curriculum in the Classroom**

	Student Strengths	Student Weaknesses	Effect on Course Goals/Outcomes	Strategies/Interventions
Assessment Notes	• Like to read • See a need for reading	• Struggle with critical and analytical reading • Fear writing papers about literature • Poor time management	• May not read the assigned readings • Might not be engaged in discussions • May turn in low quality work or not submit work	• Discuss time management expectations and strategies. • Encourage students to work with me on writing. Reinforce the use of the writing center and in-class writing workshops. • Begin reading the assigned reading in class • Model critical reading of the assigned reading in class • Introduce reading strategy for Annotating: **O**bservations, **C**onnections, **D**iscussion Questions
Week 1	**Interest in the short story! Catching on to OCD strategy. Strong class participation.**	Not allowing enough time for critical reading—trying to read 30 minutes before class and respond to blog post right before class. Reading for summary rather than analysis—struggle to make	Not carefully reading and responding to online discussion questions. Struggling to integrate textual support for ideas.	Guide students in creating an effective time management plan by handing out a long-term semester planning sheet—guide students in mapping out 4-6 hours outside of class for reading and assignments. Have students go through the syllabus and pull out large papers, projects,

		analytical observations.		and tests to put on the planner. Model how to respond to discussion questions and how to more effectively integrate and use textual support. Assign small groups to respond to a question and present it to the class—emphasizing the use to textual support in the response.
Week 2	*Continue to map out a plan as semester goes on.*			
Week 3				