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In college, developmental reading students can lack an accurate awareness of their own skills and abilities. Many developmental reading students believe they do not need to improve their reading skills and strategies (Vice, 2013). When students conclude that they do not need assistance with reading, they resist instruction meant to address their deficits (Lesley, 2004). Others, trapped in a cycle of developmental coursework, may abandon the idea of success due to motivational decline (Cambria & Guthrie, 2010). Teachers can help developmental readers succeed with mindful instruction. Mindful instruction incorporates explicit teaching of content, skills, and strategies with metacognitive opportunities that encourage students to develop an awareness of their own capabilities.

Explicit Instruction of Content, Skills and Strategies

Reading instruction can improve with explicit instruction, through direct and clear teaching of skills, knowledge, and strategies. Teachers should provide a clear definition of the content, provide an explanation of the knowledge, model any behaviors or strategies, and follow with opportunities for group and independent learning. Explicit instruction in reading includes teaching students how to use context clues, interpret both implied and stated main ideas, identify supporting details, understand the relationship between text parts, comprehend narrative and expository text, make inferences, summarize, and to determine the text's pattern of organization.

However, direct (explicit) instruction does not guarantee that students can transfer their skills or strategies into new settings. Mindful instructors must take care in explaining any overlaps in content and skill, and clarify the flexibility of strategies. Otherwise, the *systematic division of skills* results (Alexander & Fox, 2004). When skills instruction centralizes reading solely on the student's deficiency area (in vocabulary, fluency, or comprehension) teaching may not result in long-term retention (Mallette, Schreiber, Caffey, Carpenter, and Hunter, 2009). Skill transfer requires the integration of cognitive, metacognitive, and motivational factors of learning (Broussard & Garrison, 2004). Mindful instructors are not only attentive to the skills, knowledge, and strategies that students need, but are also cognizant of opportunities that can help students read in varied contexts.

Metacognitive Capabilities

In order to promote the transfer of learning into other contexts, reading educators should introduce and continually reinforce the instruction of metacognition, *thinking about thinking* (Flavell, 1979). Students need metacognitive opportunities to think about and evaluate their own abilities and behaviors. Mindful instruction of metacognition is a form of responsive pedagogy. It provides explicit opportunities to self-evaluate skill and attitude over time (Moje, 2008). Metacognition Inventories (Miholic, 1994; Mokhtari & Reichard, 2002), think alouds (Afflerbach, 2002), and reflective journaling (Cubukcu, 2008) can help students self-assess skill and attitude in order to develop an understanding of one's own performance (Conley, 2005). In particular, students need to reflect on their thinking processes and review their assignments for growth. Mindful instruction is attentive to the benefits of metacognition, including the potential for increased focus, attention, motivation, and self-efficacy.

Students should also develop positive attitudes about reading in order to succeed. McKenna (1994) argued that reading attitudes emerge from three factors: students' belief about reading, their reading experiences, and the expectations of others around them. Moreover, positive feelings toward reading continually decrease. While McKenna's work focuses on students in grades 1-6, the implication is that students have reduced enthusiasm for reading

when they reach college. Research shows that explicit instruction addressing students' affective domain, such as opportunities to learn about student-support systems, addresses students' state of thinking (National Association for Developmental Education, 2011). Colleges can help develop the affective domain with placement advising, tutoring, and support programs (Bailey, 2009). However, addressing the affective domain in the classroom may be more challenging.

In a study of adolescent boys and girls, researchers found that *better metacognitive* knowledge improves text comprehension and increases self-efficacy in reading (Kolić-Vehovec, Rončević Zubković, and Pahljina-Reinić, 2014). Researchers also found that girls demonstrate better metacognitive knowledge and have more positive attitudes than boys have in response to recreational reading (Kolić-Vehovec et al., 2014). Male readers may need more encouragement. Therefore, reading instructors should incorporate metacognitive opportunities to deconstruct negative feelings about learning (Lesley, 2004) as well as activities that build one's literacy identity (Gee, 2002).

The Reading Mindset

Developmental students' perceptions of reading are rooted in their personal beliefs about their abilities (Lesley, 2004). Students who do not believe their abilities can improve remain stagnant in their ability to learn. Dweck (2006) argued that students who believe their skills and abilities cannot change suffer from a fixed mindset. Students with a fixed mindset lack motivation for learning and cannot cope with failure. They may attribute their failure to parental influence, cultural difference, or socioeconomic status (Reardon, 2013). Although research links academic achievement to socioeconomic background and psychological factors, the growth mindset can counter the effects of poverty (Claro, Paunesky, & Dweck, 2016) and cultural differences (Rattan Savani, Naidu, & Dweck., 2002). Dweck (2006) demonstrated that students perform better and are more likely to embrace learning if they believe that their intellectual abilities can change (growth mindset).

When paired with interventions that describe the brain as a developing muscle, lessons on study skills can help students change their mindset, or thinking about learning in order to improve skills

(Andersen & Nielsen, 2016). Students with a growth mindset are more likely to continue working toward success even when facing failure (Dweck, 2006). Instructing readers on the concept of mindset and requiring metacognitive intervention can reduce student resistance to learning by increasing self-regulation and efficacy (Matheson, 2015). Therefore, the mindful instruction of reading incorporates opportunities for students to think about thinking, notice and correct one's own negative mindset, and focus on the scientific process of learning rather than on accolades.

Developing Persistence

Analysis, interpretation, accuracy, problem solving, and persistence are among the necessary metacognitive capabilities for student success (Conley, 2005). Of those, the determining factor in success is persistence, or a combination of characteristics related to perseverance known as grit (Duckworth, 2016). Duckworth (2016) argued that grit is not only the persistence to accomplish goals in school, but it is also the most transferable characteristic. Students who develop perseverance in school are more successful in work and in life. Encouraging students to have fortitude may be the key for developmental readers who struggle when transferring skills and strategies into other contexts. For those readers trapped in a cycle of developmental coursework, determination is essential for success.

Teachers foster students' determination when they scaffold instruction (Hitt & Smith, 2017) and model the reading strategies that students need to learn from their own errors (Metcalf, 2017). More importantly, mindful instructors help students set learning goals. They provide students with opportunities to monitor their own progress and plan their own learning approaches as they complete activities to develop skills and strategies in reading (Roebers, 2017). Furthermore, the most mindful teachers will represent a voice that encourages students to consult their goals and adjust their approach when met with adversity. Mindful instruction develops grit by providing metacognitive challenges that prompt students to reflect on their failures and develop plans to monitor, regulate, and direct their own thinking as they re-approach learning in the future.

Conclusion

This article provides tips for educators who wish to improve the instruction of college reading by promoting metacognition as an instructional element required for student success. Mindful instruction incorporates the explicit teaching of content, skills, and strategies with metacognitive opportunities for students to develop an accurate awareness of their own capabilities. Educators should explore practices and investigate the possibility of using Mindsets and Grit theories to address students' metacognition in the developmental reading classroom. When students review their mindset, they can begin to correct their internal voice and develop positive attitudes toward reading. When paired with lessons on grit, students discover the requirements for success in varied contexts. To become a mindful instructor, provide explicit instruction of the required skills and strategies for reading alongside activities that develop students' metacognitive capabilities.

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After studying English Education in New Mexico, Tasha Vice earned a Ph.D. in Curriculum and Instruction with an emphasis in Language and Literacy from Texas Tech University. Currently, she is an Assistant Professor of Reading at Texas A & M University- San Antonio. Her research centers on the metacognitive factors related to reading success and the teaching of reading.