A Progression for Building Metacognition
(Self-Awareness and Self-Regulation) in Shared Class Reading
Team Tool 6.3 from *Leading for Literacy*

In this model sequence of metacognitive reading experiences that build students' reading independence, the first three activities occur once; the others recur, in increasingly refined and/or increasingly expansive iterations.

ONGOING SELF ASSESSMENT AND REFLECTION

- Use Think Aloud and Talking to the Text to practice new strategies
- Practice Double or Triple-Entry Logs
- Integrate new strategies into Talking to the Text
- Revise and update RSL
- Practice Talking to the Text
- Integrate new strategies into Think Aloud
- Revise and update RSL
- Practice Think Aloud
- Personal Reading History
- Revise and update RSL
- Capture the Reading Process
- Brainstorm Readers' Strategies List (RSL)
- Student Reading Survey

> > > > > > STUDENT GROWTH OF INDEPENDENCE OVER TIME > > > > > >