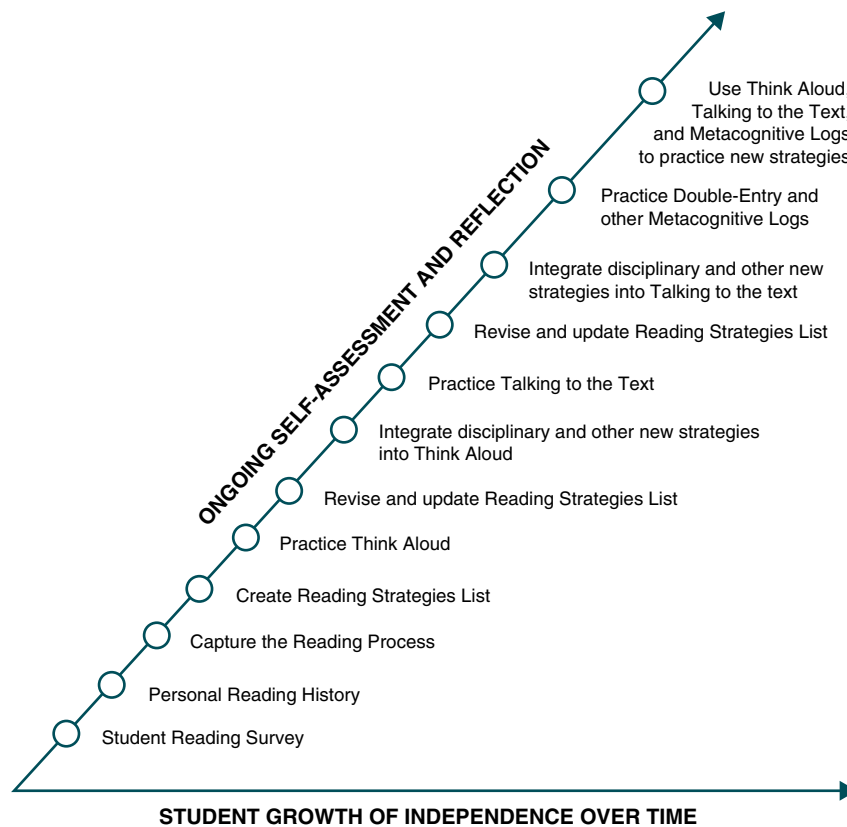


TEAM TOOL 6.3

A Progression for Building Metacognition in Shared Class Reading

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



- Team Tool 6.4, Identifying Routines and Scaffolds Note Taker, then invites teachers to review *Reading for Understanding* with a stack of sticky notes at hand, tagging specific routines and scaffolds that could support their beginning instructional goals.
- With those ideas from *Reading for Understanding* in mind, teachers fill in a matrix that relates goals, content, texts, activities, the Framework, and