

Stage 1: Establishing Foundational Awareness

Thinking becomes visible.

Table 1: Stage 1 - foundational awareness

Key Characteristics	Teacher's Role	Signs of Progress
 Basic recognition that thinking is a process.	Name thinking processes explicitly ("You're making a prediction!").	Student begins to use thinking vocabulary.
 Beginning ability to articulate simple thought processes.	Ask simple reflective questions about thinking.	Student notices when they don't understand.
 Emerging awareness of different learning strategies.	Provide concrete supports for metacognitive language.	Student can explain simple strategies they use.
 Recognition of when understanding breaks down.	Model noticing confusion and seeking clarity.	Student asks for help when stuck.

Stage 2: Developing Strategic Thinking

Thinking becomes intentional.

Table 2: Stage 2 - strategic development

Key Characteristics	Teacher's Role	Signs of Progress
 Awareness of multiple strategies for learning.	Model strategy selection process.	Student tries different approaches when stuck.
 Beginning ability to select appropriate strategies.	Provide strategy menus and choices.	Student can explain why they chose a particular strategy.
 Can explain reasoning behind strategy choices.	Encourage strategy comparison.	Student begins to evaluate strategy effectiveness.
 Starts to monitor strategy effectiveness.	Support students in explaining their thinking.	Student starts to plan before beginning tasks.