

Instructional Learning Cycle 1 (ILC 1):

Increasing Student Engagement through Reading, Thinking, Talking, and Writing about Texts

These are WEEK LONG strategies to implement which help students interact with texts – must try at least 1 time with all of your classes, but the more you support this process early on the better results you will get throughout the year. These strategies should become routines. Remember, the plans below are the minimum expectation for these instructional routines. Feel free to embed these strategies more often if it's a good fit for your content.

Instructional Learning Cycle 1 Focus:		
Introduction and reciprocal modeling of metacognitive instructional routines. Intentional routines to build the social and personal dimension in order to support metacognitive conversation. Routinely use tools, such as sentence stems and reading strategies list, to support metacognitive conversation in the classroom.		
Week	Routines to Implement	Evidence to Submit
1 9/1-9/5	<ul style="list-style-type: none"> Introduction of Metacognition and Reading Strategies List Establish supports for the Personal & Social Dimensions – LEQ Matrix, SOLAR, norms, other suggested routines. 	Online Form: Supporting Per & Soc Dimensions
2 9/8-9/12	<ul style="list-style-type: none"> Reciprocal Modeling of Think Aloud with or without text (observations). Introduce the Making Thinking Visible Sentence Stems – post in room & provide copy for students. Add to Reading Strategies List. Give Assessment on Thursday 9/11 in 3rd Hour. Will score Assessment @ 9/18 PD 	Paper Copies: Assessments (both the article & the questions) to main office.
3 9/15-9/19	<ul style="list-style-type: none"> Reciprocal Modeling of Think Aloud with or without text (observations). Utilize the Making Thinking Visible Sentence Stems. Utilize and add to Reading Strategies List. Reinforce supports for Personal & Social Dimensions. 	Online Form: Reading Strategies List
4 9/22-9/26	<ul style="list-style-type: none"> Reciprocal Modeling of Think Aloud with or without text (observations). Utilize the Making Thinking Visible Sentence Stems. Utilize and add to Reading Strategies List. 	Paper Copy: Think Aloud samples with cover sheet
5 9/29-10/3	<ul style="list-style-type: none"> Reciprocal Modeling of Talk to the Text and Metacognitive Conversation. Utilize the Making Thinking Visible Sentence Stems. Utilize and add to Reading Strategies List. Reinforce supports for Personal & Social Dimensions. 	Online Form: Talk to the Text
6 10/6-10/10	<ul style="list-style-type: none"> Reciprocal Modeling of Talk to the Text and Metacognitive Conversation. Utilize Questions to Elicit Student Thinking Utilize the Making Thinking Visible Sentence Stems. Utilize and add to Reading Strategies List. 	Paper Copy: Talk to the Text samples with cover sheet
7 10/13-10/17	<ul style="list-style-type: none"> Reciprocal Modeling of Talk to the Text and Metacognitive Conversation. Utilize the Making Thinking Visible Sentence Stems. Utilize Questions to Elicit Student Thinking Utilize and add to Reading Strategies List. Reinforce supports for Personal & Social Dimensions. 	Online Form: Metacognitive Conversation & Questions to Elicit Student Thinking
8 10/20-10/24	<ul style="list-style-type: none"> Reciprocal Modeling of Metacognitive Log and Metacognitive Conversation. Utilize the Making Thinking Visible Sentence Stems. Utilize Questions to Elicit Student Thinking Utilize and add to Reading Strategies List. 	Paper Copy: Metacognitive Log samples with cover sheet
9 10/27-10/31	<ul style="list-style-type: none"> Reciprocal Modeling of Metacognitive Log and Metacognitive Conversation. Utilize the Making Thinking Visible Sentence Stems. Utilize and add to Reading Strategies List. Give Assessment on Thursday 10/30 in 3rd Hour. Enter scores into Google Doc & turn in paper copies (articles and questions) 	Score Assessment during Team Collaboration Time DUE: 11/6

Remember – Text can include: textbook sections, pre-solved math problems, equations, maps, charts and graphs, figures, diagrams, articles, timelines...just about anything you have to break down and interpret for comprehension!