

Instructional Learning Cycle 2 (ILC 2):

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 when it's a good fit for your content.

Instructional Learning Cycle 2 Focus:

Begin gradual release model with metacognitive instructional routines: think aloud, talk to the text, and metacognitive logs. Routinely use tools, such as sentence stems and reading strategies list, to support metacognitive conversation in the classroom. Focus on writing high quality summaries with the support of a common rubric.

Week	Routines to Implement	Evidence to Submit
10 11/3-11/7	<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. <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Reciprocal Model: 104-105 • Metacognitive Logs: 115-118, 163, rubric on Eastern website • Reading Strategies List: 95-97 • Logs, sentence stems for students, questions for teacher on Eastern website 	Online Form: Metacognitive Logs
11 11/10-11/14	<ul style="list-style-type: none"> • Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log. • Utilize the Making Thinking Visible Sentence Stems. • Utilize Questions to Elicit Student Thinking • Utilize and add to Reading Strategies List. <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Think Aloud Routine: 101-107, 123, 201-202, 319-320 • Talk to the Text: 108-110, 320 • Metacognitive Logs: 115-118, 163, rubric on Eastern website • Reading Strategies List: 95-97 • Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher on Eastern website under Teachers 	Paper Copies: Chosen routine samples with cover sheet
12 & 13 11/17-11/26	<ul style="list-style-type: none"> • Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log. • Reciprocal Model of how to get the main ideas (use summarizing sentence stems from Making Thinking Visible Sentence Stems) <p>As a class generate a summary and model how to use the summarizing rubric.</p> <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Summarizing: 217-222 • Think Aloud Routine: 101-107, 123, 201-202, 319-320 • Talk to the Text: 108-110, 320 • Metacognitive Logs: 115-118, 163, rubric on Eastern website • Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, and summarizing rubric on Eastern website under Teachers 	Online Form: Main Idea sentence stems and rubric
Week	Routines to Implement	Evidence to Submit

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!

14	12/1-12/5	<ul style="list-style-type: none"> • Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log. • Reciprocal Model of how to get the main ideas (use summarizing sentence stems from Making Thinking Visible Sentence Stems) • Student self-assesses using the summarizing rubric with a student generated summary. <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Summarizing: 217-222 • Think Aloud Routine: 101-107, 123, 201-202, 319-320 • Talk to the Text: 108-110, 320 • Metacognitive Logs: 115-118, 163, rubric on Eastern website • Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, and summarizing rubric on Eastern website under Teachers 	Paper Copies: Student self-assess rubric samples with cover sheet
15 & 16	12/8-12/19	<ul style="list-style-type: none"> • Gradual Release Model with at least one routine of your choice (should vary periodically): Think Alouds, Talk to the Text, and Metacognitive Log. • Gradual Release Model of how to get the main ideas (use summarizing sentence stems from Making Thinking Visible Sentence Stems) • Complete the 25 word summary activity. Peer-feedback using the summarizing rubric. <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Summarizing: 217-222, 25 word summary activity on Eastern website • Think Aloud Routine: 101-107, 123, 201-202, 319-320 • Talk to the Text: 108-110, 320 • Metacognitive Logs: 115-118, 163, rubric on Eastern website • Gradual release model, Metacognitive Logs, sentence stems for students, questions for teacher, and summarizing rubric on Eastern website under Teachers 	Online Form: 25 word summary
17 & 18	1/5-1/16	<ul style="list-style-type: none"> • Give ILC Assessment • Thursday 1/8, 3rd hour • Score ILC Assessment with rubric • Turn in score sheet – copy will be returned to you. • Keep the articles/questions to return & discuss with students. • Score during Team Collaboration Time <p>Teacher Resources & Reading for Understanding page #s</p> <ul style="list-style-type: none"> • Score log, rubric, and link to google doc on Eastern website under Teachers 	Online & Paper Enter scores into google doc & turn in score sheet by 1/20.
19	1/19-1/23	<ul style="list-style-type: none"> • Final Exam Week • No ILC • Per SIT: All students must complete individual cumulative assessment counting for 20% of semester 1 grade. <p>Review ILC 3 Document to prepare lesson plans for marking period 3.</p>	

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