



Disciplinary Communication
Adapting a Fifth Grade Lesson.



Table of Contents



SECTION		PAGE
1	Traditional SOAR Lesson.....	1
2	Adapted Lesson.....	5
3	Vignette.....	11

**Traditional SOAR Model Lesson
Fifth Grade**

Annotations	Model Lesson
<p>Designing Instruction Element 1– Teacher aligns the High–Impact Practice to CCSS</p>	<p>High–Impact Practice: Disciplinary Communication Element 1: Provide and support multiple guided opportunities for students to produce original disciplinary oral communication Element 2: Provide and support multiple guided opportunities for students to produce original disciplinary written communication 5.IT.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.IT.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 5.SL.5: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p>Disciplinary Communication Element 2–Teacher provides opportunity for students to produce disciplinary written communication</p>	<p>Launch the lesson by asking students to think about the question ‘should there be zoos?’. Ask students is they ‘strongly agree’ or ‘strongly disagree; and have students place sticky notes with their names on a continuum to indicate where they stand.</p>
<p>Facilitating Acquisition of Academic Language Element 1– Teacher refers to the academic language demands of the task by illustrating what an argumentative text looks like Fostering Metacognition Element 2–Teacher deconstructs a metacognitive strategy to support learning</p>	<p>Provide students with articles that they will use as mentor texts, including <i>Should there be Zoos?</i> Explain what an argumentative essay is and provide examples. Deconstruct with class the approach to writing argumentative essays.</p>
<p>Fostering Metacognition Element 1–Teacher is visibly enacting a metacognitive process by</p>	<p>Use think-aloud to model the identification of pros and cons from the first paragraph of the article, and to pull out reasons and examples recording on a T-Chart.</p>

<p>conducting a think aloud to model the process of sequencing</p>	
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication Designing Instruction Element 2–Teacher has structured tasks that support the learning targets</p>	<p>Have students engage in guided practice with the article after the teacher models working with a partner and moving through the article. Have students share with their elbow partner something they think needs to be added to each column of the T-chart and explain why they choose it.</p>
<p>Disciplinary Communication Element 2–Teacher provides opportunity for students to produce disciplinary written communication Facilitating Acquisition of Academic Language Element 2–Students are given opportunity to acquire and use academic language in a meaningful way</p>	<p>Ask students to write their own opinions and support them with reasons and information. Provide students who need additional support with sentence stems.</p>
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication Fostering Metacognition Element 1–Teacher is visibly enacting a metacognitive process by conducting a think aloud to model the process of interviewing Facilitating Acquisition of Academic Language Element 1–Teacher refers to the academic language demands of the task by illustrating what an interview sound like</p>	<p>Distribute the interview grid template and demonstrate a model and non-model of what the interview should sound and look like. Include Prompt and response starters for students to use.</p>
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to</p>	<p>Ask students to interview four of their peers regarding their opinions, reasons, and evidence.</p>

<p>produce disciplinary oral communication Designing Instruction Element 3– Teacher establishes high expectations that support the learning targets</p>	
<p>Facilitating Acquisition of Academic Language Element 2– Students are given opportunity to acquire and use academic language in a meaningful way</p>	<p>Remind students to use full sentences and appropriate language when engaging in the interviews.</p>
<p>Monitoring and Guiding Element 1–Teacher monitors student work Monitoring and Guiding Element 2–Teacher provides oral feedback to promote disciplinary learning</p>	<p>Walk around and monitor how students are following directions and discussing their reasoning. Ask guiding questions and prompt for deeper reasoning as needed.</p>
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication Fostering Metacognition Element 1–Teacher is visibly enacting a metacognitive process by conducting a think aloud to model the process of constructing an argument Monitoring and Guiding Element 2–Teacher provides oral feedback to promote disciplinary learning</p>	<p>After listening to the students engage in interviews pause the class and model the key parts of arguments for the whole class. Do this by writing and conducting a think aloud “OK, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let’s think about the reason. Why should there be zoos? What’s my reasoning? Turn and talk with your neighbor.” Select a student to share out their reasoning and evidence.</p>
<p>Disciplinary Communication Element 1–Teacher provides opportunity for students to produce disciplinary oral communication Facilitating Acquisition of Academic Language Element 2– Students are given opportunity to</p>	<p>Have students discuss what evidence is with a partner and have some partners share out their responses.</p>

acquire and use academic language in a meaningful way	
Disciplinary Communication Element 2—Teacher provides opportunity for students to produce disciplinary written communication	Ask students to complete a post interview grid writing activity in which they revise their original claims, evidence, and reasoning.
Facilitating Acquisition of Academic Language Element 2— Students are given opportunity to acquire and use academic language in a meaningful way	Provide sentence stems to students who need additional support.
Facilitating Acquisition of Academic Language Element 2— Students are given opportunity to acquire and use academic language in a meaningful way	Create an anchor chart with students on ways they can develop their leads (e.g., quote, question, statistic, or anecdote) and the use of transition words (e.g., ‘second’ and ‘lastly’), words for adding information (e.g., ‘for example’, ‘in addition’, and ‘let’s not forget’) and words to emphasize a point (e.g., ‘as I mentioned’, ‘for this reason’, and ‘surprisingly’).
Disciplinary Communication Element 2—Teacher provides opportunity for students to produce disciplinary written communication	Students work on their essays and read drafts to their peers. Students then revise drafts.
Disciplinary Communication Element 1—Teacher provides opportunity for students to produce disciplinary oral communication Disciplinary Communication Element 2—Teacher provides opportunity for students to produce disciplinary written communication	Students create poster boards to illustrate their evidence and reasoning and present their boards to students in fourth grade.

**SOAR Model Lesson with Online Adaptations
Fifth Grade**

The following lesson is a SOAR model lesson with adaptations for online instruction. Each component of the model lesson includes adaptations for how that component could be delivered in a teacher-led online session (column 3) and in an online session where students are working independently (column 4). If you are teaching entirely online, you would implement a lesson with online components that are teacher led and online tasks where students work independently. For the Transition model you would implement a lesson with some components online and some face-to-face. Depending on your student group, the schedule for that group, and the content of the lesson you are adapting, you will decide which components of your lesson work best as teacher led online or independent student work online. Once Robla School District moves to the Transition Model, you will decide which components work best online and which work best face-to-face. The vignette that follows this adapted lesson will show you how one teacher implemented the lesson.

<p>High–Impact Practice: Disciplinary Communication Element 1: Provide and support multiple guided opportunities for students to produce original disciplinary oral communication Element 2: Provide and support multiple guided opportunities for students to produce original disciplinary written communication 5.IT.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.IT.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 5.SL.5: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>			
Practice Alignment	Teacher Actions	Adaptation Teacher Led Online Instruction	Adaptation Independent Online Work
DI 1	Teacher introduces the standards.	The introduction of the standards can be online in Google Meet directly facilitated by the teacher. It is important for you to remember to control the mute function for the students.	The introduction of the standards can be part of a recorded session you develop and students watch in Google Classroom if they are working independently.

DC E 2	<p>Launch the lesson by asking students to think about the question ‘should there be zoos?’. Ask students if they ‘strongly agree’ or ‘strongly disagree; and have students place sticky notes with their names on a continuum to indicate where they stand.</p>	<p>In Google Meet ask students to think about the questions ‘should there be zoos?’ then ask one or two students to share out online. Since you can control the mute and unmute buttons, you can unmute the students you are asking to share out. Have students enter a number from 1-5 into the comments box to indicate if they:</p> <ol style="list-style-type: none"> 1. Strongly agree 2. Agree 3. Don’t know 4. Disagree 5. Strongly disagree 	<p>Have students watch a video that deals with the pros and cons of zoos. For example students could watch this 5 minute video https://www.youtube.com/watch?v=RHBuAOp5upU Ask students to respond to the video with a quickwrite on whether they think there should be zoos? Have students type into classroom comments so students can see other responses.</p>
DC E1 FAAL E1 FM E2	<p>Provide students with articles that they will use as mentor texts, including <i>Should there be Zoos?</i> Explain what an argumentative essay is and provide examples. Deconstruct with class the approach to writing argumentative essays.</p>	<p>Make sure students have the articles printed out that you will be asking them to use. In Google Meet explain what an argumentative essay is and provide examples. Deconstruct with class the approach to writing argumentative essays.</p>	<p>Make sure students have the articles printed out that you will be asking them to use. Provide a recorded explanation of what an argumentative essay is and in the recording deconstruct for students the approach to writing argumentative essays. You could also provide an annotated document for your students where the annotations highlight for students the key elements of an argumentative essay. This will also serve the purpose of providing a model argumentative essay for your students.</p>

<p>FM E1 DC E1 DC E2 DI E2</p>	<p>Use think-aloud to model the identification of pros and cons from the first paragraph of the article, and to pull out reasons and examples recording on a T-Chart.</p> <p>Have students engage in guided practice with the article after the teacher models working with a partner and moving through the article. Have students share with their elbow partner something they think needs to be added to each column of the T-chart and explain why they choose it.</p>	<p>Conduct a think aloud in Google Meet demonstrating how to find the reasons and examples in the text, while recording them on a projected slide. Then ask students to individually look at the next paragraph, pulling out the reasons and examples. Select a few students to share out evidence. Continue this process until the entire article has been completed and selecting different students to share out each time.</p>	<p>Pre-record yourself conducting a think aloud demonstrating how to find the reasons and examples in the text, while writing them on a projected slide. Then ask students to work collaboratively with a partner, or in groups, in Google Meet and look at the next paragraph pulling out examples and reasons. Have them type these into a shared google doc. Have them complete this for the entire article and share their google doc with you for feedback.</p>
<p>DC E2 FAAL E2</p>	<p>Ask students to write their own opinions and support them with reasons and information. Provide students who need additional support with sentence stems.</p>	<p>Students would complete this writing task as an assignment in Google classroom. Provide sentence stems for support online for them to use.</p>	<p>Students would complete this writing task as an assignment in Google classroom. Provide sentence stems for support online for them to use.</p>
<p>DC E1 FM E1 FAAL E1 FAAL E2</p>	<p>Distribute the interview grid template and demonstrate a model and non-model of what the interview should sound and look like.</p> <p>Include Prompt and response starters for students to use.</p>	<p>Provide students with access to an interview grid online. In Google Meet demonstrate a model and non-model of what the interview should sound and look like.</p> <p>Next select student pairs to model the use of the interview grid. Instruct the other students to listen and notice if the students modelling</p>	<p>Provide students with access to an interview grid online. With another teacher or colleague pre-record a model and non-model of what the interview should sound and look like. Share these pre-recordings online. Provide students with prompt and response starters. Ask students to practice an interview with a</p>

		are providing reasons and examples with their responses, and appropriately using the prompt and response starters. Allow students to provide feedback to the pairs in chat or select some students to share.	peer online or with a parent and record the interview into Google classroom. Provide students with feedback on their recorded interviews.
DC E1 DI E3 MG E1 MG E2	Ask students to interview four of their peers regarding their opinions, reasons, and evidence. Remind students to use full sentences and appropriate language when engaging in the interviews. Walk around and monitor how students are following directions and discussing their reasoning. Ask guiding questions and prompt for deeper reasoning as needed.	Divide your class into smaller groups on Google Meet. Provide a prompt for students to respond to. Have students record their response. Each student in the group listens to the recordings of their learning partners, paraphrases the responses he hears, and records them on the grid in an online doc. Students add their own response to the grid once they have written out their learning partners responses. Monitor some of the interviews and select feedback to provide to the whole class.	Divide your class into smaller groups on Google Meet. Provide a prompt for students to respond to. Have students record their response. Each student in the group listens to the recordings of their learning partners, paraphrases the responses he hears, and records them on the grid in an online doc. Students add their own response to the grid once they have written out their learning partners responses. Provide feedback on student recordings and online documents.
DC E1 FM E1 MG E2	After listening to the students engage in interviews pause the class and model the key parts of arguments for the whole class. Do this by writing and conducting a	In Google Meet model the key parts of arguments for the whole class. Do this by writing and conducting a think aloud “OK, I think there should be zoos. So that is my claim. I need	Provide a model for students that illustrates the thought process for constructing the argument and for supporting a claim with examples. You can record this for students to listen to

	<p>think aloud “OK, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let’s think about the reason. Why should there be zoos? What’s my reasoning? Turn and talk with your neighbor.” Select a student to share out their reasoning and evidence.</p>	<p>to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let’s think about the reason. Why should there be zoos? What’s my reasoning? Type your response into classroom comments.” Looking at the responses select a student to share out their reasoning and evidence.</p>	<p>or provide a written document that explains it.</p> <p>There are videos online that can also be used to help students understand how to build an argument. For example the following series:</p> <p>https://www.youtube.com/watch?v=D0IR_j3_t94</p> <p>https://www.youtube.com/watch?v=NOP73A0nHgM</p> <p>https://www.youtube.com/watch?v=pTcdc7NSdnk</p> <p>Then ask students to make a claim about zoos and provide examples to support their claim and record their response into Google classroom.</p>
DC E1 FAAL E2	<p>Have students discuss what evidence is with a partner and have some partners share out their responses.</p>	<p>In Google Meet ask students to think about what evidence is and have some students share out their responses.</p>	<p>As part of the task above ask students to add to their recorded responses an explanation of what evidence is. Alternatively ask students to type a comment into the comment box explaining what evidence is.</p>
DC E2 FAAL E2	<p>Have students revise their original claims, evidence, and reasoning based upon their completed interview grid. Provide sentence stems to students who need</p>	<p>Have students revise their original claims, evidence, and reasoning based upon their completed interview grid. Post them in the assignment section of Google</p>	<p>As a Google classroom assignment Have students revise their original claims, evidence, and reasoning based upon their completed interview grid. Provide sentence stems to students who need</p>

	additional support.	Classroom. Provide sentence stems to students who need additional support. Provide feedback to students on their writing.	additional support. Provide feedback to students on their writing.
DC E2 FAAL E2	Create an anchor chart with students on ways they can develop their leads (e.g., quote, question, statistic, or anecdote) and the use of transition words (e.g., 'second' and 'lastly'), words for adding information (e.g., 'for example', 'in addition', and 'let's not forget') and words to emphasize a point (e.g., 'as I mentioned', 'for this reason', and 'surprisingly'). Students work on their essays and read drafts to their peers. Students then revise drafts.	In Google Meet create an anchor chart with students on ways they can develop their leads (e.g., quote, question, statistic, or anecdote) and the use of transition words (e.g., 'second' and 'lastly'), words for adding information (e.g., 'for example', 'in addition', and 'let's not forget') and words to emphasize a point (e.g., 'as I mentioned', 'for this reason', and 'surprisingly'). Students work on their essays and share drafts online to their peers and provide their partners with feedback. Students then revise drafts.	Create the anchor chart as a shared class document and allow students to add to the anchor chart. Students work on their essays and share drafts online to their peers and provide their partners with feedback. Students then revise drafts.
DC E1 DC E2	Students create poster boards to illustrate their evidence and reasoning and present the boards to students in fourth grade.	Students create poster boards to illustrate their evidence and reasoning and record a presentation of the boards to share with students in fourth grade. Students could also work in groups to create a shared poster board and record their presentations to share with fourth grade.	Students create poster boards to illustrate their evidence and reasoning and record a presentation of the boards to share with students in fourth grade. Students could also work in groups to create a shared poster board and record their presentations to share with fourth grade.

Step into Ms. O’Meara’s Transition Classroom

Students are online with the teacher

Ms. O’Meara’s fifth-grade class is learning about argument writing and how authors use evidence and reasoning to support their points of view. Ms. O’Meara’s class is preparing to answer the focal question, should there be zoos?

In Google Meet, Ms. O’Meara points to and reads the learning targets that she has projected on a slide to remind students of the unit’s focus.

- 5.IT.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 5.IT.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 5.SL.5: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

On Google Meet, Ms. O’Meara asks her students to think about the question, should there be zoos? She projects a continuum on chart paper that ranges from 1 - “strongly agree” to 5 - “strongly disagree.” Then she has students type a number into the comment box to indicate where they are on the continuum.

Ms. O’Meara has provided students with a number of articles from *Should There Be Zoos? A Persuasive Text* by Tony Stead that they will use as mentor texts. She explains that in an argumentative essay, the writer needs to make a claim and support it with reasons and information. To help students understand when and why to write argumentative essays, she explains that they are written on a debatable topic and the writer uses facts and reasoning to convince the reader. Some topics are about current events, such as “Do social media encourage bullying?” or “Do teachers assign too much homework?” By explaining when and why these essays are used, Ms. O’Meara begins to deconstruct the approach, which will enable students to work more independently on this assignment.

Students have been given T-charts to use as they read the articles. She reminds them to pull out their T-charts now. At the top, they mark whether the article is for or against zoos. One side is labeled “Reasons” and the other “Examples” to record the evidence in support of the author’s point of view presented in the articles. For the first article, Ms. O’Meara does a think-aloud in Google Meet demonstrating how to find the reasons and examples in the text, while recording them on a projected slide. She gradually releases responsibility by asking students to look at the next paragraph, pulling out the reasons and examples. Then she asks for a few students to share out evidence. She continues this process until the entire article has been completed.

Students work independently online

For the remainder of the online session students continue the process of filling out their own T-charts based on the other articles. After students have read their articles and completed their T-charts, Ms. O’Meara has them complete an online assignment where they write their own opinions and support them with reasons and information. They share this online document with the teacher so she can provide them with feedback on their support for their opinions and use of academic language. Ms. O’Meara has provided students with an interview grid with prompts and responses as support for their interviews. She explains that they will interview one learning partners in their assigned break out group in Google Meet to practice the interview process using the grid. She has recorded a model and non-model of what the interview prompt and responses should sound like. She reminds them to use their interview prompts and responses when necessary (e.g., “What is your opinion?” “Can you elaborate with an example from the text?” “How does the evidence support your claim?” and “What’s your reasoning?”).

Students are face-to-face

The next day when the students are face-to-face in class Ms. O’Meara explains that they will now use the interview grid and go around the room and interview four of their peers regarding their opinions, reasons, and evidence. During this time, Ms. O’Meara circulates around the room and uses the opportunity to provide feedback to her students. She reminds them to use their interview prompts and responses when necessary (e.g., “What is your opinion?” “Can you elaborate with an example from the text?” “How does the evidence support your claim?” and “What’s your reasoning?”). Based on what she hears, Ms. O’Meara takes time to reinforce the key parts of their arguments, giving reasons for why the evidence supports their claims. She models this by writing and thinking aloud. “OK, I think there should be zoos. So that is my claim. I need to use examples that support that claim. I can look back and use any from the text we read or what I heard my peers say when I interviewed them. Let’s think about the reason. Why should there be zoos? What’s my reasoning? Turn and talk with your neighbor.”

She calls on a student, who says, “I think there should be zoos because the animals are dying in the wild and becoming endangered or extinct.”

“Great! What is the evidence? Turn and talk with your partner.” Students talk, and she records some responses on the whiteboard. Now she asks students to complete a post-interview grid writing activity in which they revise their original claims, evidence, and reasoning.

Ms. O’Meara then creates an anchor chart with students on ways they can develop their leads (e.g., quote, question, statistic, or anecdote) and the use of transition words (e.g., “first,” “second,” and “lastly”), words for adding information (e.g., “for example,” “in addition,” and “let’s not forget”), and words to emphasize a point (e.g., “as I mentioned,” “for this reason,” and “surprisingly”).

Students work independently online

Students work on their essays in Google Docs and share their written drafts with their peers for feedback. Peers respond by using the language of the rubric provided by Ms. O’Meara. After students revise their drafts, they take their final essays and create online poster boards to illustrate their evidence and reasoning. They share their poster boards with students in the fourth grade.