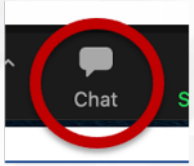
SOAR

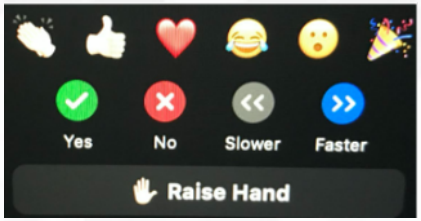
Teaching Frames for Literacy®

Strengthening Student-to-Student Discussions | Module Three

Routines for this Webinar

- If you have any procedural questions during the webinar please send a private question to Lynn Solari.
- When sharing out use the ‘raise hand’ or ‘thumbs up’ under reactions.
- We will automatically place you into breakout rooms at different points for discussions.
- We will give a time warning before closing breakout rooms down and bringing you back together.





Norms

- Mute your microphone during the webinar and unmute only when you need to speak.
- Be mindful of background noise.
- Try to look directly at the camera during discussions to make eye contact.
- Speak clearly.
- Wait for others to finish speaking before taking your turn.
- Participate actively in all discussion activities.

Purpose of Module 3

- In module one we examined the high-impact practice, Disciplinary Discussions.
- In module two we unpacked two of the cross-cutting practices. We examined how to facilitate acquisition and use of the academic language students need to engage in productive discussions and how to monitor and guide student learning during discussions.
- In this module we will unpack the third cross-cutting practice. We will examine how to foster metacognition so that your students can keep their discussions on track and know what strategies to use when a discussion stalls.

Table 2.1

Disciplinary Discussions Teaching Frame

HIGH-IMPACT PRACTICE	Disciplinary Discussions (DD) Element 1: Build conversation skills (Create, Clarify, Fortify, Negotiate) Element 2: Provide extended and supported opportunities for students to engage in disciplinary discussions		
CROSS-CUTTING PRACTICES	Facilitating Acquisition of Academic Language (FAAL) Element 1: Introduce and/or refer to the academic language demands of texts and tasks Element 2: Provide extended and supported opportunities for students to acquire and use the features of academic language	Fostering Metacognition for Disciplinary Learning (FM) Element 1: Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning Element 2: Deconstruct metacognitive processes and/or strategies that support disciplinary learning	Monitoring and Guiding Disciplinary Learning (MG) Element 1: Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs Element 2: Provide written and/or oral feedback during lessons to promote disciplinary learning
FOUNDATIONAL PRACTICE	Designing Instruction for Disciplinary Thinking and Understanding (DI) Element 1: Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice Element 2: Structure and connect tasks that support the learning targets Element 3: Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks		

EPF Essential Practice Frames for teaching

Module 3

12:30-12:45	Review
12:45-1:20	Unpacking Fostering Metacognition for Disciplinary Learning
1:20-2:55	Instructional Strategies for Fostering Metacognition
2:55-3:00	Next Steps and Wrap up

Manual P. 1

Disciplinary Discussions Teaching Frame

HIGH-IMPACT PRACTICE	Disciplinary Discussions (DD) Element 1: Build conversation skills (Create, Clarify, Fortify, Negotiate) Element 2: Provide extended and supported opportunities for students to engage in disciplinary discussions		
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Metacognition

"Oh, Bill, I missed you!" she cried.

Then she aimed and fired again.

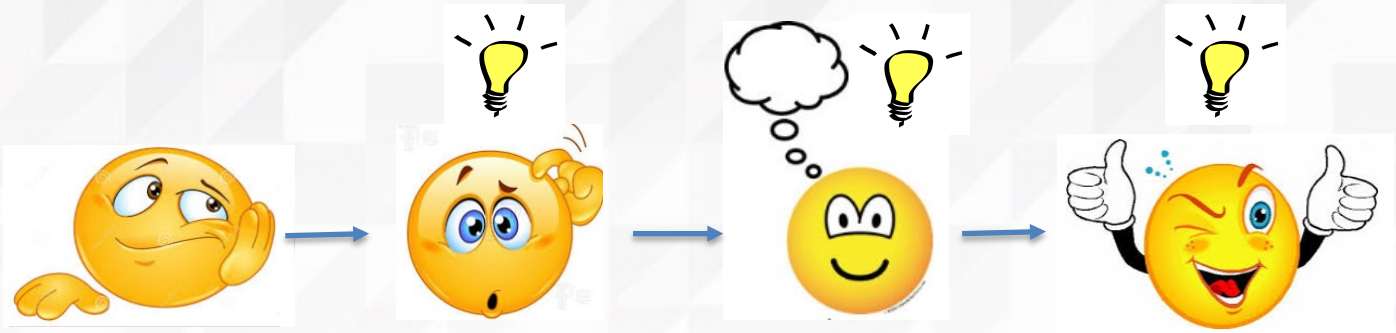
Metacognition

What it is:

- Reflective processes: **awareness** of what we know

- Self-regulation strategies: **action** we take to address flaws or gaps in what we know

Metacognitive Continuum



No Awareness	Awareness	Awareness	Awareness
No action	No action	Limited action	Appropriate action
	No strategies	Few strategies	Range of flexible strategies

“Students without metacognitive approaches are essentially **learners without direction**.”

O’Malley, Chamot, Stewner-Mazanaares, Russo, & Kupper, 1985, p.56.

Fostering Metacognition for Disciplinary Learning

Element 1: Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning

Overtly make this enactment visible to all students

1. Think alouds
2. Models
3. Non-models

Fostering Metacognition for Disciplinary Learning

Element 2: Deconstruct metacognitive processes and/or strategies that support disciplinary learning

Explain how, why, or when to use them (i.e., types of knowledge students must have about strategies)

1. *What* the strategy is
2. *How* to use the strategy
3. *When* and *why* to use the strategy

Paris, Lipson & Wixson. (1983). "Becoming a Strategic Reader." *Contemporary Educational Psychology*, 8, 293-316.

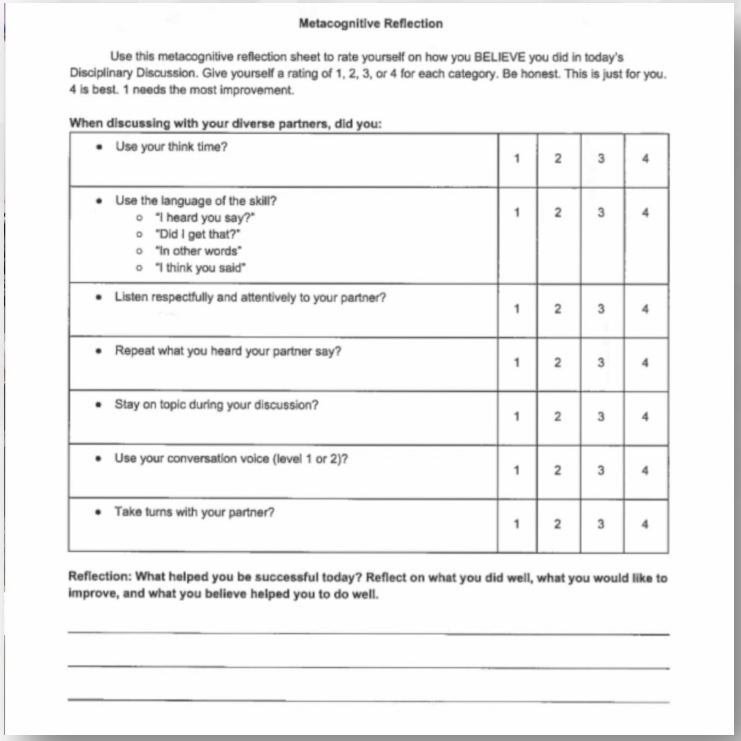
Video

- Watch the video.
- Note any examples you see of the elements of the Cross-Cutting practice, Fostering Metacognition for Disciplinary Learning.
  - Element 1: Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning
  - Element 2: Deconstruct metacognitive processes and/or strategies that support disciplinary learning

Step Inside the Classroom

What we saw

- "Metacognition - Thinking about our thinking" is on the board
- Harry Potter and the cloak of invisibility
- Models a conversation and debriefs the model with the students
- Has a metacognitive reflection activity at the end of the lesson



Metacognitive Reflection

Use this metacognitive reflection sheet to rate yourself on how you BELIEVE you did in today's Disciplinary Discussion. Give yourself a rating of 1, 2, 3, or 4 for each category. Be honest. This is just for you. 4 is best. 1 needs the most improvement.

When discussing with your diverse partners, did you:

• Use your think time?	1	2	3	4
• Use the language of the skill? ○ "I heard you say?" ○ "Did I get that?" ○ "In other words" ○ "I think you said"	1	2	3	4
• Listen respectfully and attentively to your partner?	1	2	3	4
• Repeat what you heard your partner say?	1	2	3	4
• Stay on topic during your discussion?	1	2	3	4
• Use your conversation voice (level 1 or 2)?	1	2	3	4
• Take turns with your partner?	1	2	3	4

Reflection: What helped you be successful today? Reflect on what you did well, what you would like to improve, and what you believe helped you to do well.

Creating a Culture of Metacognition

Teaching for Metacognition

Introducing Metacognition	Engaging Students in Reflective Processes	Deconstructing Reflective Processes	Teaching Specific Strategies	Guiding Student Use of Strategies and Processes

Manual P. 2

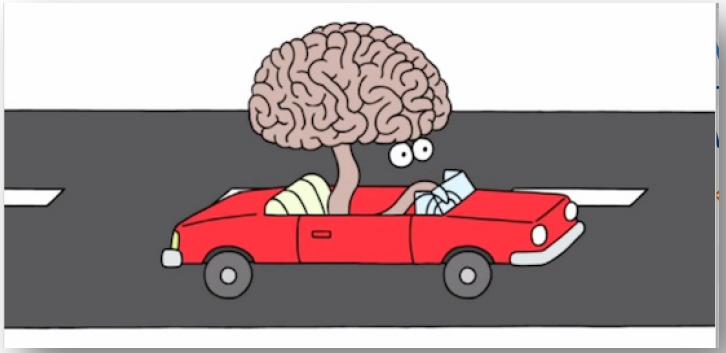
Gradual Release of Responsibility

Introducing Metacognition

Metacognition is:

- **awareness** of what you know and don't know

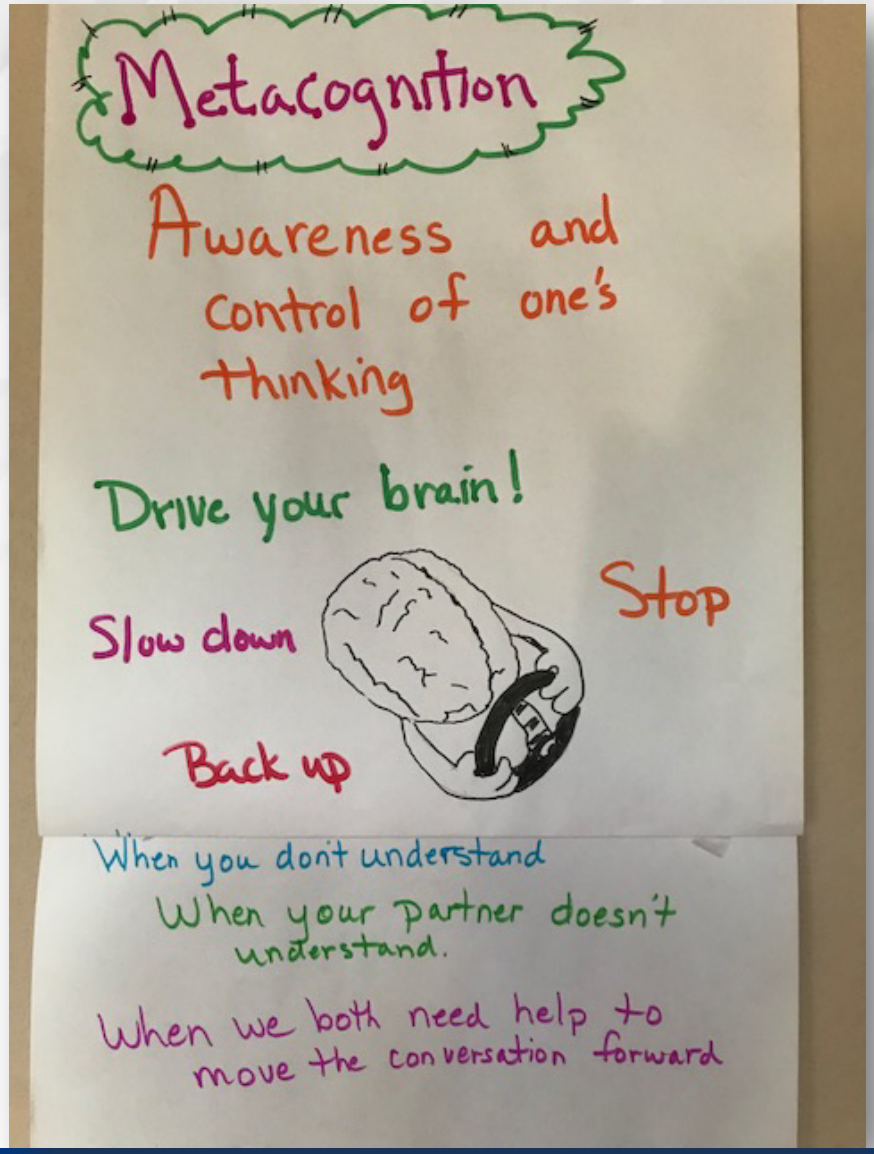
- **action** you take to address flaws or gaps in what you know.



Teaching Scenario: Mr. Carter.

- Individually read the scenario and create a sticky note in Jamboard about how Mr. Carter introduces metacognition to his students.

Anchor Chart



Introducing Metacognition

Self as learner: Paint chip cards

Paint Chips

- It's crystal clear: I can explain it.
- It's a bit hazy: I can explain some of it.
- It's cloudy: I'm not sure if I can explain it.
- I'm in a fog: I know I can't explain it.

Engaging Students in Reflective Processes

Engaging Students in Reflective Processes

- Foster reflective thinking
  - What worked in your discussion?
  - Did you deepen your understanding of the topic?
  - What could you do differently in your next discussion?
- Build self-awareness
  - Aware of strengths and weaknesses
  - Aware of motivation for and interest in topic/task
- Integrate reflection
  - Permeates the curriculum

Manual P. 6

Teaching Scenario: Ms. Peck

Engaging Students in Reflective Processes

- Read the scenario and then you will be placed into a breakout room to talk with a partner about Ms. Peck engages her students in reflective processes.

Reflective Protocol

Engaging Students in Reflective Processes

- What worked?
- What didn't work?
- Why?

Manual P. 7

Do Now – What will I do?

Engaging Students in Reflective Processes

Review the following expectations from the Discussion Checklist. Check areas where you can improve your participation in today's discussion.

○ **I will actively listen to other speakers.** ○ **I will stay on topic.** ○ **I will build on my partners' ideas.**	○ **I will use evidence to support my ideas.** ○ **I will use *response starters* or *clarifying questions* to add to the discussion.**

Choose one area you checked and discuss with your partner why you need to improve it.

EPF Essential Practice Frames for teaching

Exit Ticket – How did I do?

Engaging Students in Reflective Processes

As an Exit Ticket, complete the following statements and answer the question:

- I did/did not meet my goals for today's discussion because _____.
- Something challenging about my group discussion was _____.
- What did you learn from the discussion that you didn't know before?

EPF Essential Practice Frames for teaching

Manual P. 8

Strategy Checklist – What did I do?

Engaging Students in Reflective Processes

When I didn't understand … this is what I did.	1st Time	2nd Time	3rd Time	4th Time	5th Time
Raised my hand					
Waited for teacher to call on me					
Told the teacher I didn't understand					
Asked a question to help me understand					
Stopped trying to understand					
Disrupted the lesson					
Other					

EPF Essential Practice Frames for teaching

Talk Detectives

- Two or three students are assigned the role of Talk Detectives.
- These students are assigned a breakout room and observe other students in group discussions.
- The TDs are given a specific focus to look for, e.g., following norms of discussion, staying on topic, building on previous turns.
- TDs have a whiteboard with their focus on one side and space underneath it where they can write what they heard that did or did not address the focus as well as who said it.
- Talk Detectives share out what they observed.

(Edutopia.org.org, 2016)

Deconstructing Reflective Processes

Deconstructing Reflective Processes

- Visibly enact your thought processes.
- Provide guided practice (gradual release of responsibility) in which students verbalize their thought processes during the discussion.
- Both teacher and students provide guidance.

Manual P. 9

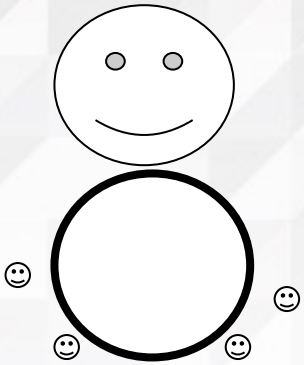
Teaching Scenario: Mr. Vu

Deconstructing Reflective Processes

- Read the scenario and you will be placed into a breakout room to talk with a partner about how Mr. Vu deconstructs reflective processes with his students. Write your comments in chat. Be prepared to share out.

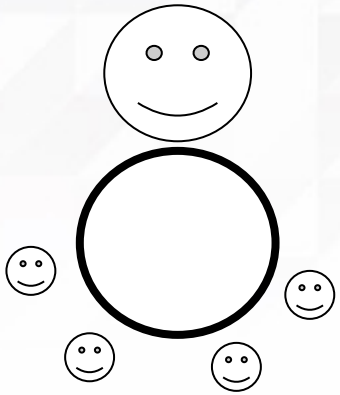
Gradual Release of Responsibility

Deconstructing Reflective Processes



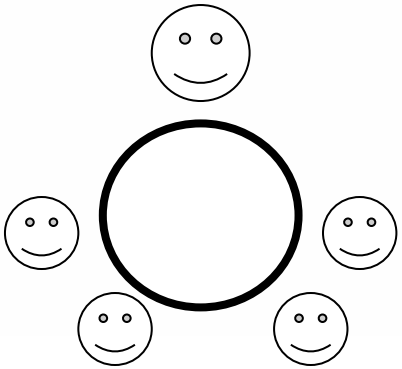
"Watch me, I'll do it."

The teacher models the skill or process while students watch and listen. Teacher talks through her/his thought process while demonstrating.



"You help me do it."

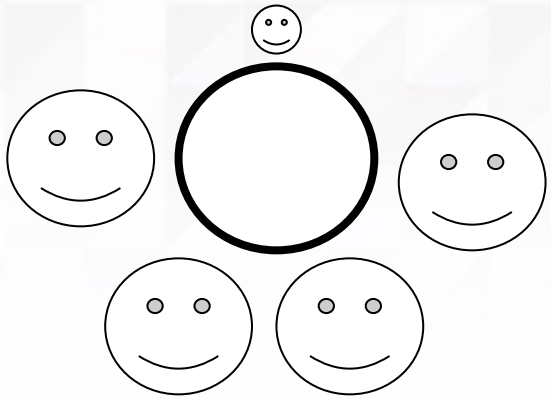
Teacher "develops amnesia" so students must "teach" the skill or process back to the teacher. Teacher provides questions and prompts to ensure key points are reviewed.



"I'll help you do it."

Students now have their first chance to attempt the skill or process. Teacher helps/coaches/ supports/prompts as appropriate. If students are ready, responsibility for performance can move from small group to individual.

"Now, you do it."



Individual students are responsible for performing the task on their own.

Manual P. 10

Modeling

Deconstructing Reflective Processes

- All teachers use modeling to some extent.
- The most effective teachers
  - know how to reveal their skills to learners
  - know how to assess whether their students have understood them
  - are metacognitive about their teaching.

Manual P. 11

Modeling Academic Conversation Skills

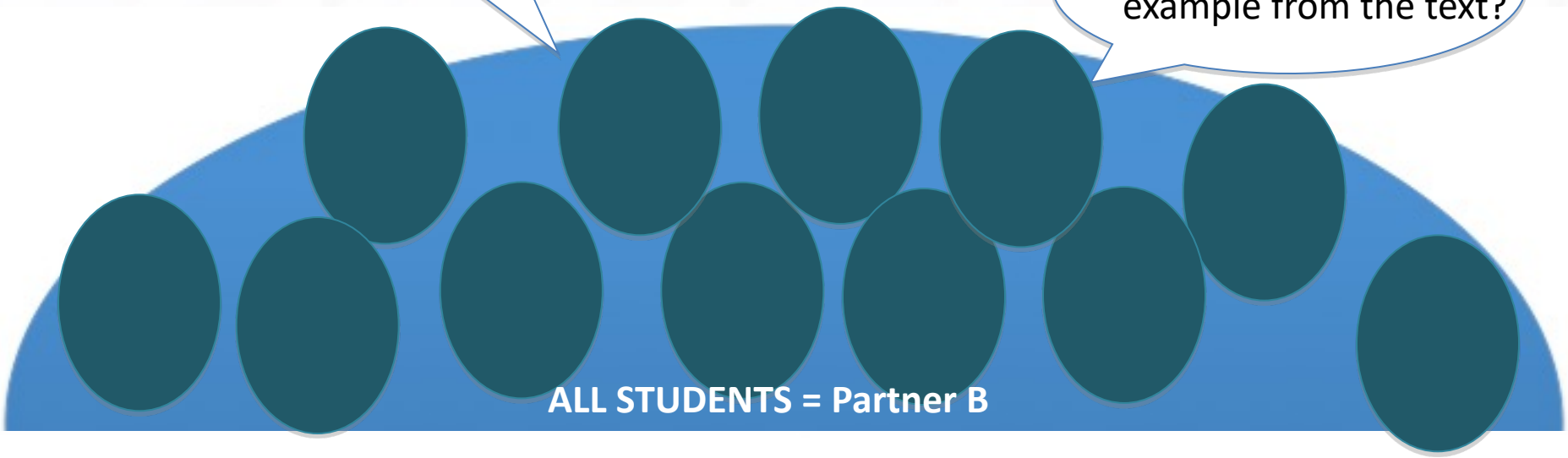
TEACHER = Partner A

I think the author was trying to teach me about trusting others.

It means to believe that someone will do what they say they will do. *(Holds up a "What would you say next?" card and tells them to share with a partner)* OK, as my conversation partner, what…

What does trusting others mean?

Can you give an example from the text?

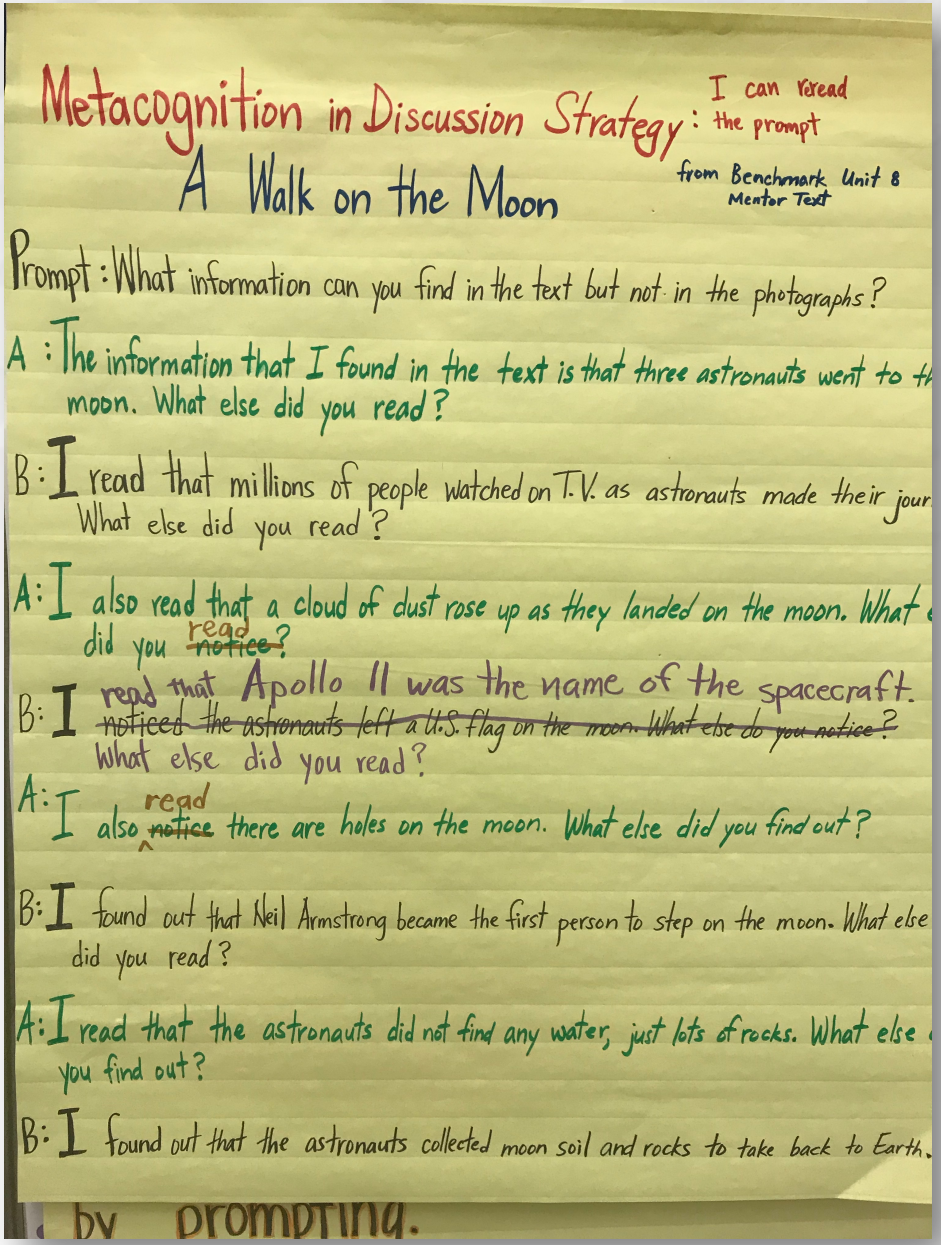


ALL STUDENTS = Partner B

Manual P. 12

Model/Non-model

Deconstructing Reflective Processes



Metacognition in Discussion Strategy: I can reread the prompt

A Walk on the Moon

from Benchmark Unit 8 Mentor Text

Prompt: What information can you find in the text but not in the photographs?

A: The information that I found in the text is that three astronauts went to th moon. What else did you read?

B: I read that millions of people watched on T.V. as astronauts made their jour What else did you read?

A: I also read that a cloud of dust rose up as they landed on the moon. What did you ~~notice~~ read?

B: I read that Apollo 11 was the name of the spacecraft. ~~noticed the astronauts left a U.S. flag on the moon. What else do you notice?~~ What else did you read?

A: I also ~~notice~~ read there are holes on the moon. What else did you find out?

B: I found out that Neil Armstrong became the first person to step on the moon. What else did you read?

A: I read that the astronauts did not find any water, just lots of rocks. What else you find out?

B: I found out that the astronauts collected moon soil and rocks to take back to Earth.

by prompting.

EPF Essential Practice Frames for teaching

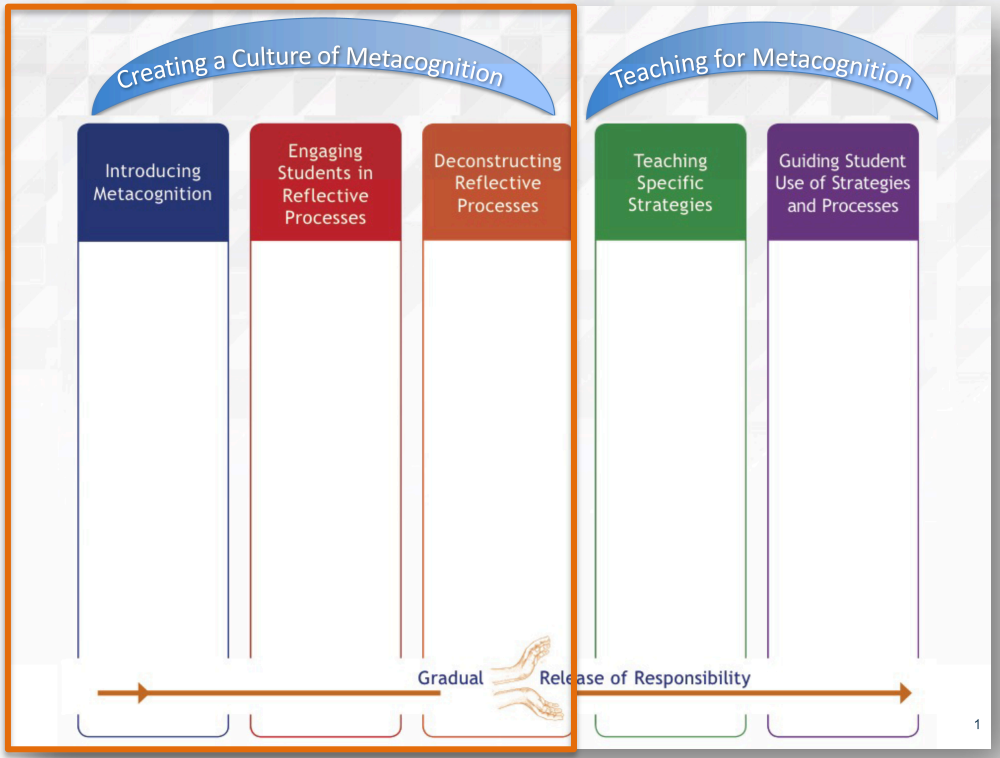
Fishbowl

Deconstructing Reflective Processes

- 4-5 students are in the “fishbowl” having a discussion.
- Rest of class is listening to the discussion.
- Teacher or students can provide guided feedback.

Creating a Culture of Metacognition

- In your breakout room discuss the following: How does each of the three stages contribute to a Culture of Metacognition?
  - Introducing Metacognition
  - Engaging Students in the Reflective Processes
  - Deconstructing Reflective Processes



Teaching Specific Strategies

Teaching Specific Strategies

- Introduce and demonstrate specific metacognitive strategies students can apply when engaged in discussions.
- Explain the what, why, how, and when of strategy usage.

Teaching Scenario: Mrs. O'Rourke

Teaching Specific Strategies

Manual P. 13

- Read the scenario and think about how Mrs. O'Rourke teaches specific strategies to her students.
- In your breakout room discuss how the three strategies Mrs. O'Rourke uses helps students move forward with their discussions? Be prepared to share out.

Manual P. 14

Metacognition in Discussion

Teaching Specific Strategies

Helping students understand that they can be aware of when a discussion falls apart and then take action to get the discussion back on track.

I don't understand! (Awareness)

WHAT

WHY

- I can reread the prompt to refocus my thinking.
- I can summarize my ideas to clarify my thinking.
- I can ask my partner for help to get back on track.

Metacognition in Discussion

Teaching Specific Strategies

- Model through a think aloud a short conversation of a student becoming aware that the discussion has broken down and the steps that student takes to get it back on track.

- Then distribute a second conversation illustrating the same problem and have your students identify the action the student took and how it helped the discussion.

Example Conversation

Teaching Specific Strategies

Example: Essential Question—
How do we respond to nature?
Prompt: Generate questions to guide your inquiry about observing nature.
Partner A: “My first question to guide our inquiry is, What can we observe in nature? What is your idea?”
Partner B: “My first question is, What do owls eat? What is another question you want to use?”
Partner A: “Another question for us is, How does nature affect each of us? What is another question you want to use?”
Partner B: “Another question I have is, How do owls survive the winter? (Pause) Umm. My questions

EPF Essential Practice Frames for teaching

Teaching Specific Strategies

are different from yours. My questions are very specific. Too specific, I think."

Partner A: "Are we supposed to be specific or not? I'm going to reread the prompt. 'Generate questions to guide your inquiry about observing nature.'"

Partner B: "That doesn't make it clear, but the essential question is, How do we respond to nature? The essential question makes me think that our questions should not be too specific."

Partner A: "I agree with you. Can you ask a question that is not very specific?"

Partner B: "My question is, What can we learn from observing nature?"

EPF Essential Practice Frames for teaching

Guiding Student Use of Strategies and Processes

Guiding Student Use of Strategies and Processes

- Foster students' ability to regulate discussion by:
  - planning
  - monitoring
  - evaluating
- Promote independent use of metacognitive strategies and processes

Manual P. 15

Teaching Scenario: Mr. Lu

Guiding Student Use of Strategies and Processes

- Read the scenario and make some notes about how Mr. Lu guides his students' use of strategies and processes and how you might do this in your lessons. Be ready to share out.

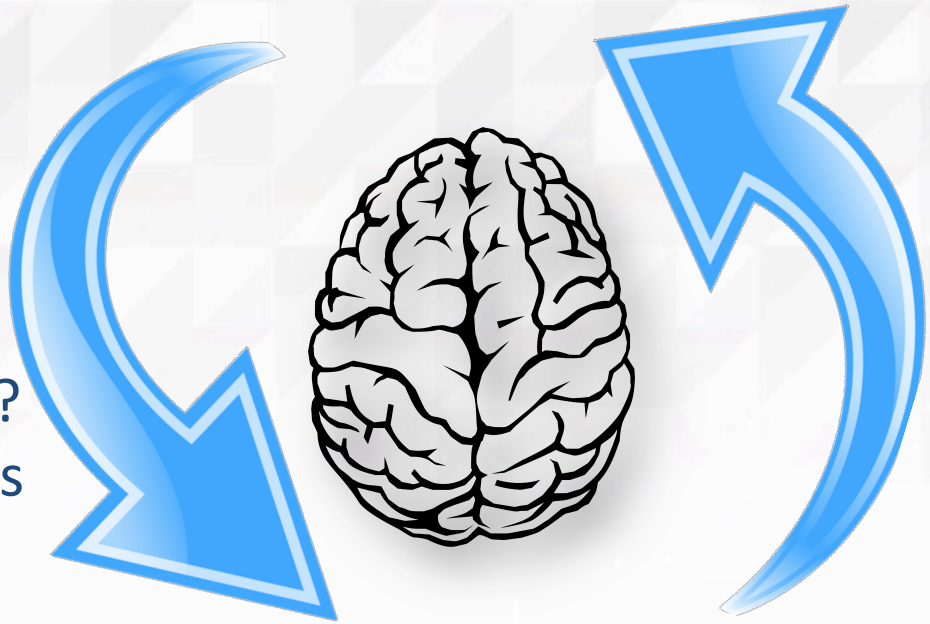
Manual P. 16

Metacognitive Regulation Cycle

Guiding Student Use of Strategies and Processes

Metacognition

<u>Planning</u>
What prior knowledge will help me with this discussion?
What resources should I use?



<u>Evaluating</u>
How well did I do?
What did I learn?
Can I apply the strategies to other discussions?

Cognition

<u>Monitoring</u>
How is the discussion going?
How should I proceed?
Should I reread the prompt?

- To use strategies independently students need metacognitive knowledge about:
  - their own abilities and attitudes (self as learner)
  - what strategies are effective and available (strategies)
  - the particular type of activity they need to do (task)

Sentence Frame: I know that I (learner) have difficulty paraphrasing my partner's ideas (task), so I will ask my partner to practice paraphrasing with me (strategy).

Manual P. 17

Synthesis Activity

Match the sentences below to their column on the continuum by putting I (Introducing) , R (Engaging in Reflective Process), D (Deconstructing), T (Teaching) or G (Guiding) on each line.

___ The teacher models how to have a constructive conversation using the prompts and responses for each conversation skill.

___ The teacher explains what metacognition is, works with students to create an anchor chart, and provides a nonlinguistic representation.

___ The teacher explains the importance of self-regulating a discussion. In addition, she demonstrates a strategy for how and when to do it.

___ When necessary, the teacher prompts students to use the strategies they have learned.

___ The teacher has students interview each other about their discussion. (What goal did you work on today? How did you do? What's your goal for our next discussion?)

Synthesis Activity

Match the sentences below to their column on the continuum by putting I, R, D, T or G on each line.

__D__ The teacher models how to have a constructive conversation using the prompts and responses for each conversation skill.

__I__ The teacher explains what metacognition is, works with students to create an anchor chart, and provides a nonlinguistic representation.

__T__ The teacher explains the importance of self-regulating a discussion. In addition, she demonstrates a strategy for how and when to do it.

__G__ When necessary, the teacher prompts students to use the strategies they have learned.

__R__ The teacher has students interview each other about their discussion. (What goal did you work on today? How did you do? What's your goal for our next discussion?)

Feedback

Please complete the Google Form so that we can continue to do what's working and improve and what's not working.

The link will be placed in the chat.

Module 4 is on May 19th

- Explore module 3 resources
- Look through the activities in the Module Three Manual starting on page 18. The purpose of these activities to deepen your understanding of how the instructional practices that comprise the Disciplinary Discussions Teaching Frame work together in an integrated manner to support both teacher and student growth.