



# DISCIPLINARY INTERACTIONS with COMPLEX TEXT

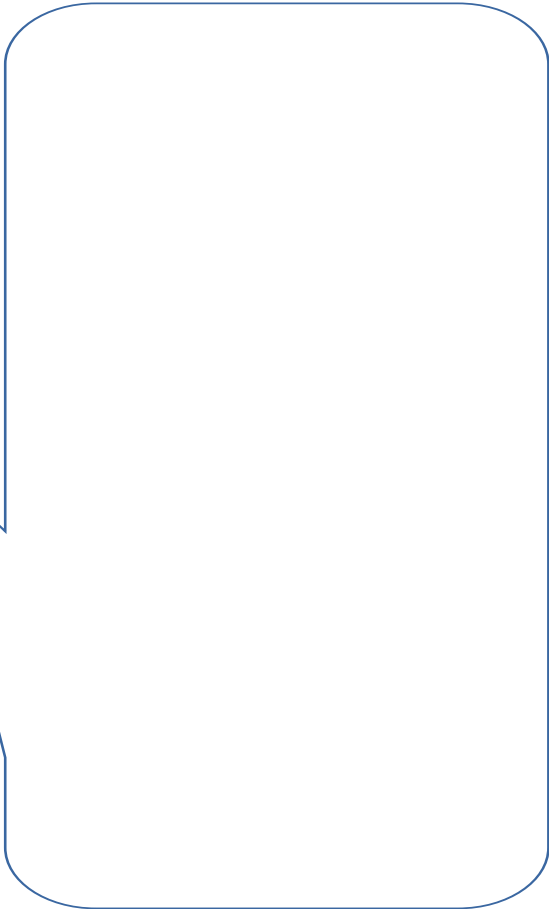
## Module Three Manual



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Metacognition



# Disciplinary Interactions with Complex Text: Literacy

<p><b>HIGH-IMPACT PRACTICE</b></p>	<ul style="list-style-type: none"> <li>Engage students in an analysis of text to examine how its language, text features, and/or literary devices work together to convey meaning and/or purpose</li> <li>Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills</li> </ul>		
<p><b>CROSS-CUTTING PRACTICES</b></p>	<p><b>Facilitating Acquisition of Academic Language</b></p> <ul style="list-style-type: none"> <li>Introduce and/or refer to the academic language demands of texts and tasks</li> <li>Provide extended and supported opportunities for students to acquire and use the features of academic language</li> </ul>	<p><b>Fostering Metacognition for Disciplinary Learning</b></p> <ul style="list-style-type: none"> <li>Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning</li> <li>Deconstruct metacognitive processes and/or strategies that support disciplinary learning</li> </ul>	<p><b>Monitoring and Guiding Disciplinary Learning</b></p> <ul style="list-style-type: none"> <li>Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs</li> <li>Provide written and/or oral feedback during lessons to promote disciplinary learning</li> </ul>
<p><b>FOUNDATIONAL PRACTICE</b></p>	<p><b>Designing Instruction for Disciplinary Thinking and Understanding</b></p> <ul style="list-style-type: none"> <li>Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice</li> <li>Structure and connect tasks that support the learning targets</li> <li>Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks</li> </ul>		



# Metacognition

1. Awareness of what you know and don't know

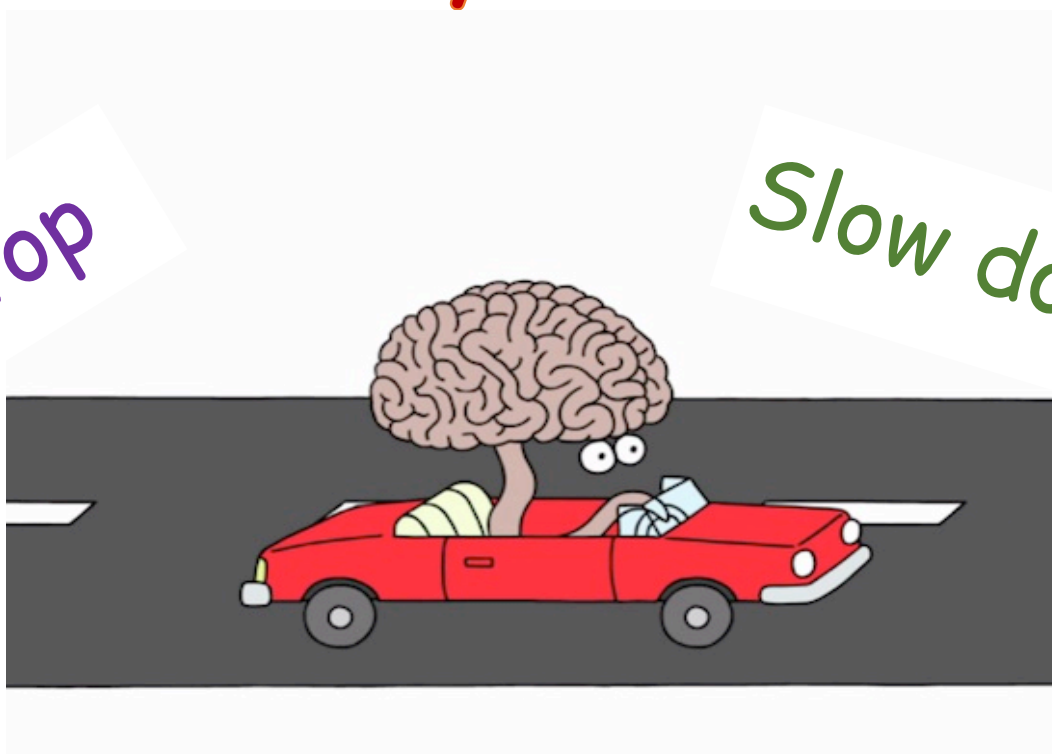


2. Action you take:

Drive your brain

Stop

Slow down



Back up

### Introducing Metacognition - Disciplinary Interactions with Complex Text

Mr. Franco is introducing metacognition to his first graders. He says, “I have a really big word I want us to know and understand. It is metacognition. Say it with me, friends. Metacognition. Has anyone ever heard that word before? A few of you. I am going to write it on the whiteboard. Let’s clap it out. Met-a-cog-ni-tion. Excellent. It has five syllables.


One part of metacognition is being aware of what you know and what you don’t know. An example would be us learning our high frequency words. We each have our stack of words. When we can read them automatically, we move them out of our stack. We know that we know those words. The words that are left in our stack are the words we don’t know well. So, I am aware of which words I know and which words I don’t know. That is one part of metacognition, being aware of what you know and don’t know. I am going to draw a lightbulb here to represent us being aware of what we know and don’t know.


The other part of metacognition is knowing what action to take to learn what you don’t know. Let’s think about the high frequency words we still need to learn. What can we do to learn them? What action can we take? Talk to a neighbor and see what ideas you can come up with.” Students share out some ideas like practicing more and looking for the words when they read. “Very good. Those are all actions you can take. I am going to draw gears to represent the action we take to learn what we don’t know.

So, metacognition is being aware of what you know and don’t know and then taking action to learn. Turn to your neighbor and explain what metacognition is.”

**Metacognition**

**met-a-cog-ni-tion**

**I'm aware of what I know and don't know.** 

**I can take action to learn.** 

Thinking About My Thinking



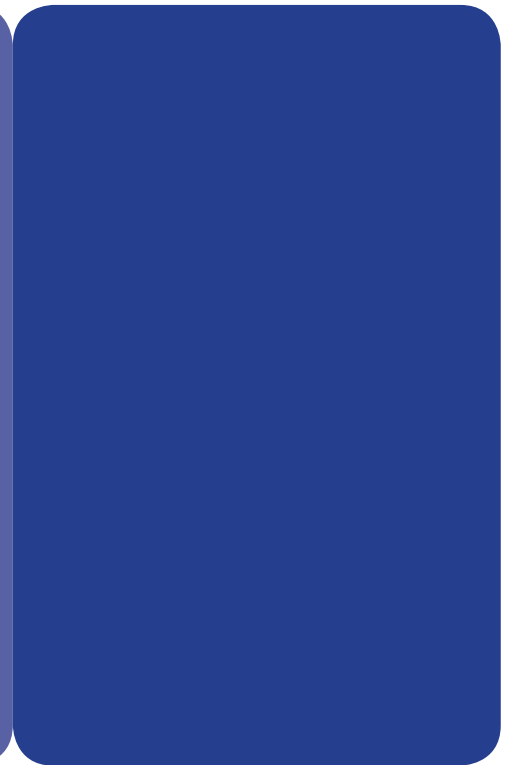
It's crystal clear: I can explain it.



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 - Disciplinary Interactions with Complex Text

Ms. Juarez has already introduced her third-grade students to metacognition. She is now working on having them be more reflective about their readings in order to self-monitor. She begins by asking her students to answer the question, what is reading? After students tell her their ideas of what reading is, she adds to their thinking. “Yes, reading is being able to decode or read the words on a page. However, it is so much more. It is about taking those words and constructing meaning from them. That means you think about those words while you are reading to figure out what the author is trying to say or tell you. As you read, you need to notice when it doesn’t look right or doesn’t sound right or doesn’t make sense. You are thinking about your prior knowledge and your experiences to connect to the text. You might visualize what is going on in the text or reread a portion of it.

The main thing that I want you to understand is that you need to think while you read. I want you to be more reflective about your reading by thinking about what has worked and not worked for you in the past and how you are going to use that information to approach today’s reading. Before you read today’s passage, I want you to think about what you can do to improve your understanding by completing the Do Now. After you read the passage, I want you to talk to your partner and explain which strategy or strategies you used and how it worked to fix your comprehension.”

**Do Now:** Review the following options. Check areas where you can improve your understanding of today’s reading by staying actively engaged with the text.

- I will visualize the text.
- I will ask questions as I read.
- I will reread the text to get more information or solve unknown words.
- I will connect what I read to my experiences.
- I will visualize the text.
- I will connect to the text with my prior knowledge.

**DO NOW - What will I do?**

Review the following expectations from our Reading Anchor Chart. Check areas where you can improve your understanding of today's reading.

- 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.

In your breakout room discuss with your partner why you need to improve those areas.

## Strategy Checklist

<b>When I didn't understand ... this is what I did.</b>	<b>1st Time</b>	<b>2nd Time</b>	<b>3rd Time</b>	<b>4th Time</b>
I got frustrated and stopped reading.				
I thought about what I already knew about the topic.				
I told the teacher I didn't understand.				
I asked myself questions to help me understand.				
I used context clues to figure out the word.				
I reread the sentence.				
I read ahead to clarify.				

## Deconstructing Reflective Processes - Disciplinary Interactions with Complex Text

Ms. Hernandez is working with her students on strengthening their reflective processes related to the reading. She tells her students that she was running in a half marathon and her shoe fell off. She asks the class if she should keep running or stop to put her shoe back on. The class says she should put her shoe back on. She agrees with them and says, "If I kept running without my shoe, my foot would begin to hurt, and I would never finish the race. That is a lot like reading. When I am reading and something doesn't seem quite right, I could keep reading and probably become more confused, or I could stop and figure out how to fix it.

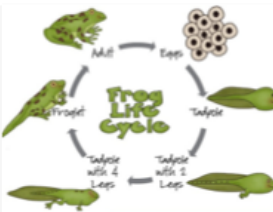
Today I am going to show you how to ask questions as you read, which is a way to figure things out when you're having trouble. Asking questions helps you stay engaged, monitor your comprehension, and go deeper into the text. Some questions a reader might ask are 'How could that have happened?', 'Why is the character acting that way?', and 'What would happen if...?'" Ms. Hernandez projects a short article about amphibians on the whiteboard. "I am going to read this article aloud and model the kind of questions I am thinking about as I read."

**Amphibians**

Amphibians are very **unusual animals**. The word amphibian means **two lives**. They live both in water and on land. They begin as eggs and then grow gills and tails. As they get older, they get lungs and legs. This is called metamorphosis.

Amphibians also have other interesting characteristics. **First**, they are **cold-blooded** animals. This means their bodies are the same temperature as the water or the air around them. Second, an amphibian's skin absorbs air and water. That makes it is very sensitive to **pollution**. Next, amphibians are vertebrates because they have a backbone. However, unlike many vertebrates, they don't have any hair or fur. Finally, adult amphibians have an interesting diet! They like to **eat spiders, beetles, and worms**.

There are over 4,000 types of amphibians. The most common are frogs, toads, newts and salamanders. They are found on every continent except Antarctica.



them unusual? How can it lives?

Does that one fact? What other cold-blooded?

carnivores? Do they die if of pollution?

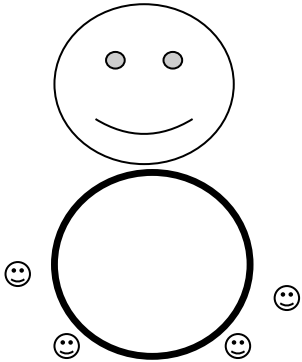
Why they aren't Antarctica?

When she finishes, Ms. Hernandez projects another short informational text and asks students to help her write questions they might have when reading it. Based on her students' responses, she is satisfied that her modeling of "Asking Questions" has helped them become better, more reflective readers.

## Gradual Release of Responsibility

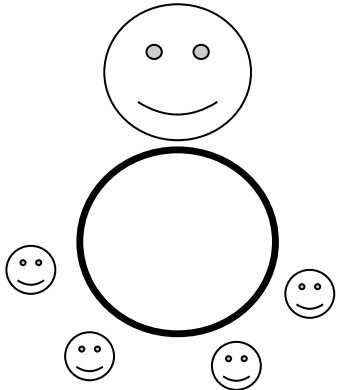
### “Watch me, I’ll do it.”

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



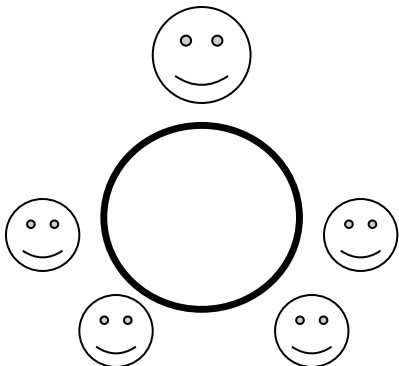
### “You help me do it.”

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.

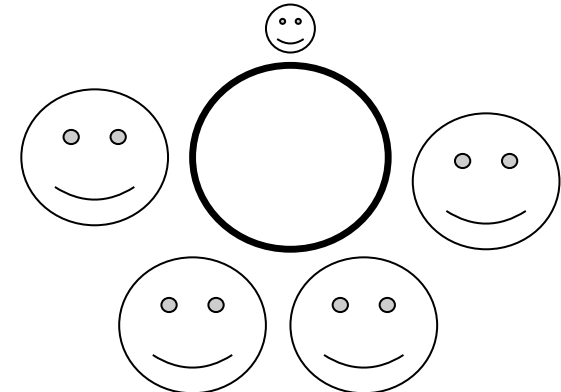


### “I’ll help you do it.”

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.

### Teaching Specific Strategies - Disciplinary Interactions with Complex Text

As a class routine, Ms. O'Meara has her students reflect on their reading; specifically, how well they understand what they read and whether or not they can identify what causes the problems they encounter. Now she wants to focus on expanding the range of strategies her students understand and are able to use to fix the problems.

"You have gotten very good at self-monitoring your reading, but I want you to be able to go a step further. I want you to be able to identify and share the strategies you use when your comprehension breaks down. So, we are going to use the Stop, Think, and Tag strategy to help us be aware of the actions we are taking. I am going to demonstrate this for you as I read this passage," says Ms. O'Meara.

She reads a passage, stops in the middle, and states that she is confused by what the author is saying. "I need to stop and think about which of our strategies will help me get back on track. To do that I need to decide what caused my confusion. I think I was reading too quickly and not thinking about what I was reading. So, I am going to start from the beginning and reread, stopping after every few sentences to paraphrase what I think the author is saying. Let me try that." Ms. O'Meara rereads the a few sentences, paraphrases, and continues until she gets to the end. "I am now going to tag the two strategies I used, reread and paraphrasing, by putting my initials on sticky notes and adding them to our anchor chart. Now I want you to read the passage in front of you and complete the Stop, Think, and Tag strategy. Then everyone in the class will see all the strategies that were used."

After Ms. O'Meara demonstrated how to do Stop, Think, Tag, she decided that she wants her students to do more than just post the names of the strategies they use on the anchor chart. She wants them to dig deeper into why and when to use them. So, she has decided to have students help her decide why and when to use each strategy and add that information to the anchor chart under each sticky. Ms. O'Meara had to enact some of the strategies again through a think aloud to help students identify the why and when.

### Guiding Student Use of Strategies and Processes - Disciplinary Interactions with Complex Text

Mr. Samson has introduced metacognition, engaged his students in being reflective about their reading, visibly enacted a variety of strategies, and taught his class how, why, and when to use the strategies. As a result, he believes his students are being more metacognitive in their reading by self-monitoring and using appropriate strategies when needed. Thus, his current emphasis is monitoring and guiding his students in using those processes and strategies automatically.

However, determining importance in an informational text has been a bit more difficult for his students. So, he decides they need more practice, and he needs to do more guiding in the use of that strategy. "Today to we are going to continue working on determining importance in an informational text. You are getting much better at it, but it is tricky. So, you are going to read the passage I've given you and highlight the important information, thinking about what's in our anchor chart. I want you to monitor yourself as you read and highlight the text. I am going to be walking around giving you feedback to help you continue to improve in this area." Mr. Samson walks around and poses questions about the text to students, e.g., Did you notice the signal words in that paragraph? Why do you think the author has italicized that word? Have you highlighted less than half of the text?

When the students have finished, Mr. Samson asks his students to evaluate how they did.

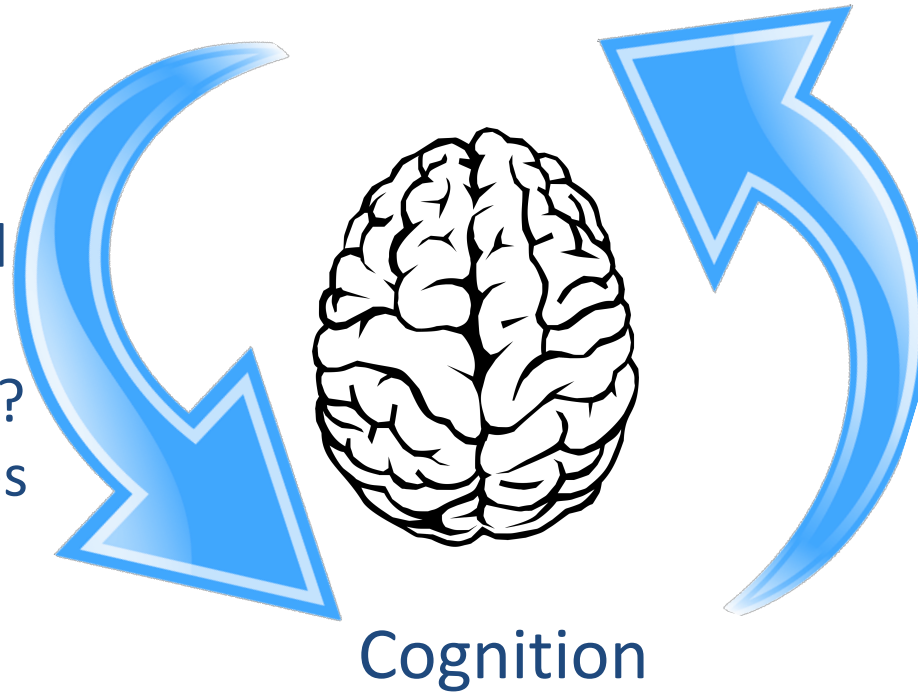
#### Anchor Chart

*Determining importance means you are monitoring your thinking as you read in order to notice when something important has been shared in the text.*

1. Skim the text to activate prior knowledge.
2. Read headings, subheadings, charts, graphs, pictures, italicized words.
3. Are there signal words to help you determine text structure?
4. Pay attention to first and last sentences in a paragraph.
5. Make sure you have highlighted no more than half the paragraph.

Planning

What prior knowledge will help me with this discussion?  
What resources should I use?

Evaluating

How well did I do?  
What did I learn?  
Can I apply the strategies to other discussions?

Monitoring

How is the discussion going?  
How should I proceed?  
Should I reread the prompt?



### 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?)

## Metacognition Infographic

- ✦ You will now go to your breakout rooms.
- ✦ Discuss your current understanding of:
  - what metacognition is.
  - why metacognition is important.
  - how metacognition can be developed.
- ✦ Refer to your quickwrite and add any new information.
- ✦ Choose one person to create a group infographic to represent your collective ideas.

## Before Module 4

- ✧ Work through the activities in the post module activity on pages 17 in your manual. The purpose of the task is to illustrate how the practices in the frame fit together during instruction in a traditional classroom. We will draw on this activity in module 4 when we examine how to adapt a lesson for a hybrid classroom.

## Integrating the Practices of the Disciplinary Interactions with Complex Text Teaching Frame

### FOCUS QUESTIONS

- How can the Cross-Cutting and Foundational Practices be implemented in support of the High-Impact Practice?
- How does the integration of all of the practices in the teaching frame support student learning?
- How do the Guiding Questions support teachers in planning lessons that integrate the **SOAR** practices?

### Using the SOAR Lens

**SOAR** is not a curriculum or an isolated set of strategies. **SOAR** is a lens you use to plan, teach, and reflect on your lessons, and ultimately improve instruction. This represents a paradigm shift in how most think about professional development. The **SOAR** lens helps you think about how different practices are integrated during instruction to drive student learning. Therefore, it is critical to understand how each practice works in conjunction with one another.

All frames begin with a High-Impact Practice. The Cross-Cutting Practices are the same for every teaching frame, however their implementation varies in the way they support the High-Impact Practice. For example, visibly enacting metacognitive strategies to help your students engage in discussion looks different than visibly enacting metacognitive strategies to help your students interact with complex text. The Cross-Cutting Practices, *Facilitating Acquisition of Academic Language*, *Fostering Metacognition for Disciplinary Learning*, and *Monitoring and Guiding Disciplinary Learning*, represent good pedagogy. These practices need to be present in every lesson to promote student learning. Think of these as the supports for the High-Impact Practice. Without them, the lesson will be missing critical pieces that support the High-Impact Practice and student learning.

The Foundational Practice is called *Designing Instruction for Disciplinary Thinking and Understanding*. It too is the same for each High-Impact Practice. This practice has teachers consider the alignment of the CCSS, the High-Impact practice, and the learning target. It also has teachers plan how the tasks of the lesson connect and support the learning target with a laser-like focus. Finally, it emphasizes maintaining high expectations and rigor of the lesson. We want teachers to create an environment that sets high expectations and requires students to learn at high levels of rigor in meeting those expectation. As you review these three elements, you see that these elements need to be addressed in each lesson and are the foundation of the lesson, hence the name Foundational.

# Guiding Questions

## Disciplinary Interactions with Complex Text: Literacy 3-12

<b>FOUNDATIONAL PRACTICE</b>	<p><b>Designing Instruction for Disciplinary Thinking and Understanding</b></p> <ol style="list-style-type: none"> <li>1. What are the learning targets for the lesson? (Both content and language targets should be included.)</li> <li>2. How do the learning targets align with the Common Core Anchor Literacy Standards and/or CA ELA/ELD Framework?</li> <li>3. How do the learning targets align with the Disciplinary Interactions with Complex Text practice?</li> <li>4. How do the tasks in the lesson support the learning targets?</li> <li>5. How are the tasks in the lesson connected in support of the learning targets?</li> <li>6. How will you establish high expectations?</li> <li>7. Are the lesson/activities intellectually rigorous?</li> </ol>		
<b>HIGH-IMPACT PRACTICE</b>	<p><b>Disciplinary Interactions with Complex Text</b></p> <ol style="list-style-type: none"> <li>1. How will you introduce language, text features, and/or literacy devices that are used to convey meaning and/or purpose?</li> <li>2. How will you structure the analysis of language, text features, and/or literary devices?</li> <li>3. What supports will you provide to enable all students to engage in these analyses?</li> <li>4. What opportunities are you providing within the lesson for students to interact with complex text?</li> <li>5. Are there supported opportunities to allow students time to build academic language and disciplinary literacy?</li> <li>6. How have you structured these opportunities so students will build academic language and discipline literacy?</li> <li>7. What supports will you provide to enable all students to engage in these interactions?</li> </ol>		
<b>CROSS-CUTTING PRACTICES</b>	<p><b>Facilitating Acquisition of Academic Language</b></p> <ol style="list-style-type: none"> <li>1. What are the academic language demands of the texts and tasks?</li> <li>2. How are you providing extended and supported opportunities for students to acquire and use the features of academic language?</li> </ol>	<p><b>Fostering Metacognition for Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What metacognitive processes and/or strategies will you target?</li> <li>2. How will you visibly enact these?</li> <li>3. How will you explain the metacognitive processes and/or strategies to students including how, why, or when to use them?</li> </ol>	<p><b>Monitoring and Guiding Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What strategies/approaches will you use to monitor learning?</li> <li>2. What strategies/approaches will you use to provide feedback to students?</li> </ol>

# Using the SOAR Lens to Enhance a Lesson

## Fifth Grade Nonmodel Lesson

Below is a nonmodel of a lesson created by a teacher who was unfamiliar with **SOAR**. Read the nonmodel and the two articles associated with the lesson. Read the nonmodel. The Guiding Questions on the previous page are aligned with the SOAR Teaching Frame®. These Guiding Questions help you apply the SOAR Teaching Frame lens to planning and analyzing lessons. Use the Guiding Questions to turn this nonmodel into a model SOAR lesson. Identify an revision/enhancement for the high-impact practice DICT and one of the cross-cutting practices in the frame (FAAL, FMDL, or MGD). Be specific about how each practice you chose would be implemented during the lesson. Take notes using the graphic organizer on page xx.

	<p>Standards: CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.</p>
	<p>Explain students are going to read two texts about the allies to the American Colonists during the Revolutionary War. Explain what an ally is.</p> <p>Text 1: “Non-colonists in the American Revolution” by ReadWorks.org. Read the first paragraph together. Give a quick explanation of Enlightenment, republicanism and democracy.</p> <p>Have students number their paragraphs. Asks students to read text independently.</p> <p>Explain to students that understanding how transitions words and signal words alert readers to what is coming next in the text. Use examples ‘but’ and ‘and at first’. Point to the anchor chart.</p> <p>Have students look at paragraph two. Look for signal words. ‘One of these countries’ tells us what as readers? This is signaling an addition. ‘For a number of reasons’- Have students underline the reasons the French supported the Americans. ‘This resulted’- Have students identify the cause.</p> <p>Look at paragraph three. Look for signal words (At first) which is time order. Discuss what they would expect to follow.</p> <p>Look at fourth paragraph. Why did France provide more assistance to the Americans.? Use evidence from the text.</p> <p>Look at paragraph five. Find signal words for compare and contrast structure (also, but, also like). Summarize this paragraph with partner.</p> <p>Look at paragraph six. Where did the Hessians get their name?</p> <p>Explain they are going to read text 2: “American Allies” by Ken Nelson from Ducksters education site. Have students read independently.</p> <p>Have students work with their partner and compare and contrast the information in the two texts.</p>

Have students compare and contrast the overall structure of the two texts. Talk with partner. Students should note this text has bold headings and first part in question answer format. Discuss how that affects the reader and why an author would choose to have headings and Q/A.

Have students write a paragraph explaining why other groups became allies to the colonists in the Revolutionary War. Use evidence from the texts to support your thinking.

Read Works. "Non-Colonists in the American Revolution." ReadWorks.org. 2015.  
<<https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/>>

Nelson, Ken. "American Revolution for Kids: Allies (The French)." Ducksters. Technological Solutions, Inc. (TSI), Apr. 2018, Web 2 Apr. 2018.  
<[https://www.ducksters.com/history/american\\_revolutio/american\\_allies\\_french.php](https://www.ducksters.com/history/american_revolutio/american_allies_french.php)>.

## SOAR: Revising the NonModel Lesson

	<b>Practice</b>	<b>Elements</b>	<b>Additions</b>
<b>High-Impact Practice</b>	Disciplinary Interactions with Complex Text (DICT)	<p>Element 1: Engage students in an analysis of text to examine how its language features work together to convey meaning and/or purpose</p> <p>Element 2: Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills</p>	
<b>Cross-Cutting Practices</b>	1. Facilitating Acquisition of Academic Language (FAAL)	<p>Element 1: Introduce and/or refer to the academic language demands of the texts and tasks</p> <p>Element 2: Provide extended and supported opportunities for students to acquire and use the features of academic language</p>	
	2. Fostering Metacognition in Disciplinary Learning (FMDL)	<p>Element 1: Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning</p> <p>Element 2: Deconstruct metacognitive processes and/or strategies that support disciplinary learning</p>	
	3. Monitoring & Guiding Disciplinary Learning (MGDL)	<p>Element 1: Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs</p> <p>Element 2: Provide written and/or oral feedback during lessons to promote disciplinary learning</p>	
<b>Foundational Practice</b>	4. Designing Instruction for Disciplinary Thinking & Understanding (DI)	<p>Element 1: Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice</p> <p>Element 2: Structure and connect tasks that support the learning targets</p> <p>Element 3: Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks</p>	



## Fifth Grade SOAR Model Lesson

Compare your additions to the additions that were added to the lesson by a **SOAR** teacher. Identify where the Guiding Questions were addressed and highlight them. Label them DICT, FAAL, FM, MG, DI.

	<p>High Impact Practice: Disciplinary Interactions with Complex Text</p> <p>E1: Analysis of text to examine how its language, text features, and literary devices are used to create meaning and purpose</p> <p>E2: Provide and support extended opportunities to interact with complex text to build academic language and disciplinary literacy</p> <p>Standards:</p> <p>CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.</p>
	<p>Introduce the standards for today. Explain students are going to read two texts about the allies of the American Colonists during the Revolutionary War.</p> <p>Ask students to turn to their partners and discuss the term ally and give an example. Discuss as a class, provide student friendly definition, and have students write in their vocabulary book adding a picture to represent the term.</p> <p>Text 1: "Non-colonists in the American Revolution" by ReadWorks.org. Have students predict what the article will be about. Read the first paragraph together. Give a quick explanation of Enlightenment, republicanism and democracy. Ask students to think about the last sentence "Some countries found that watching wasn't enough-they joined the fight." Do a think aloud helping students see what message the author is conveying in this sentence and how it informs what they can expect in the rest of the article. Have students think about reasons.</p> <p>Have students number their paragraphs. Asks students to read text independently.</p> <p>Explain to students that it is important to understand how transitions words and signal words alert readers to what is coming next in the text. Use examples 'but' and 'and at first'. Point to the anchor chart. Explain this is a language demand, text moves in and out of different text structures.</p> <p>Have students look at paragraph two. Look for signal words. 'One of these countries' tells us what as readers? This is signaling an addition. 'For a number of reasons'- Have students underline the reasons the French supported the Americans. 'This resulted'- Have students identify the cause.</p> <p>Look at paragraph three. Look for signal words (At first) which is time order. Discuss what we would expect to follow.</p> <p>Look at fourth paragraph. Project the paragraph and take the first juicy sentence and deconstruct it (remove the parenthetical phrase) explaining how and why you do it. Be sure students understand 'decisively' and 'resurgence'. Look at the rest of the paragraph. Why did France provide more assistance to the Americans.? Use evidence from the text.</p>

	<p>Look at paragraph five. Find signal words for compare and contrast structure (also, but, also like). Summarize this paragraph with partner.</p> <p>Look at paragraph six. Where did the Hessians get their name?</p> <p>Look at remaining paragraphs for signal words. Seven-(also, so, in total, for instance), Eight-(not only, but), Nine-other. Summarize each paragraph.</p> <p>Explain they are going to read text 2: “American Allies” by Ken Nelson from Ducksters education site. Explain the purpose for reading this text is to compare its information and structure to the first text. Have students read independently.</p> <p>Have students work with their partner and compare and contrast the information in the two texts using the graphic organizer. Model expectations. Monitor students’ work.</p> <p>Have students compare and contrast the overall structure of the two texts. What do they notice is different? Talk to their partner. Walk around and monitor students working. Students should note this text has bold headings and first part in question/answer format. Discuss how that affects the reader and why an author would choose to have headings and Q/A.</p> <p>Have students write a paragraph explaining why other groups became allies to the colonists in the Revolutionary War. Use evidence from the texts to support their thinking.</p> <p>Review the reading strategies they used while reading the two texts and add to the reading strategy anchor chart.</p> <p>Read Works. “Non-Colonists in the American Revolution.” ReadWorks.org. 2015. &lt;<a href="https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/">https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/</a>&gt;</p> <p>Nelson, Ken. “American Revolution for Kids: Allies (The French).” Ducksters. Technological Solutions, Inc. (TSI), Apr. 2018, Web 2 Apr. 2018. &lt;<a href="https://www.ducksters.com/history/american_revolutio/american_allies_french.php">https://www.ducksters.com/history/american_revolutio/american_allies_french.php</a>&gt;.</p>
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## Fifth Grade SOAR Model Lesson with Annotation

Now check the annotated lesson plan below to compare what you identified to what a **SOAR** teacher identified. How do the Cross-Cutting Practices enhance and support *Disciplinary Interactions with Complex Text*? Use this sentence frame as you answer this question: \_\_\_\_\_ is an example of the \_\_\_\_\_ practice. It supports the High-Impact Practice of *Disciplinary Interactions of Complex Text* because it \_\_\_\_\_. Process question: How did the Guiding Questions provide a lens for the frame?

<p>DI1-High Impact Practice aligned to CCSS</p>	<p>High Impact Practice: Disciplinary Interactions with Complex Text</p> <p>E1: Analysis of text to examine how its language, text features, and/or literary devices are used to convey meaning and purpose</p> <p>E2: Provide and support extended opportunities to interact with complex text to build academic language and disciplinary literacy</p> <p>Standards:</p> <p>CCSS.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>CCSS.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in two or more texts.</p>
<p>DI1-Teacher is attending to HI and CCSS</p> <p>FAAL2-Students are given opportunity to acquire and use</p> <p>FAAL2-Sentence at the message level</p> <p>FM1-Enacting process</p> <p>DICT1- Opportunity to predict author's purpose</p> <p>DICT1-How language works to convey meaning</p> <p>FAAL1- Identifying language demands for students</p> <p>DICT1-Examining how language works to convey meaning</p> <p>DICT2-Interact with complex text to build AL and literacy</p> <p>DICT1-Examining how language works to convey meaning</p>	<p>Introduce the standards for today. Explain students are going to read two texts about the allies of the American Colonists during the Revolutionary War.</p> <p>Ask students to turn to their partners and discuss the term ally and give an example. Discuss as a class, provide student friendly definition, and have students write in their vocabulary book adding a picture to represent the term.</p> <p>Text 1: "Non-colonists in the American Revolution" by ReadWorks.org. Have students predict what the article will be about. Read the first paragraph together. Give a quick explanation of Enlightenment, republicanism and democracy. Ask students to think about the last sentence "Some countries found that watching wasn't enough-they joined the fight." Do a think aloud helping students see what message the author is conveying in this sentence and how it informs what they can expected in the rest of the article. Have students think about reasons.</p> <p>Have students number their paragraphs. Asks students to read text independently.</p> <p>Explain to students that it is important to understand how transition words and signal words alert readers to what is coming next in the text. Use examples 'but' and 'and at first'. Point to the anchor chart. Explain this is a language demand, text moves in and out of different text structures.</p> <p>Have students look at paragraph two. Look for signal words. 'One of these countries' tells us what as readers? This is signaling an addition. 'For a number of reasons'- Have students underline the reasons the French supported the Americans. 'This resulted'- Have students identify the cause.</p> <p>Look at paragraph three. Look for signal words (At first) which is time order. Discuss what we would expect to follow.</p>

<p>DICT1-Examining how language works to convey meaning DICT2-Interact to build AL and literacy</p>	<p>Look at fourth paragraph. Project the paragraph and take the first juicy sentence and deconstruct it (remove the parenthetical phrase) explaining how and why you do it. Be sure students understand decisively and resurgence. Look at the rest of the paragraph. Why did France provide more assistance to the Americans.? Use evidence from the text.</p>
<p>FAAL2-Discourse level DICT2-Interact to build AL and literacy</p>	<p>Look at paragraph five. Find signal words for compare and contrast structure (also, but, also like). Summarize this paragraph with partner.</p>
<p>FAAL2-Vocabulary DICT2-Interact to build AL and literacy</p>	<p>Look at paragraph six. Where did the Hessians get their name? Look at remaining paragraphs for signal words. Seven-(also, so, in total, for instance), Eight-(not only, but), Nine-other. Summarize each paragraph.</p>
<p>DICT2-Interact to build AL and literacy</p>	<p>Explain they are going to read text 2: "American Allies" by Ken Nelson from Ducksters education site. Explain the purpose for reading this text is to compare its information and structure to the first text. Have students read independently.</p>
<p>DICT2-Interact to build AL and literacy FM1-Visibly enacting MGDL1-Monitoring DICT1-Examine how text features and language convey meaning MGDL1-Monitoring</p>	<p>Have students work with their partner and compare and contrast the information in the two texts using the graphic organizer. Model expectations. Monitor students work.</p> <p>Have students compare and contrast the overall structure of the two texts. What do they notice is different? Talk to their partner. Walk around and monitor students working. Students should note this text has bold headings and first part in question/answer format. Discuss how that affects the reader and why an author would choose to have headings and Q/A.</p>
<p>DICT2-Interact to build AL and literacy</p>	<p>Have students write a paragraph explaining why other groups became allies to the colonists in the Revolutionary War. Use evidence from the texts to support their thinking.</p>
<p>FM1-Visibly enacting</p>	<p>Review the reading strategies they used while reading the two texts and add to the reading strategy anchor chart.</p>
	<p>Read Works. "Non-Colonists in the American Revolution." ReadWorks.org. 2015. &lt;<a href="https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/">https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3cceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/</a>&gt;</p>
	<p>Nelson, Ken. "American Revolution for Kids: Allies (The French)." Ducksters. Technological Solutions, Inc. (TSI), Apr. 2018, Web 2 Apr. 2018. &lt;<a href="https://www.ducksters.com/history/american_revolutio/american_allies_french.ph">https://www.ducksters.com/history/american_revolutio/american_allies_french.ph</a>&gt;</p>

## SOAR Annotated Model Lesson

High-Impact Practice	DICT Disciplinary Interactions with Complex Text	<p><b>EXAMPLE:</b>  <u>Having students look for signal words is an example of the DICT practice. It supports the High-Impact Practice of Disciplinary Interactions with Complex Text because it helps students identify patterns of organization (e.g., C/C, C/E) authors use to convey meaning.</u></p>
Cross-Cutting Practices	FAAL Facilitating of Academic Language	<p>_____ is an example of the FAAL practice. It supports the High-Impact Practice of Disciplinary Interactions with Complex Text because _____</p>
	FMDL Fostering Metacognition for Disciplinary Learning	<p>_____ is an example of the FMDL practice. It supports the High-Impact Practice of Disciplinary Interactions with Complex Text because _____</p>
	MGDL Monitoring & Guiding Disciplinary Learning	<p>_____ is an example of the MGDL practice. It supports the High-Impact Practice of Disciplinary Interactions with Complex Text because _____</p>
Foundational Practice	DI Designing Instruction	<p>_____ is an example of the DI practice. It supports the High-Impact Practice of Disciplinary Interactions with Complex Text because _____</p>

As you read the vignette, note how Mr. Ortiz enacted the **SOAR** model lesson. How do the High-Impact, Cross-Cutting, and Foundational Practices work together to support student learning and the learning target? Use this sentence frame to answer this question. An example of (choose one: DICT, FAAL, FM, MG, or DI) supporting the learning target and student learning is \_\_\_\_\_. It supports the learning target and student learning by \_\_\_\_\_.

## Fifth Grade Vignette

### Step Inside The Classroom

#### Standards:

CCSS.RI.5.1

I can explain what a text says using quotes from the text.

CCSS.RI.5.2

I can determine the main ideas of an informational text based on key details.

I can summarize an informational text.

CCSS.RI.5.5

I can compare and contrast the overall organizational structure of two informational texts.

#### High Impact Practice: Disciplinary Interactions with Complex Text

E1: Engage students in analysis of text to examine how language, text features, and/or literary devices are used to convey meaning and/or purpose

E2: Provide and support extended opportunities to interact with complex text to build academic language and disciplinary literacy

Mr. Ortiz has the following learning targets which align to the CCSS written on the white board.

- I can examine informational text to see how its language, text features, and/or literacy devices are used to convey meaning and/or purpose.
- I can interact with complex text to build academic language and disciplinary literacy.

Mr. Ortiz begins the lesson by introducing the day's standards to his fifth-grade students. He explains to the students that they are going to read two texts about the allies of the American Colonists during the Revolutionary War. He asks students to turn to their partners and discuss the term ally and give an example of what an ally is. They discuss the term as a class, and he provides the students with a "kid-friendly" definition. He asks them to take a moment and write their own definition of ally in their vocabulary notebook, give an example, and draw a picture to represent the term.

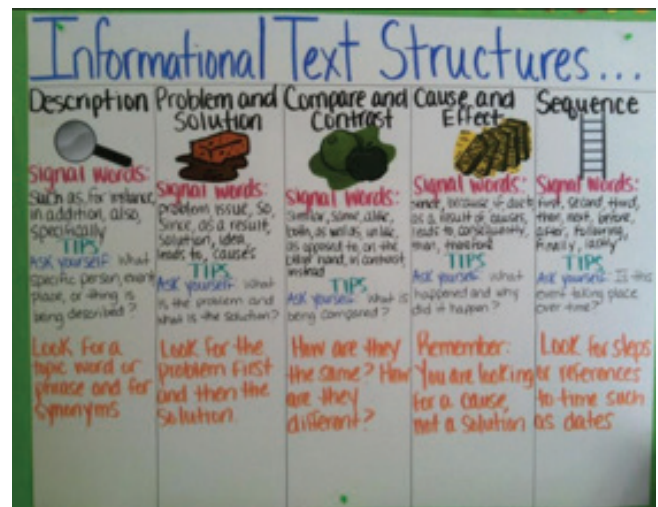
Mr. Ortiz introduces the first text, "Non-colonists in the American Revolution" by ReadWorks.org, and has students number the paragraphs. He asks his students to turn and talk about what the prefix 'non' means and to predict what they think this article will be about. He reads the first paragraph to the students and gives a quick explanation of Enlightenment, republicanism, and democracy.

Mr. Ortiz then asks students to think about the last sentence in the first paragraph: "Some countries found that watching wasn't enough – they joined the fight." He does a think aloud to demonstrate for students how to think more deeply about the text. He poses the question, "I wonder why other countries thought they needed to do more by joining the fight? Did they want to help the Colonists or did they want to hurt the British? I think this sentence is the main idea of the entire article. The author is going to explain why some countries felt they needed to join in the Revolution."

Mr. Ortiz then says, "Talk with your partner and come up with two reasons other countries would want to help the Colonists and two reasons they would want to help the British. You can use the sentence stems on the white board in your discussion." After students discuss the reasons, Mr. Ortiz writes their ideas on the white board and explains that they just made predictions about the reasons some countries would have joined the Revolution. He adds, "Good readers monitor their reading and stay engaged with the text by posing questions, making predictions, and summarizing what they have read. Let's see if our reasons become the reasons the author lists."

Next, Mr. Ortiz has students read the text independently. When they have finished, he explains to students that it is important to understand how signal words and transition words guide the reader to understand how the author organized the text. They connect ideas and introduce shifts. He uses the word 'but' as an example of a transition word and states, "If I said 'I would love to go over to your house but...' what are you expecting to hear once I say 'but'?...Yes, that is right, a reason why I can't come over. As a reader you do the same thing. You hear the word 'but' and you expect a contrast or reason. The same thing is true with 'and'. If I said 'I would love to come your house and...' what are you expecting to hear?...Yes, you would expect an addition to my statement, something more."

"Remember the anchor chart we made on informational text structure and the type of signal words that goes with each type of structure? You are going to look at the text again and identify signal words. We are doing this so we pay attention to how the author is using text structure to convey meaning. However, what we know is that texts typically don't stick to one type of text structure. So you need to be an alert reader to figure out what the author is doing. For this text in particular this can be a language demand on you the reader."



Mr. Ortiz has the students look at paragraph two and identify signal words with their partner. He points out the first one is 'One of these countries...'. He asks students to think about what they would expect to follow this phrase. A student shares that there are more countries. Mr. Ortiz affirms the response by saying, "Yes, as a reader you are waiting to read about the others. So this is signaling to us as readers that we need to expect there will be more countries." The students point out the second one: 'For a number of reasons...' which means there is more than one reason. He asks student to underline the reasons the French supported the Americans.

When students have done that, he asks them to check the white board to see if their predictions regarding the reasons some countries would join match. He explains there is one more and asks if anyone found it. A student says 'This resulted...'. Mr. Ortiz asks what that signal word indicates and the student responds, "Cause and effect." Mr. Ortiz states that since the effect was the loss of the North American territories, he wants them to talk to their neighbor to identify the cause (France lost the Seven Year War to Britain). He reminds students to use the skills clarify and fortify in their discussion. He continues to do this with paragraph three.

Then Mr. Ortiz projects paragraph four. He explains, "Many times informational text will have long complex sentences. It is important not to just glaze right over the sentence, but to stop and deconstruct it to figure out what the author is really saying. *Juicy Sentences* is a strategy that readers use to do that. The first sentence in this paragraph is a great example of that. As a reader you could get confused by all the words and not comprehend what the author means. 'In February 1778, France officially recognized the United States (following the Battle of Saratoga, in which the Continental Army decisively defeated the British army and gave a resurgence of hope to the Americans fight for independence) and the countries signed an alliance.' Let's first take out the phrase in parenthesis. What does the sentence say with the parenthetical phrase removed? Who is the subject? ...Yes, France. What did they do? ... Yes, they recognized and ...signed ... So let's restate that. France recognized and signed an alliance. Now let's look at the parenthetical phrase. So what happened in the Battle of Saratoga? There is an 'and' in the phrase so I will be expecting two things. Talk to your neighbor and find the two things that happened."

Mr. Ortiz walks around the room to listen to students discussing the two things. "Who can tell me the two things? ... Yes, that is correct. Who knows what decisively means? The author uses this word purposely to explain the defeat. Mr. Ortiz defines the term, 'the ability to make decisions quickly and effectively'. What tone does this convey? We have talked about the importance of word choice when we write. What does resurgence mean? That is a big word. Can we figure it out by breaking it apart? What does 're' mean? What does 'surge' mean? So because of the victory in the Battle of Saratoga what did France do? Talk with your neighbor. ... Excellent. We just broke apart a very long sentence. Turn to your partner and each of you paraphrase that sentence. Now let's look at the rest of the paragraph. What assistance did France give to the Americans? Discuss this with your neighbor using evidence from the text."

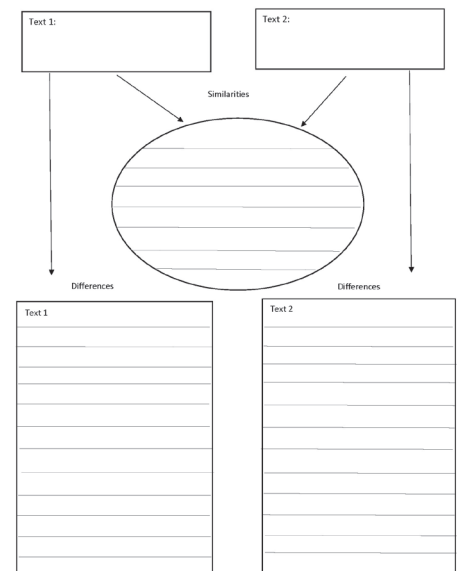
Mr. Ortiz continues to have students identify signal words in the rest of the paragraphs and summarize each paragraph with their partners. He first asks them to turn to their partner and explain to each other what it means to summarize. He points to the anchor chart they created and explains that summarization is when you identify the main idea and key details and express them in your own words. The signal words will help you identify the main idea and key details. He walks around and listens to students as they work through each paragraph.

The next day Mr. Ortiz summarizes the standards they are working on and asks students to turn to their partner and explain to each other what they did yesterday. He explains that they are now going to address the CCSS RI 5.5 by comparing and contrasting the overall structure of two texts. He tells them they are going to read a second text, "American Allies" by Ken Nelson from Ducksters education site, and compare the structure to the article they just read. He has students read this article independently.



After they have read the second article, Mr. Ortiz explains that they are going to begin by comparing and contrasting the information in the two texts. He models how he wants the students to approach the texts and use the graphic organizer. He walks around and monitors the students' work. For some of his students, he has filled in one similarity and one difference for them on their graphic organizer to help them get started.

He stops at one table and asks the students, "What information have you found so far that is the same?" Students respond, "They both say France and Spain were allies but this one also says the Netherlands. But the first one doesn't say anything about the Netherlands." Mr. Ortiz asks them where they are going to put that information on the graphic organizer. The students look at him quizzically. He responds, "What does this bubble say? ... Yes, similarities. So, what would you put in there? ... Yes, France and Spain. Where would the Netherlands go? ... Yes, differences but under which text? ... Very good. I liked how you went back to the text to decide which information went where in your graphic organizer."



When students complete that task, Mr. Ortiz then has them look at the overall structure of the two texts. He asks, "Visually what do you notice is different about these two texts? Talk with your partner about what you notice." He again walks around to listen to students' discussions and prompts them when necessary. He calls on a few students to share what they noticed. One student says, "The second article has bold headings." Mr. Ortiz asks students to discuss with their partner how that affects the reader and why an author would choose to have headings. Students share their ideas. He asks what else they noticed. A student says, "Some of the headings are questions." Mr. Ortiz asks them why an author would choose to use that format. Another student says, "The second article numbered the reasons." Again, Mr. Ortiz asks students to think about the author's purpose in doing that.

Mr. Ortiz compliments the students on how hard they worked today. He asks them to talk to their partner and discuss what they learned about the Revolutionary War from these two articles. Students share out. He then reviews the strategies they learned and applied to these articles, and he adds them to the 'reading strategy' anchor chart.

He then asks students to get out a piece of paper and write a paragraph using their graphic organizer to compare and contrast the information in the two articles.

Read Works. "Non-Colonists in the American Revolution." ReadWorks.org. 2015.  
 <<https://www.readworks.org/article/Non-Colonists-in-the-American-Revolution/d3c-ceb2f-5813-4060-80d9-9b707e8764f0#!articleTab:content/questionsetsSection:2875/>>

Nelson, Ken. "American Revolution for Kids: Allies (The French)." Ducksters. Technological Solutions, Inc. (TSI), Apr. 2018, Web 2 Apr. 2018.  
 <[https://www.ducksters.com/history/american\\_revolutio/american\\_allies\\_french.php](https://www.ducksters.com/history/american_revolutio/american_allies_french.php)>.

## Conclusion

The purpose of this chapter has been to deepen your understanding of how the instructional practices that comprise the *Disciplinary Interactions with Complex Text Teaching Frame* work together in an integrated manner to support both teacher and student growth. The lens that this teaching frame – and every **SOAR Teaching Frame®** – provides enables you to plan, teach, reflect on, and ultimately improve instruction. The frames, and associated tools like the rubrics and Guiding Questions, also provide you with a lens to use when offering constructive feedback to peers on their lessons. When you use the common language of the **SOAR Teaching Frames®** to engage in cycles of strategic observation and reflection, you collectively improve learning outcomes for all students.

