# SOAR
## Teaching Frames for Literacy®

**Supporting Student Interactions with Complex Text in Traditional, Hybrid, and Online Classrooms**

Webinar Series
Module 1

# Routines for this Webinar

✧ If you have any procedural questions during the webinar, please send a private chat 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 monitor the discussions by joining different breakout groups – but you can send us an invite to join the breakout room if you have a question.

✧ We might broadcast directions to the breakout groups to prompt you during your discussions.

✧ There will be a time warning before closing breakout rooms down and bringing you back together.

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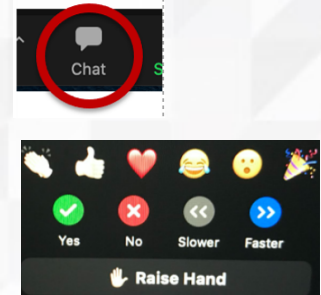
# Norms

✧ 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 Webinar Series

To understand how to use the **SOAR** Teaching Frames as a tool for engaging in cycles of **s**trategic **o**bservation **a**nd **r**eflection to foster teacher growth and enhance student learning in traditional, hybrid, and online classrooms

# Purpose of Module 1

✧ Understand the structure of a **SOAR** Teaching Frame

✧ Unpack the High-Impact practice of Disciplinary Interactions with Complex Text (DICT)

✧ Examine a classroom video example illustrating the High-Impact practice of DICT being implemented

✧ Explore instructional strategies that support the High-Impact practice of DICT in a hybrid classroom

✧ Spend time reflecting and collaborating with colleagues

# Hybrid Learning Environments
## Lessons from a Summer of Teaching in a Hybrid Classroom

✧ Some students are in the classroom and some are connecting via Zoom (or other platform).

✧ Every student at home and in the classroom has a Chromebook.

✧ Set and emphasize class norms.

✧ Conduct classroom team building activities.

✧ Create small groups consisting of classroom students and Zoom in students.

✧ Think of student-to-student interaction as both speaking and chatting.

https://www.edutopia.org/article/lessons-summer-teaching-hybrid-classroom

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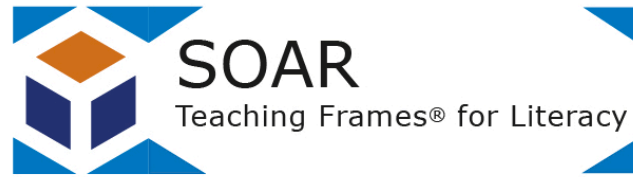© EPF 2016

# Module 1

3:30-4:00     Overview

4:00-5:20     Unpacking Disciplinary Interactions with Complex Text

5:20-5:50     Instructional Strategies for implementing Disciplinary Interactions with Complex Text

5:50-6:00     Wrap up

Course website:  www.soarpractices.org/complextext



SOAR
Teaching Frames® for Literacy

DISCIPLINARY INTERACTIONS with COMPLEX TEXT
Module One Manual

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# Continuous Improvement in Teaching and Learning

1. Focus on the teaching practices that we know drive learning for all students.

2. Cultivate learning communities where teachers, coaches, and instructional leaders engage together in cycles of **s**trategic **o**bservation **a**nd **r**eflection to drive improvements in teaching and learning.

3. Create the conditions that are necessary for supporting continuous professional growth of teachers and building instructional capacity.

# What is SOAR?

**SOAR** is not a curriculum.
**SOAR** is not a set of strategies.

**SOAR** is the lens you look through as you **plan**, **teach**, **reflect on**, and **elevate your teaching practice**.

# SOAR High-Impact Practices Literacy

1 Disciplinary Discussions

2 Disciplinary Interactions with Complex Text

3 Disciplinary Uses of Evidence

4 Disciplinary Communication

# SOAR Alignment with Comprehensive ELD

## ELA/ELD Framework Integrated ELD Focus

### A Focus on Language Development and Content
Promoting Collaborative Discussions about Content *(Ch. 2, p. 110)*

### A Focus on Meaning Making and Content
Supporting Comprehension and Interpretation of Complex Text *(Ch. 2, p. 111)*

### A Focus on Effective Expression and Content
Supporting Academic Writing and Speaking *(Ch. 2, p. 113)*

## SOAR: High Impact Practices

- **Disciplinary Discussions**

- **Disciplinary Interactions with Complex Text**
- **Disciplinary Uses of Evidence**

- **Disciplinary Communication**

**DISCIPLINARY INTERACTIONS WITH COMPLEX TEXT**

HIGH-IMPACT PRACTICE

| **FACILITATING ACQUISITION OF ACADEMIC LANGUAGE** | **FOSTERING METACOGNITION FOR DISCIPLINARY LEARNING** | **MONITORING AND GUIDING DISCIPLINARY LEARNING** |
|---|---|---|

CROSS-CUTTING PRACTICES

**DESIGN INSTRUCTION FOR DISCIPLINARY THINKING AND UNDERSTANDING**

FOUNDATIONAL PRACTICE

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# Think Share Connect

Take a minute and **think**: What are your initial thoughts about what you have heard so far?
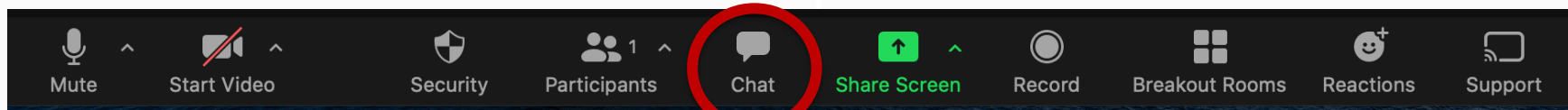
**Share** your thoughts: Type your thoughts into the chat but don't submit until told to.

**Connect**: Make connections to your own work and add that to your chat.

Possible Sentence Stems:

My initial thoughts are…

This connects to my own planning and teaching …

# SOAR
## Teaching Frames for Literacy®

Disciplinary Interactions with Complex Text

# Disciplinary Interactions with Complex Text Teaching Frame

| | | | |
|---|---|---|---|
| **HIGH-IMPACT PRACTICE** | • 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<br>• Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills | | |
| **CROSS-CUTTING PRACTICES** | **Facilitating Acquisition of Academic Language (FAAL)**<br><br>Element 1. Introduce and/or refer to the academic language demands of texts and tasks<br><br>Element 2. Provide extended and supported opportunities for students to acquire and use the features of academic language | **Fostering Metacognition for Disciplinary Learning (FMDL)**<br><br>Element 1. Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning<br><br>Element 2. Deconstruct metacognitive processes and/or strategies that support disciplinary learning | **Monitoring and Guiding Disciplinary Learning (MGDL)**<br><br>Element 1. Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs<br><br>Element 2. Provide written and/or oral feedback during lessons to promote disciplinary learning |
| **FOUNDATIONAL PRACTICE** | **Designing Instruction for Disciplinary Thinking and Understanding**<br>• Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice<br>• Structure and connect tasks that support the learning targets<br>• Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks | | |

# Complex texts can include…

written,

visual,

audio,

or multimedia messages

that convey information or ideas for learning purposes.

# How is text complexity defined in CCSS?

- ✦ **Quantitative factors**
  - o Word length and frequency
  - o Sentence length and structure
- ✦ **Qualitative factors**
  - o Levels of meaning
  - o Purpose and clarity of text
  - o Difficulty of language
- ✦ **Reader and task considerations**
  - o Reader variables (motivation, background knowledge)
  - o Task variables (purpose, complexity of the task assigned)



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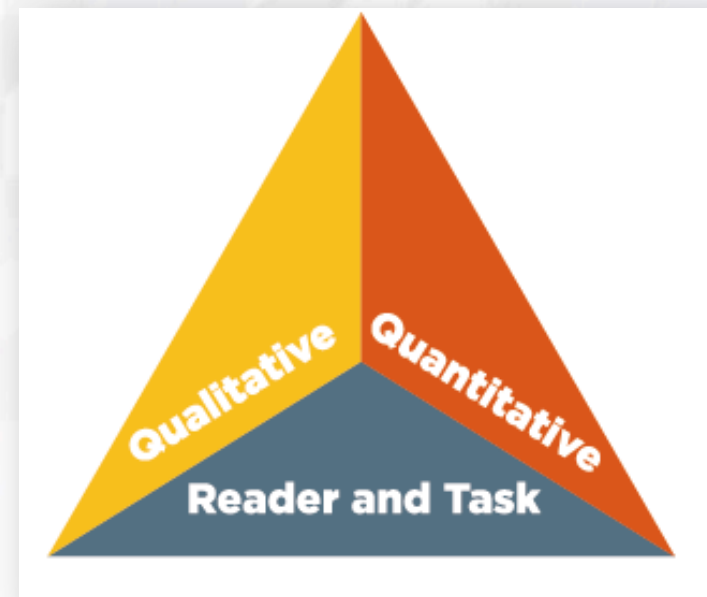
**Text Complexity:**
Emphasis within CCSS

- ✧ Teach texts at grade level;
- ✧ Have students **focus on evidence** from the text in their answers (text-dependent questions);
- ✧ **More nonfiction/informational** reading and shared responsibility for literacy across content areas;
- ✧ More "close reading";
- ✧ *Less pre-reading and more strategy instruction.*

# Complex Texts

There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language and interacting with such texts allows them to discover how academic language works.  --Wong Fillmore

# Disciplinary Interactions with Complex Text

Element 1*: 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*

- Conversations about the language students encounter in complex texts is the way to help them gain access to meaning and the language itself.
- Academic language can be learned through discussions focused on the relationship between forms, structure, and meaning.
- The goal is for attention to language to become a habit.

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# What teachers need to know about language

✧ You should be able to find the subject of a sentence (which is often a complex noun phrase with many parts) and its predicate (again with its various necessary parts).

    Maria's sisters are going to the pool.

✧ You need to be aware of phrase and clause boundaries, but you don't necessarily need to know the grammatical terminology to talk about them.

    When the sun comes out, Maria's sisters are going to the pool.

✧ You should be able to look at each part of a sentence and determine what that part communicates and be able to say what it does.

    The phrase "to the pool" tells where Maria's sisters are going.

Wong Fillmore

# Disciplinary Interactions with Complex Text

Element 2*: Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills*

- Listening actively and asking or answering questions about what was heard

- Reading and/or viewing closely and explaining interpretations and ideas from processing the text

- The goal is to provide students with a model of what you want them to do independently as readers.

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# Video

✧ Watch the video.

✧ Note any evidence of the elements of the High-Impact practice, Disciplinary Interactions with Complex Text.

✧ When the video ends, take a few minutes to organize your thoughts.

✧ You will be placed into a breakout room with other participants to discuss and compare your evidence.

o Element 1: 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

o Element 2: Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills
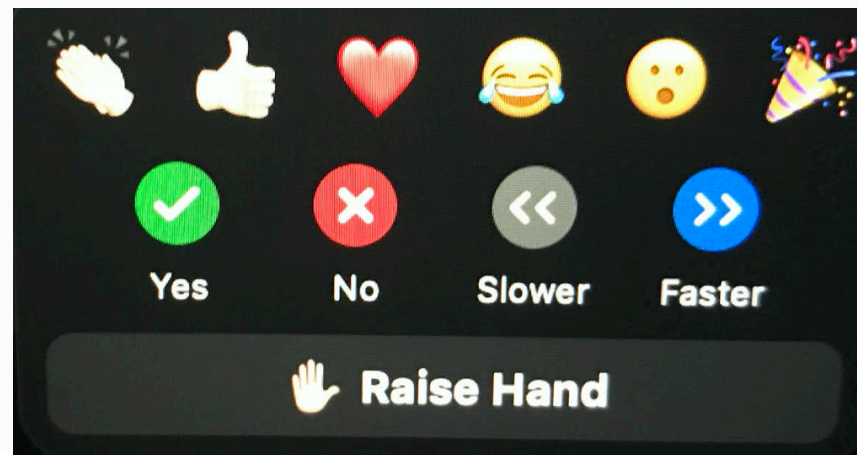
# Step inside the classroom

# Video Debrief – Share Out

What are some of the things your group discussed?

Remember to raise your hand by clicking on the 'raise hand' or 'thumbs up' button.

# Video Debrief – Evidence We Saw

Element 1:

- Teacher taught strategy for identifying key words. (Which words repeated?)

- Emphasized looking at whole picture of what text is about, not just individual words.

- Reviewed key words related to the topic (soil) and text features (boldface, headings and subheadings, diagrams).

Element 2:

- Text presented to whole class for guided reading in preparation for individual work later.

- Students read text and identified evidence, using template to write answers.

- Students completed 10-minute quickwrite and some shared orally.

# What would this look like in a Hybrid or Online Classroom?

- The video showcased the practice of DICT in a traditional classroom.

- Take a few minutes to write down some thoughts on what this might look like in a hybrid or online classroom.

- You will be placed in a breakout room to share your ideas. Pay particular attention to the routines the teacher uses and discuss what routines could be used when some of your students are in the classroom and some are online.

- When you are done, type some of your groups ideas into the chat.

# Ideas for Implementing Lesson in Hybrid or Online Classrooms

✧ When having the whole class discussion log onto Zoom on your iPad on a tripod behind the classroom students and with camera facing you. Also, log onto Zoom on your computer and project the Grid so you and the classroom students can see everyone on Zoom.

✧ Have kids online use the 'raise hand' or 'thumbs-up' function when they want to speak.

✧ Make sure students have the text in their lesson packets or as online documents so they are easily accessible when students are online

✧ When using the template with the whole class remind students in Zoom to go to that page in their packet or open the online document.

✧ As students are completing the template ask them periodically to hold up and show what they have written or share their screen.

✧ When monitoring students and asking them to show evidence, have students hold up their paper or share their screen.
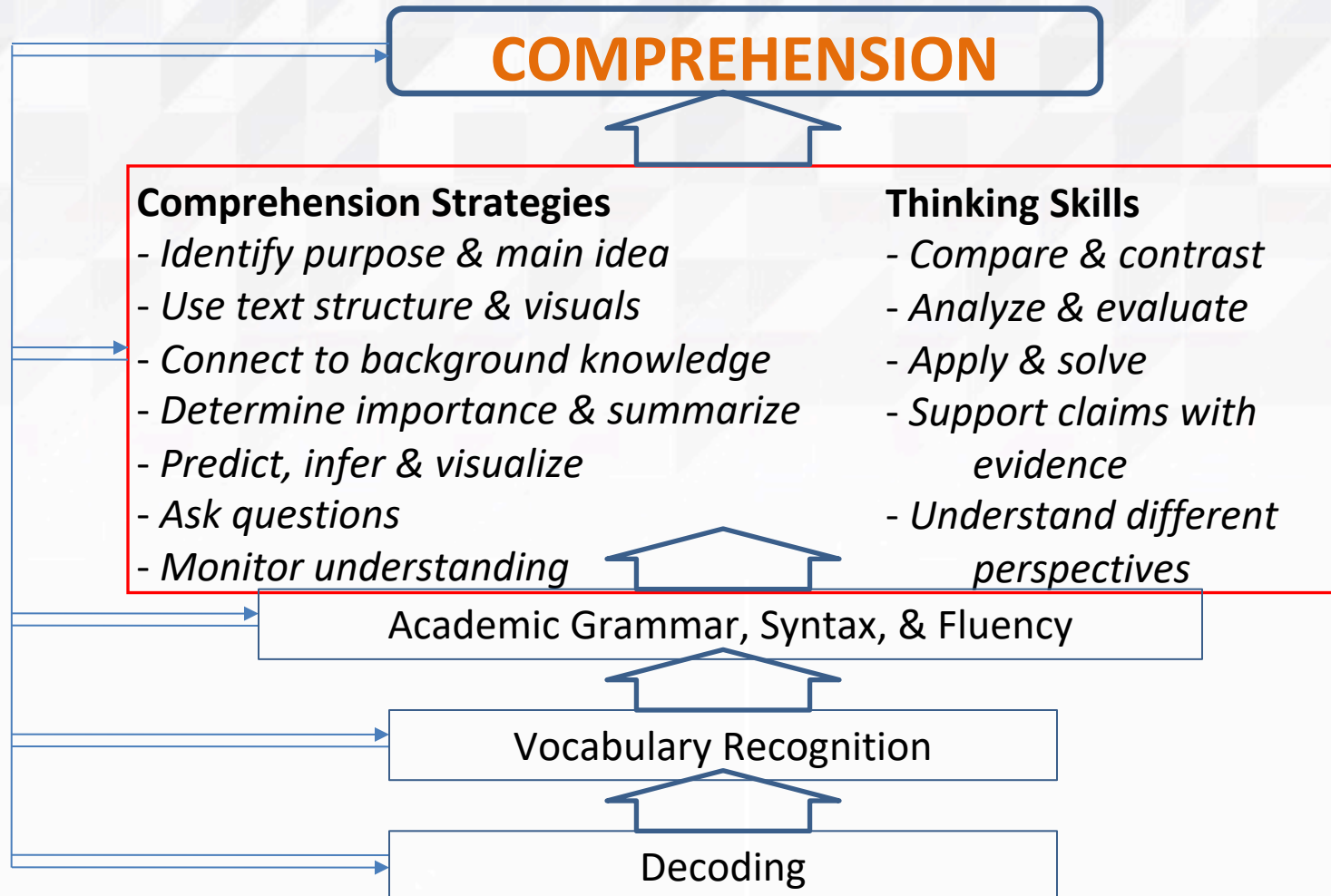
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# SOAR
## Teaching Frames for Literacy®

Disciplinary Interactions with Complex Text

Reading Process Considerations

# Comprehending Complex Texts

COMPREHENSION

Comprehension Strategies
- *Identify purpose & main idea*
- *Use text structure & visuals*
- *Connect to background knowledge*
- *Determine importance & summarize*
- *Predict, infer & visualize*
- *Ask questions*
- *Monitor understanding*

Thinking Skills
- *Compare & contrast*
- *Analyze & evaluate*
- *Apply & solve*
- *Support claims with*
  *evidence*
- *Understand different*
  *perspectives*

Academic Grammar, Syntax, & Fluency

Vocabulary Recognition

Decoding

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Students do not try to figure out the author's meaning as they read; instead, they negotiate or create a meaning that makes sense based on the words they are reading and on their own background knowledge.

Rosenblatt

Sociocultural

Text
Structure
Media form
Complexity

Reading Process

Task
Purposes
Processing
Consequences

Reader:
Prior knowledge & interest
Language proficiency
Print skills

Context

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We must never think about text complexity in isolation from the reading task, the reader, and the context. Instruction must take into account the various ways in which the text, the task, and the reader come together. Teachers can address all of these factors during instruction, and they can facilitate learning by manipulating text-task scenarios to accommodate students' needs.

Valencia, 2013

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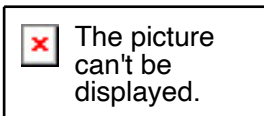
# Dialing Up Text Complexity

Text/Task Options

✧ **Change the text**

✧ Change the task

# Text/Task Options: Change the text

**Yellowstone National Park: Hidden Superforce**

Yellowstone National Park has long been appreciated for its abundant
wildlife a...
fountains...
ninety mi...
millions o...

The secre...
earth. It h...
"supervol...
Yellowsto...
area apar...

But it isn'...
there is ir...
which ma...
erupt, the...
enough t...
sun would...

**Reading prompts:**

• Clarify key details or concepts that support the topic.

• Examine arguments and evidence in the text.

• Prompt students to infer unclear or uncertain parts of the text.

• Prompt students to consider why the author chose to include certain parts.

1. What attracts visitors to the park?
2. What evidence supports the author's claim that the supervolcano might erupt?
3. What might be the ramifications for people if the supervolcano erupts?
4. What could happen if the sun is hidden for months?

The picture can't be displayed.

# Digital/Multi-Modal Text

**Reading prompts:**

bcam

• Clarify key details or concepts that support the topic.

• Examine arguments and evidence in the text.

• Prompt students to infer unclear or uncertain parts of the text.

• Prompt students to consider why the author chose to include certain parts.

1. **Name one thing you learned about Old Faithful by watching the streaming webcam.**

2. **When is the next expected eruption?**

3. **What is the prediction for the next eruption based upon?**

http://www.nps.gov/features/yell/webcam/oldFaithfulStreaming.html

# Changing the Text to Dial Up Complexity

In a breakout room with one other person, share an example of how you could dial up text complexity by changing the text your students will read while keeping the task the same.

# Dialing Up Text Complexity

Text/Task Options

- ✧ Change the text

- ✧ **Change the task**

*Rigor resides in the energy and attention given to the text, not in the text itself.*

*Beers and Probst "Notice & Note"*

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# Text/Task Options: Change the Task

**Reading prompts:**

- Clarify key details or concepts that support the topic.

- Examine arguments and evidence in the text.

- Prompt students to infer unclear or uncertain parts of the text.

- Prompt students to consider why the author chose to include certain parts.

1. What attracts visitors to the park?
2. What evidence supports the author's claim that the supervolcano might erupt?
3. What might be the ramifications for people if the supervolcano erupts?
4. What could happen if the sun is hidden for months?

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# Reading of Powerful Sentences

**Yellowstone National Park: Hidden Superforce**

Yellowstone National Park has long been appreciated for its abundant wildlife and amazing hot springs and geysers. Geysers are like n...
fountains. The most famous geyser, Old Faithful, shoots into li...
ninety... ...that a...
million...

The se... ...urfac...
earth...
"super...
Yellow... ...o, rip...
area a...

But it i... ...ano e...
there i... ...f the
which ... ...no...
erupt, ...
enoug... ...ky, a...
sun wo...

**Analyze a Powerful Sentence**

**While** no one has seen the supervolcano erupt, there is **increased activity** in the geysers and hot springs of the park, **which may suggest** it is **picking up steam.**

1. **What does the "While" signal? What other words could the author have used instead of While?**
2. **"Increased activity" compared to what? When was this written? Consider geological ti...**
3. **Wh...**

Principle: Zooming in on a sentence can build vocab and syntax analysis skills.

...ed for ...king up steam?"

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# Changing the Task to Dial Up Complexity

In a breakout room with one other person, share an example of how you could dial up text complexity by changing the task your students will do while keeping the text the same.

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## Disciplinary Interactions with Complex Texts

### SOAR Instructional Strategies for Hybrid Classrooms

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# Instructional Strategy:
# Juicy Sentence

Element 1: *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*

# Juicy Sentence (Why?)

Unpacking long complex sentences provides students with a strategy to comprehend complex text.

# Juicy Sentence (When?)

Choose a "Juicy Sentence" from the text when:

- the sentence is complex and important enough to deserve attention and discussion.

- In addition, it may:

  - contain specific language functions (e.g., cause and effect, compare and contrast, sequencing) that are essential to understanding the text.

  - contain figurative language whose meaning needs to be explained.

  - contain Tier 2 vocabulary (Beck et al, 2014).

# Juicy Sentence (How?)

- ✧ Project the sentence so all students can see it.

- ✧ Break the sentence into smaller chunks.

- ✧ Unpack the chunks looking at punctuation and transition words.
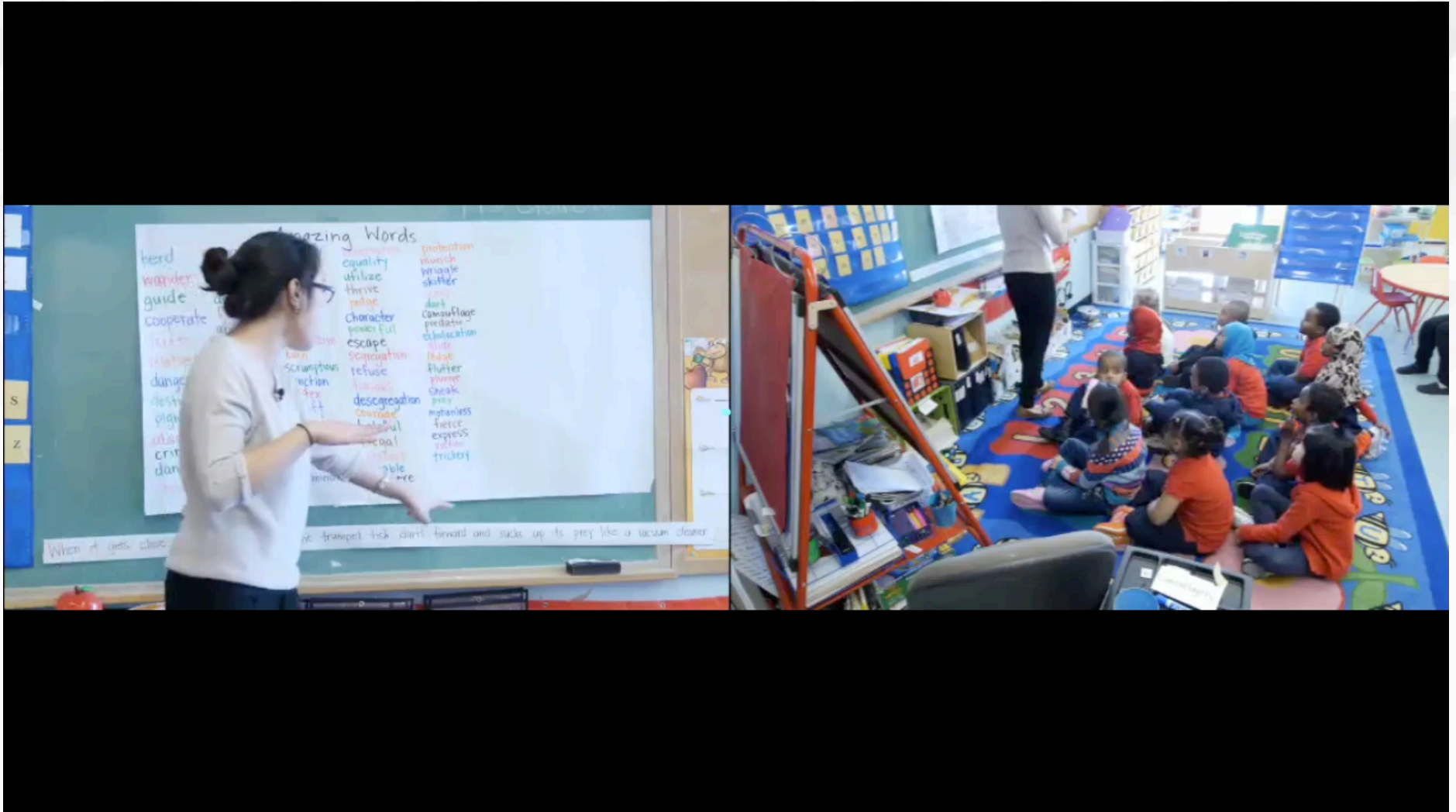
- ✧ Summarize entire sentence.
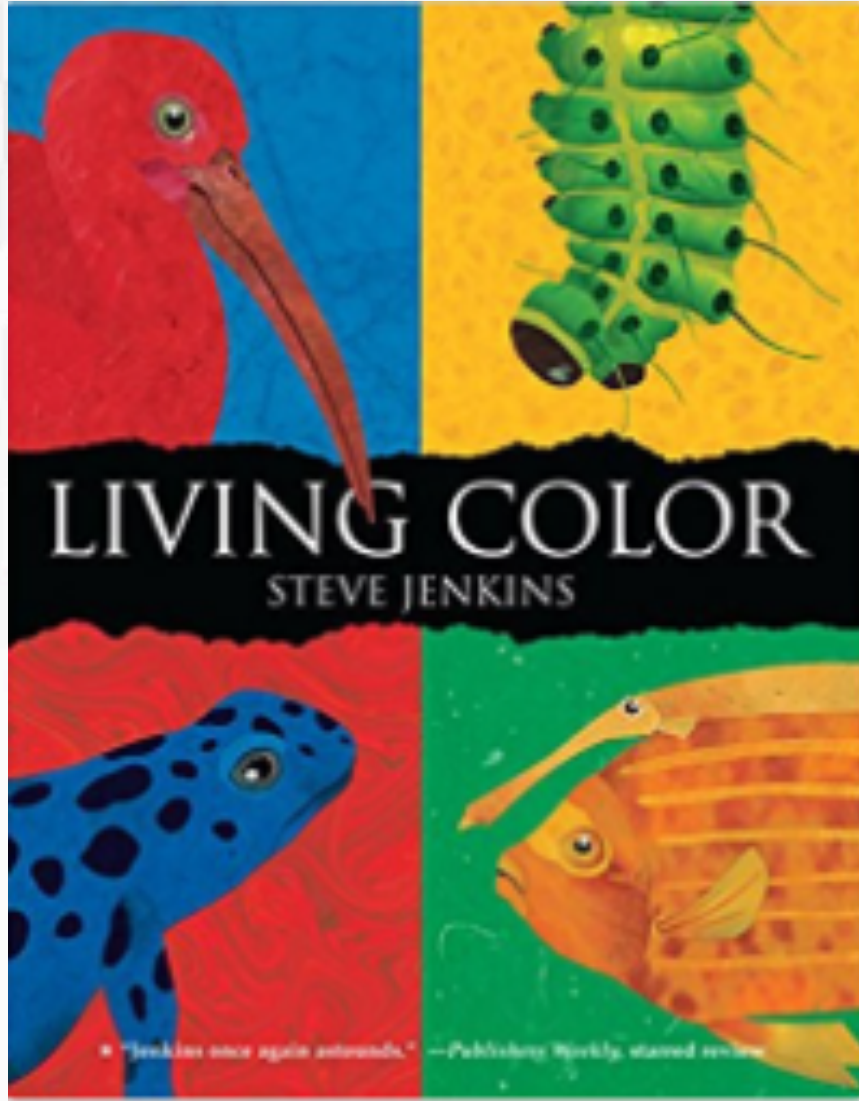
Ms. Garcia's Kindergarten class

Juicy Sentence

# Kindergarten video example

# Hybrid and Online ideas for this lesson

✧ Have your students participate in Zoom. For hybrid, the classroom students can be on a Chromebook with headphones.

✧ Share the Zoom whiteboard so everyone can see the sentence. Ask students the questions and manipulate the sentence chunk.

✧ Select students who will decide which piece of the sentence goes first, next, ….

✧ Each student you select takes their turn and moves a chunk of the sentence back in the correct place.

✧ Once the sentence is completed have the students respond with thumbs up or down using Zoom reactions.

✧ Then start to deconstruct the sentence by having each student take their piece away and asking the class for thumbs up or down after each student has taken their turn.

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# Instructional Strategy: Chunking the Text

### Element 2: *Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills*

# Chunking the Text

✧ Teaches students to break down difficult text into more comprehensible pieces or smaller parts.

✧ By having students analyze smaller chunks of text, readers are able to identify key ideas and words, increase their ability to paraphrase, organize their thinking, and synthesize information.

# Steps in chunking

✧ Explain why we are learning how to chunk a text.

✧ Model reading a small passage and paraphrasing it into your own words.

✧ Provide short passages for students to practice paraphrasing with a partner using Zoom breakout rooms.

✧ Or have a jigsaw where classroom students stand, move one desk to the right and share their paraphrases with a new partner on Zoom.

# Chunking the Text: Pluto Is Way Cooler

It was a lazy, hazy, crazy day on Pluto when a spacecraft from Earth flew by at a blistering speed of 31,000 miles per hour two years ago.

Paraphrase example:

Two years ago, scientists sent a spaceship to Pluto that traveled at incredible speeds.

# Chunking the Text: Pluto Is Way Cooler

<u>New Horizons</u> took a bunch of snapshots, made some quick measurements of Pluto's atmosphere, and sent them all back here, giving planetary scientists their first up-close look of the distant dwarf planet.

In your breakout room, work with your partner to paraphrase this sentence. Type it into chat. When we reconvene as a group, be prepared to share out.

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# Chunk the text...

## Grasslands

There are many **grasslands** in Africa. Grasslands are large areas of land that are covered in grasses. African grasslands are called **savannas**. Bushes and some types of trees, such as acacia trees, grow on savannas. Africa's largest animals live on savannas. Elephants, hippopotamuses, and rhinoceroses are big animals. Giraffes, antelopes, zebras, lions, cheetahs, and leopards are other savanna animals.

grasslands

1. **Read a piece**

2. **Retell, say it back.**

3. **Write a post-it.**

There are many grasslands in Africa. They are known as savannas. This is important because they are home to animals.

# Cross Text Analysis

Text 1:

Text 2:

Similarities

Differences

Differences

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# Routines used in this session

- Clear instructions for work in breakout rooms

- Handouts in a packet for easy use

- Placing everyone in breakout rooms and bringing them back together – in your classroom you can decide who is in the groups and predetermine student roles

- Using 'raise hand' or 'thumbs up'

- Using the chat

These routines can be used in hybrid or online classrooms

# Before Module 2 on February 25th

- ✧ Read the second grade (p. 8-10) *OR* sixth grade vignette (p. 11-13) in the module one manual and identify evidence of Disciplinary Interactions with Complex Text.

- ✧ Compare your evidence to the evidence the experts found beginning for second grade (p. 14-16) or for fourth grade (p. 17-19).

- ✧ Read chapter one from *Literacy Classrooms that SOAR: Strategic Observation and Reflection in Elementary Classrooms* which is on the course website at https://www.soarpractices.org/interactions-with-complex-text.