



DISCIPLINARY INTERACTIONS with COMPLEX TEXT

Module Four Manual

Connector Activity

- ◆ You will now be placed into breakout rooms.
- ◆ Discuss your current understanding of:
 - what metacognition is.
 - why metacognition is important.
 - how metacognition can be developed.
- ◆ Refer to your quickwrite from module 3 and add any new information.
- ◆ With your partner(s) create an infographic to represent your collective ideas on a google slide using the link provided in chat.

Disciplinary Interactions with Complex Text: Literacy

HIGH-IMPACT PRACTICE	<ul style="list-style-type: none">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 purposeProvide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills						
CROSS-CUTTING PRACTICES	<table><tr><th>Facilitating Acquisition of Academic Language</th><th>Fostering Metacognition for Disciplinary Learning</th><th>Monitoring and Guiding Disciplinary Learning</th></tr><tr><td><ul style="list-style-type: none">Introduce and/or refer to the academic language demands of texts and tasksProvide extended and supported opportunities for students to acquire and use the features of academic language</td><td><ul style="list-style-type: none">Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learningDeconstruct metacognitive processes and/or strategies that support disciplinary learning</td><td><ul style="list-style-type: none">Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needsProvide written and/or oral feedback during lessons to promote disciplinary learning</td></tr></table>	Facilitating Acquisition of Academic Language	Fostering Metacognition for Disciplinary Learning	Monitoring and Guiding Disciplinary Learning	<ul style="list-style-type: none">Introduce and/or refer to the academic language demands of texts and tasksProvide extended and supported opportunities for students to acquire and use the features of academic language	<ul style="list-style-type: none">Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learningDeconstruct metacognitive processes and/or strategies that support disciplinary learning	<ul style="list-style-type: none">Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needsProvide written and/or oral feedback during lessons to promote disciplinary learning
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FOUNDATIONAL PRACTICE	<p>Designing Instruction for Disciplinary Thinking and Understanding</p> <ul style="list-style-type: none">Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practiceStructure and connect tasks that support the learning targetsEstablish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks						

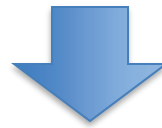
Structuring of Lessons and Connecting Tasks

Goals: Learning Targets, CCSS, and High Impact Practice



Assessments: How will you know your students met your learning target?

What evidence will best demonstrate their knowledge and skill level?
What formative assessments can inform your instruction along the way?



What sequence of lessons will help your students meet the learning target?

What supports do they need?

How can you differentiate your lessons to meet all of your students' needs?

Reflection

- ♦ In your breakout room discuss element 3 of the foundational practice using the following prompts
 - How do you implement this in your classroom?
 - How could you elevate your instruction for this element?

- ♦ Element 3: Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks


SOAR as a Lens: Video

- ♦ Watch the video and identify evidence for each of the practices:
 - Disciplinary Interactions with Complex Text
 - Facilitating Acquisition of Academic Language
 - Fostering Metacognition
 - Monitoring and Guiding
 - Designing Instruction
- ♦ Record your evidence on a piece of paper or on the observation sheet on page 6.
- ♦ After you have captured your evidence, align it to each practice.

Disciplinary Interactions with Complex Text	Academic Language	Metacognition	Monitor and Guide	Design Instruction	Disciplinary Interactions with Complex Text Note-Taking Tool Teacher _____ Date _____ Grade _____ Lesson _____ Target _____	
					Analysis of text ¹ Extended & supported opportunities	Intro/refer to acad. lang. ² demands Extended and supported opportunities

Practice Integration

- ◆ For your assigned practice (Cross-Cutting and Foundational Practices – FAAL, FM, MG, DI) discuss the following prompts:
 - How does Ms. Groves' implementation of this practice support DICT?
 - What struggles might the students have experienced in meeting the learning targets had she not implemented this practice?




Example: Ms. Groves' reference to the importance of academic discussion in understanding text helped her students understand the language demand of the task she is expecting them to do

Guiding Questions for SOAR Lessons Disciplinary Interactions with Complex Text

FOUNDATIONAL PRACTICE	<p>Designing Instruction for Disciplinary Thinking and Understanding</p> <ol style="list-style-type: none"> 1. What are the learning targets for the lesson? (Content, language, and metacognitive objectives should be included.) 2. How do the learning targets align with the CA ELA/ELD Framework? 3. How do the learning targets align with the Disciplinary Interactions with Complex Text practice? 4. How are the tasks in the lesson connected in support of the learning targets? Are these tasks designed to support all students in both groups (online and face-to-face)? 5. How will you set high expectations and maintain intellectual rigor for students in both groups? 		
HIGH-IMPACT PRACTICE	<p>Disciplinary Interactions with Complex Text</p> <ol style="list-style-type: none"> 1. How will you introduce language, text features, and/or literacy devices that are used to convey meaning and/or purpose? 2. How will you structure the analysis of language, text features, and/or literary devices? How will this be structured to support students in both groups? 3. What supports will you provide to enable all students in both groups to engage in these analyses? 4. What opportunities are you providing within the lesson for students in both groups to interact with complex text? 5. What supports will you provide to enable all students in both groups to engage in these interactions? 		
CROSS-CUTTING PRACTICES	<p>Facilitating Acquisition of Academic Language</p> <ol style="list-style-type: none"> 1. What are the academic language demands of the texts and tasks? 2. How are you providing extended and supported opportunities for both groups of students to acquire and use the features of academic language? 	<p>Fostering Metacognition for Disciplinary Learning</p> <ol style="list-style-type: none"> 1. What metacognitive processes and/or strategies will you target? 2. How will you visibly enact these? 3. How will you explain the metacognitive processes and/or strategies to both groups of students including how, why, or when to use them? 	<p>Monitoring and Guiding Disciplinary Learning</p> <ol style="list-style-type: none"> 1. What strategies/approaches will you use to monitor learning of both groups of students? 2. What strategies/approaches will you use to provide feedback to both groups of students?

Video

- ◆ Watch the video and using the Guiding Questions suggest how the teacher could enhance the lesson.
- ◆ In your breakout room, work with a partner and choose one practice to focus on. Discuss the specific feedback you would give this teacher to elevate her instruction for the practice you chose.
- ◆ You and your partner will put your feedback into Jamboard.
- ◆ Be prepared to share out using the language of your chosen practice.



FAAL: Ms. Dearlove could elevate her lesson by being more explicit about the purpose of the lesson by introducing the language demands of claim and evidence

