

Instructional Strategies that Support Implementation of Disciplinary Interactions with Complex Text in Hybrid Classrooms

FOCUS QUESTIONS

- What are some examples of instructional strategies teachers can use to implement the practices in the *Disciplinary Interactions with Complex Text Teaching Frame* in hybrid classrooms?
- How are these strategies similar to or different from ones you currently use in your teaching?
- What is one way you could use one of these strategies in your hybrid classroom?

Disciplinary Interactions with Complex Texts – Element 1

Engage students in analysis of text to examine how language, text features, and/or literary devices work together to convey meaning and/or purpose.

Instructional Strategy – *Juicy Sentences* ¹

This strategy engages students in instructional conversations about linguistically rich and complex sentences; in other words, about the academic language they will encounter in complex texts. It draws student attention to the parts of a sentence and how each part contributes to meaning. These conversations provide both the focus on language and the language support students need for disciplinary learning.

Why Use This Strategy: Reading lengthier and more complex sentences is essential for student success in Common Core classrooms. Unfortunately, too many students do not know what to do when they come to these types of sentences. Unpacking juicy sentences provides students with a strategy that will help them navigate a complex text by understanding the ways in which meaning relates to words, phrases, and clauses in the text. This approach helps students gain access to meaning as well as to the language itself.

When to Use This Strategy: Teachers can use this strategy whenever students will be encountering linguistically rich and complex sentences in their reading materials and need instructional support to gain access to ideas, concepts, and information. It is particularly useful when students are attempting to access a text at a complexity level beyond their independent reading level. *Juicy Sentences* is also a valuable tool when students are learning to add details to their writing.

How to Use This Strategy: Begin by choosing a compelling and complex text that supports your learning target. Build background knowledge and establish a purpose for listening or reading. Choose a juicy sentence to deconstruct with your students and decide in advance how to break up the sentence phrase by phrase to identify the information conveyed in each. When choosing a juicy sentence, these are some factors to consider.

- Is the sentence complex and important enough to deserve attention and discussion?
- Does it contain Tier 2 vocabulary? ²
- Does it contain figurative language whose meaning needs to be explained?
- Does it contain specific language functions (e.g., cause and effect, compare and contrast, sequencing) that are essential to understanding the text?

Write the sentence on sentence-strips and project them. Have your students break the sentence apart to deepen their analysis. Older students can use the author's structure as a model for their own when writing a new sentence. Be transparent about why you are doing this activity with your students: to help them understand how the language in a sentence works together to convey meaning.

Primary Grade Example Lesson: To support your class's study of planets (ESS1.A Universe and Its Stars), read *What Makes Day and Night* by Franklyn M. Branley.

1. Choose "The earth also turns, or rotates, like a top as it goes around the sun." as your *Juicy Sentence*.
2. Project the sentence on the collaborative Zoom whiteboard and read it to your students. Have the students chorally read it.
3. Ask the students what the sentence is about. Students respond, "The earth." Have a student move the earth off of the sentence and place somewhere else on the whiteboard.
4. Ask what does the earth do. Some students respond "turns" while others say "rotates." Use this opportunity to explain context clues (appositives) that authors use to help define vocabulary words. Explain that the author says 'turns, or rotates' which means they are synonyms. A student moves the words 'turns' and 'rotates' away from the sentence.
5. Ask students to read the words they have moved away from the sentence: "The earth turns" and "The earth rotates." Ask students if these sentences make sense. Ask them to talk to a partner in their Zoom breakout rooms about why the author added all the other parts to the sentence if these three words make sense. Explain that "The earth turns" and "The earth rotates" are complete sentences, but the author added more details to make the sentence more interesting and to give us more information. Place students into breakout rooms.
6. Ask students what the author is comparing the earth to. Students respond, "a top." (If your students are not familiar with a top, have one ready to demonstrate. Ask students what type of figure of speech it is when we use 'like' or 'as.'

‘as.’

7. Reinforce the author added this detail to help us visualize the earth. A student moves this away from the sentence.
8. Ask students where the earth rotates. Students respond that it rotates as it goes around the sun.
9. The teacher helps students use the collaborative whiteboard and put the parts together to create new sentences: “The earth also turns around the sun.” “The earth also rotates around the sun.” “The earth also turns, or rotates, around the sun.”
10. Provide students with an online document containing the words that have been moved and ask students to work with a partner to reconstruct the original sentence or reconstruct it through an interactive writing activity using the collaborative whiteboard.
11. Ask students to stay with this partner and explain what they know about the earth.



Intermediate Grade Example Lesson: Students are reading *The Watsons go to Birmingham-1963* by Christopher Paul Curtis.

1. As your first *Juicy Sentence* choose “The thermostat was turned all the way up and the furnace was banging and sounding like it was about to blow up, but it still felt like Jack Frost had moved in with us.”
2. Post the sentence on the Zoom collaborative white board.
3. Have students write in the chat box what they think it means.
4. Next, ask students what they noticed in the sentence that might help us understand its meaning (capital letters, commas, connectors, dependent clause, independent clause). Have students interact with the collaborative whiteboard, explain what they noticed, and circle or underline that in the sentence. One student might comment on the capital at the beginning of the sentence and underline that. Another student might notice the conjunctions ‘and’ and ‘but’ while another student might comment on ‘like’ in the simile, ‘The thermostat was turned all the way up and...it still felt like Jack Frost had moved in with us’,



which gives you the opportunity to explain that ‘like’ is being used as a preposition in this instance.

5. Ask students if they noticed anything else or if they would like to add to what another student said.
6. Ask students questions about the sentence such as, “What part of speech is ‘and’ and ‘but’? Is there an independent clause in the sentence? How many? What is ‘it’ referring to? Who is Jack Frost and why would the author bring him into this sentence?”
7. Next, have students do a *Sentence Dissection*. Have them meet in a Zoom breakout room, with their partner and using a shared document deconstruct the sentence into as many simpler sentences as they can.
8. Some examples could be: The thermostat was turned up; It was turned all the way up; The furnace was banging. It is fun to make this into a contest to see how many simpler sentences students can make. This reinforces the reciprocity of reading and writing and when it is made explicit to students, it accelerates their learning.⁴
9. Close down the breakout rooms and ask each student to write a sentence using the *Juicy Sentence* as a model.

Extension to this strategy: *Sentence Combining* can be done as a way to help students write more linguistically complex sentences, and because reading and writing are interconnected, this will support their comprehension of more complex sentences.

- a. With primary students, teachers can use simple sentences such as “I love my mom. I love my dad.” and have students combine them into “I love my mom and dad.”
- b. In upper grades, teachers can take three or four simple sentences to combine such as: “The truck was big. It was a tow truck. It was pulling a car.” After practicing these, the teacher can have students combine the sentences in different ways and star their favorite one.

Instructional Strategy - *Cross Text Analysis*

Cross Text Analysis guides readers through the analysis of comparing and contrasting multiple texts to see how the author used language, text features, and/or literary devices to convey meaning and/or purpose.

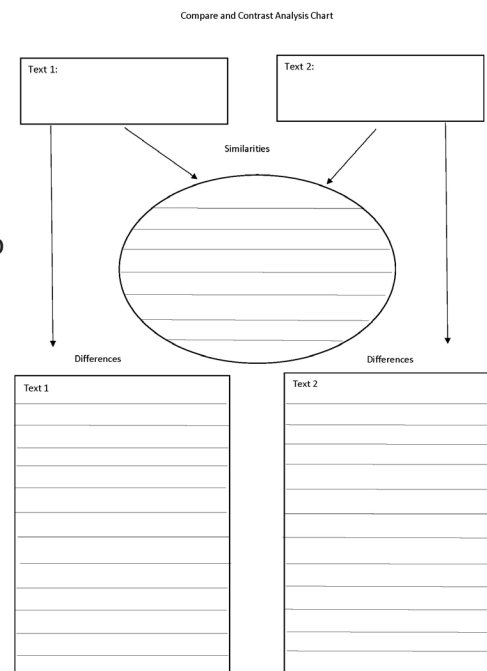
Why Use This Strategy: Analyzing two or more texts provides students with the opportunity to make inferences and draw conclusions based upon how the author used language, text features, and literary devices to convey meaning and/or purpose. Students gain more information, think more critically, and learn to synthesize when they analyze multiple texts. Asking students to identify similarities and differences through comparative analysis leads to large gains in student achievement.⁵

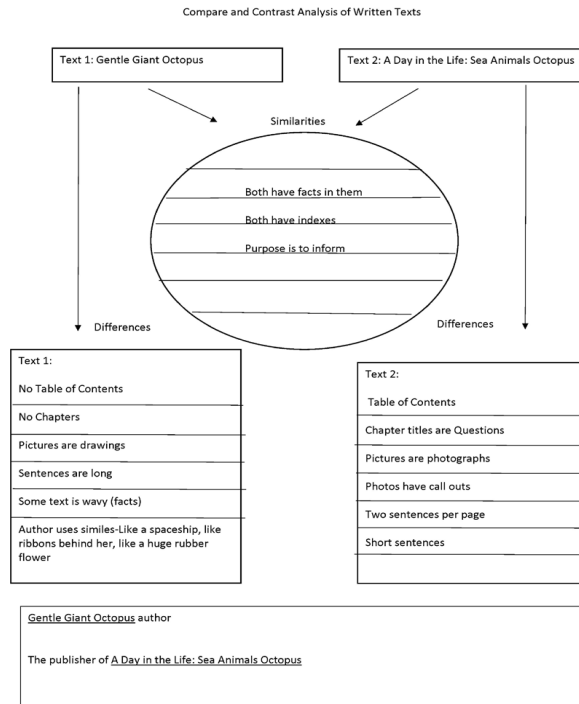
When to Use This Strategy: This strategy can be used in any content area with either literary or informational texts when students will be encountering challenging language, text features, and/or literary devices. It is particularly useful when students need instructional support to construct meaning from these reading materials.

How to Use This Strategy: Begin by deciding what text comparison aligns with the CCSS and your learning target. Look for texts that lend themselves to being analyzed. The text can be visual, audio, or written. Once you have decided on the text, analyze the text yourself to be sure it is effective in helping students see how the author used language, text features, and/or literary devices to convey meaning or purpose.

Primary Grade Example Lesson: Students are going to be reading two books on octopuses, *A Day in the Life: Sea Animals Octopus* published by Heinemann and *Gentle Giant Octopus* by Karen Wallace.

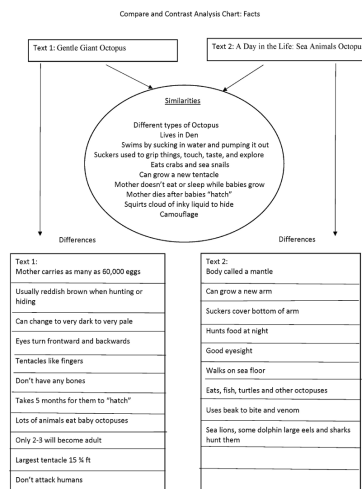
1. Explain the first purpose is to identify the facts that they learn from each text. As a class, they are going to create a large graphic organizer to analyze the facts from each book.
2. Read *A Day in the Life* with your Zoom camera facing you. After the first read, place students into breakout rooms with one classroom student and one zoom student. Have them listen to a recording of each page and have talk about any facts they heard. Have students share out and record what they share on the collaborative white board.
3. On the next day have students read *Gentle Giant Octopus*. Again, after the first read place students into breakout rooms, have them listen to a recording of each page and talk to their partner about any facts they heard. Record the facts on the collaborative white board as students share out.
4. Have students help you identify the facts that appear in both books and write them on a large “compare and contrast analysis” class chart that you have projected on your shared screen. Do the same with the differences.
5. Have students meet in breakout rooms and discuss the facts and decide which one was the most intriguing.
6. On the next day, explain to students that today they are going to analyze the two books, focusing on how the authors wrote them and why the author chose to do it that way.
7. Project or show students the table of contents in *A Day in the Life* and show the first page of *Gentle Octopus* so students can compare. Ask students what they notice





about the Table of Contents (chapters are questions, each chapter is two pages, there is a glossary, body map, find out more, and an index). Write that on the class “compare and contrast analysis” chart.

8. Project or show students the first page of text in each book. Ask them what is the same and what is different about each book. As they are identified, add them to the class chart.
9. Once the chart is filled in, ask students to think about why the author of *A Day in the Life* wrote the book in this way. What was the author’s purpose in presenting the information in this way?
10. Ask students to think about the *Gentle Giant* and the way the author chose to convey meaning. Why did the author choose to present the information in this way?
11. Explain that they as authors have choices about how they present information also. Have students write a fact sentence about Octopuses using either of the two



ways demonstrated in the two books. Have them write the sentence on their individual whiteboards and have them hold up the whiteboards to share.

Intermediate Grade Example Lesson: Students are discussing bullying.

1. Explain to students that they are going to be looking at three texts to compare how each author deals with the topic of bullying. Provide students with the graphic organizer, poem, fact article, and lyrics for this activity.
2. Have students take out their graphic organizer and the poem, “Sticks and Stone”, by Herb Warren (<http://www.msmresources.org/pdf/SticksandStones.pdf>) and discuss and answer the questions in the first column with their partner in their Zoom breakout room.

Layering Texts		
Poem	Facts Article	Video/Lyrics
I felt... Prompts: "I think...because..." "I also felt...which supports my idea..." "I can see what you mean, but it could also be..." "I agree/disagree with you because..." "What else could we say?" or "What else did you feel?"	I learned... Prompts: "What did we learn from the article?" "I learned..." "What part of the article supports our ideas from the poem?" "The part that supports one of the ideas is..." "How has our thinking changed based upon our reading?"	I noticed... Prompts: "How do the lyrics inform our thinking?" "We can say that..." "What else can we say?" "How can we bring these ideas together?" "We can agree..." "What is our conclusion?" "Even though some might think that...we could conclude that..."
We think....	Our thinking has changed...	This adds....
We can conclude from the three texts that...		

3. Have students come back together and share some of their thoughts. Now have students read the facts article and return to the Zoom to respond to the second column of the graphic organizer.
4. Share your screen with the breakout rooms and project the Rachel Crow’s song “Mean Girls” on YouTube.com <https://www.youtube.com/watch?v=nTIBDuTxzUw>. You can also print the lyrics from <https://www.azlyrics.com/lyrics/rachelcrow/meangirls.html>. Have students respond to the questions in the third column after they watch the video.
5. Have students come back together and analyze the texts and discuss any ques-

- tions and reactions the students had to them.
6. Discuss as a class how each author conveyed meaning in his/her use of language.

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 literacy.

Instructional Strategy – *Chunking the Text*

This strategy allows students the opportunity to break down difficult passages into more comprehensible pieces or smaller parts. By doing this, students are able to identify key ideas and words, increase their ability to paraphrase, organize their thinking, and synthesize information.

Why Use This Strategy: Teaching readers to break down difficult passages into more manageable segments allows for more efficient use of short-term memory for grouping information. As a result, students who struggle with reading comprehension improve significantly when reading material is chunked into smaller units. ⁶

When to Use This Strategy: This strategy can be used with any complex text in any content area. However, its greatest impact is with complex texts in which meaning relates to and is affected by the language, text features, and/or literary devices of the material.

How to Use This Strategy: Choose an appropriate text. Determine how and where to chunk it. Model the strategy and then guide them through the process using your identified chunk. Evaluate the students' level of understanding prior to allowing them to chunk the text on their own. Give students the opportunity to work with a partner to evaluate decisions they made while utilizing this strategy.

Primary Grade Example Lesson: Students are reading a text.

1. Teachers begin by teaching paraphrasing. Explain paraphrasing is putting something into your own words. Demonstrate an example by asking a student what he/she did last night or at recess. Then model how you would paraphrase the student's response. Create an online anchor chart for paraphrasing.
2. Pair students up in Zoom breakout rooms. Pose a question where one student responds to a prompt while the other student paraphrases what the student said.
3. Create a Zoom panel and have students model (fish bowl) for the whole class and debrief by pointing out what was done well and areas that need improvement.
4. Teachers can chunk a read aloud text and ask students to paraphrase the "chunk" to their partner. An example would be to read a grade level text such as *Ira Sleeps Over*. First, read it for students to enjoy the text and discuss their text-to-self connections. Return to the text and read one page at a time, stopping to ask students to paraphrase to their partner what was on that page.

5. Continue to give students opportunities to chunk and paraphrase text as they gain confidence as readers.

Intermediate Grade Example Lesson: Students are reading a text.

1. Teachers begin by teaching paraphrasing. Explain paraphrasing is putting something into your own words which is different from summarizing, which is a brief statement of the main points. Paraphrasing can be taught by thinking about the four R's: Reword (replace words and phrases), rearrange (rearrange ideas), realize (some words/phrases can't be replaced-names, dates, titles), and recheck (make sure it conveys the same meaning as original text).
2. Model paraphrasing for your students using a paragraph. Create an online anchor chart.
3. Have students pair up in Zoom breakout rooms. Pose a question where one student responds to a prompt while the other student paraphrases what the students said.
4. Create a Zoom panel and have students model (fish bowl) for other students and debrief by pointing out what was done well and areas that need improvement.
5. Explain to students that reading strategy, chunking the text, can help them better comprehend the text. Breaking a text down into chunks and paraphrasing each chunk makes a complex text more manageable. After you have paraphrased each chunk, you go back and read what you paraphrased and put it into one big idea.
6. Teachers can chunk a read aloud text and ask students to paraphrase the "chunk" to their partner. An example would be to read a grade level text such as *Because of Winn Dixie*. First read it for students to enjoy the text and discuss their text-to-self connections. Students pair up in a Zoom breakout room, return to the text, and read one chunk at a time. Students take turns paraphrasing to their partner what was in the chunk.
7. Now practice with an informational text that the teacher has chunked. Have students read the chunk, write a paraphrased version, and share it with a partner. Student pairs can also work on this together using a shared document. If you notice students are writing more of the text word for word, take an example and using a whole class shared document, have students highlight words that are in both the text and the paraphrase. You can also use the Zoom collaborative whiteboard to do this. Use this to help students recognize that this is not a paraphrase and have them rewrite it.

Instructional Strategy – Reading from Different Perspectives ⁷

This strategy guides readers through repeated readings of a complex text, helps them discover alternative ways to interpret and respond to the text depending on their point of view, and provides them with meaningful and interesting reasons to reread a selection.

Why Use This Strategy: As readers go beyond a single perspective and become aware of multiple interpretations of a text, they develop critical reading skills and gain new insights into concepts. This strategy also helps readers understand how presenting an issue from various vantage points adds additional layers of meaning to a text. Finally, considering multiple perspectives enables students to become comfortable with complex situations that have multiple right answers.

When to Use This Strategy: *Reading from Different Perspectives* is particularly useful when you want students to understand and discuss conflicting points of view. Characters in a novel provide an obvious application, but opportunities also exist in other subject areas. For instance, in social studies historical events could be viewed from the perspectives of different social classes, races, and genders while in science natural phenomena could be viewed from their own perspectives and from that of the earth.

How to Use This Strategy: Select a story, article, or book and identify different perspectives on important concepts or beliefs in the reading. Students (or you) read the selection to get the gist of the material. Then list a number of the perspectives on the whiteboard and model how a person from one of these perspectives would react to the information. Assign the perspectives to individual students or to small groups and guide them as they define the concerns and needs of their perspective. Discuss with the entire class the insights that students gained through their rereading from different perspectives.

Primary Grade Example Lesson: Students are studying different perspectives.

1. Explain that it is important that readers understand the perspective of different characters in stories. This means exploring different points of view. An example of different points of view is that you think having a cookie before dinner is a great idea but from your mom's point of view it will ruin your appetite for dinner. It is when two characters view the same situation in different ways. Tell students to use the chat box to connect with your partner and discuss a time you might have a different point of view than your mom or dad.
2. Provide another example. "A big dog is walking down the street without a leash or his owner." Ivan has a dog at home that looks similar. Jose was bitten by a dog last year. Talk with you Zoom partner. How will they react? How will they each describe this event? Why did they react differently to the same event? Students might also think about an incident on the playground where students had different perspective.
3. Create an online anchor chart defining perspective.
4. Read the parable of the "Blind Men and an Elephant." Ask students if each blind man was correct and how that could be true. [They accurately described the part of the elephant that they could feel so that was their perspective.] *Two Bad Ants*

by Chris Van Allsburg is another text that explores perspective and could be used for this activity.

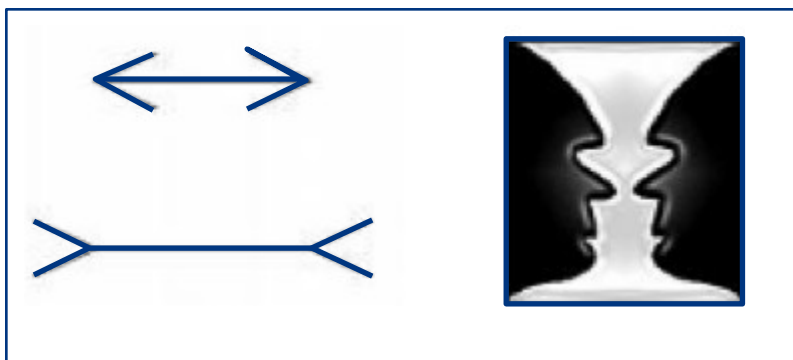
5. Read a traditional version of *The Three Little Pigs* and then read *The True Story of the Three Pigs*. Explain this is another example of perspectives. Have students share out differences between the two versions and record them on a T-chart that all students can see. Help students understand that one perspective isn't right and the other wrong, but that your personal experiences influence your perspective. Other books, all written by Trisha Speed Shaskan, that have flipped perspectives and could be used for this activity are:



1. *Seriously Cinderella Is So Annoying! As Told by the Wicked Step-mother,*
 2. *Honestly, Red Riding Hood Was Rotten: The Story of Little Red Riding Hood as Told by the Wolf,*
 3. *Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant,*
 4. *Believe Me, Goldilocks Rocks!: The Story of the Three Bears as Told by Baby Bear.*
6. After reading *Paper Bag Princess* by Robert Munsch, ask students how the story would be different if it would have been told by another character (the dragon or the prince). Chart those ideas. Prepare for *Hot Seat* by having students generate questions they would like to ask each character. Reference the anchor chart as necessary. Write these questions on the board. Then take the hot seat as one of the characters and have students ask the questions they generated. Remind all students in the classroom, and on Zoom to raise their hand. Unmute students you select from Zoom. Answer the questions as a think aloud to help students see that the answers were not literally stated in the book but are ones that must be inferred from the character's actions. Next, either have a student take on a different character and assume the hot seat or continue in the role yourself if you believe the students need more support. Continue doing the whole class *Hot Seat* until you feel the students are ready to perform *Hot Seat* in small groups. Finally, have students write the story from a different character's perspective.

Intermediate Grade Example Lesson: Students are studying different perspectives.

1. Project a picture of images that represent two perspectives (example below). The two lines are the same length, and the picture is either a glass or two faces. Ask students what they saw. Ask if there is a correct way to see the picture? How did you feel when you realized there was another way to "see" the picture?
2. Provide another example. "A big dog is walking down the street without a leash or his owner." Ivan has a dog at home that looks similar. Jose was bitten by a dog



last year. Tell students they will be placed into Zoom breakout rooms as groups of four. Talk in your Zoom group. How would they react if they were Jose or Ivan? How will they each describe this event? Why did they react differently to the same event? Students might also think about an incident on the playground where students had different perspectives.

3. Create an anchor chart defining perspective.
4. Ask students to brainstorm what they remember about the story of *Goldilocks and The Three Bears*. Then read *Believe Me, Goldilocks Rocks!: The Story of the Three Bears as Told by Baby Bear*. Explain this is another example of perspectives. Have students share out the differences and chart it on a T-chart. Help students understand that one perspective isn't right and the other wrong, but that personal experiences influence your perspective. Trisha Speed Shaskan has written many flipped perspective books that can be used for this activity. (See list of titles in Primary Grade Example Lesson.)
5. Select a text that can represent different perspectives. The text can be a visual text, an article such as one about habitat loss in the Amazon rainforest, a short story like Edgar Allen Poe's "Tell Tale Heart" or "Cask of Amontillado", or books like *The Pain and the Great One* by Judy Blume, *George vs. George: The American Revolution as Seen from Both Sides* by Rosalyn Schanzer, or *Encounter* by Jane
6. *Yolan*. Teachers can also use the social studies text and have students think about history from the perspectives of the different people affected by it. Once you have identified the text, identify the perspectives students will take as they read.
7. Choose statements from the text that students will react to from their assigned perspectives on the graphic organizer.
8. Students do a first read to understand the text.
9. List the different perspectives on the collaborative zoom whiteboard and model how a person from one of the perspectives would react to the topic or event.
10. Divide the class into groups assigning a perspective for them to assume as they reread the text. Place them into breakout rooms and have them record their reactions to the statements on the graphic organizer. What does this person think about the event or situation? What might this person be muzzled or curious about?
11. Close down the breakout rooms and discuss as a whole class any insights they

gained.

12. Have students write a summary statement of the text now that they have discussed the different perspectives

Reading from Different Perspectives Guide

Your Perspective on _____

Possible Roles: _____

Needs	Concerns
_____	_____
_____	_____
_____	_____

Text Statement

Read and React

Your Reactions

Summary Position Statement
