



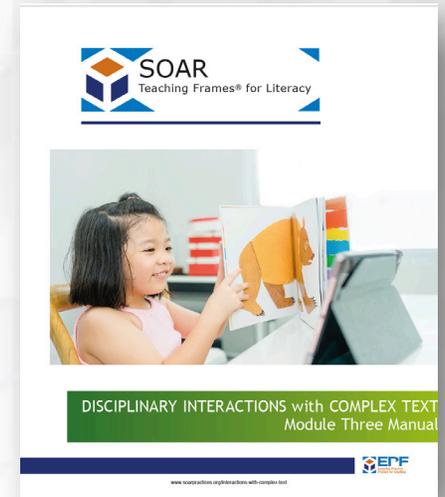
SOAR

Teaching Frames for Literacy®

Disciplinary Interactions with Complex Text
Webinar Series
Module 3

Routines for this Webinar

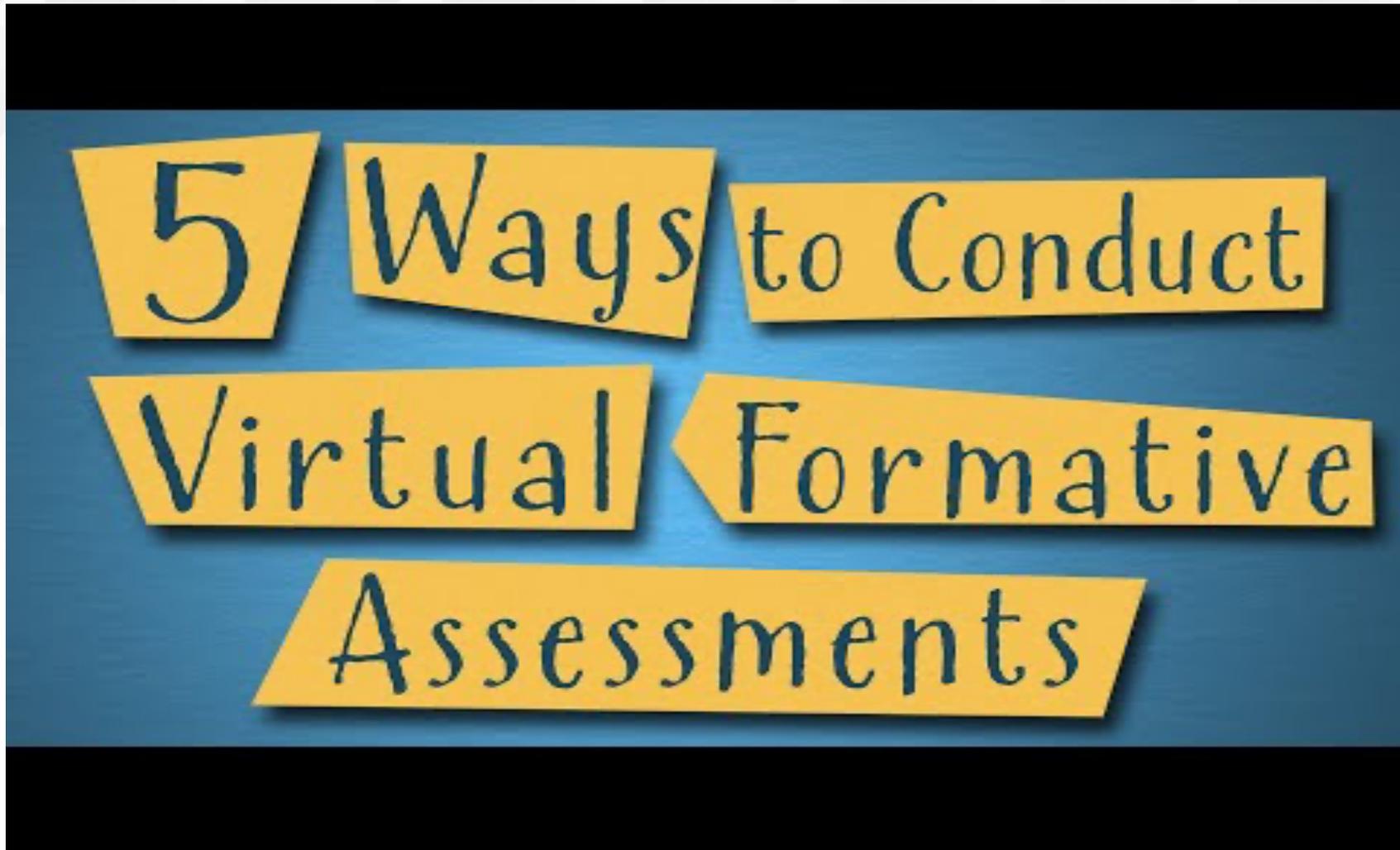
- ✦ If you have any procedural questions send a private chat to Lynn Solari.
- ✦ When sharing out use the 'raise hand' or 'thumbs up'.
- ✦ We will place you into breakout rooms at different points.
- ✦ You can invite us to join your breakout room at any time.
- ✦ We might broadcast directions to the breakout groups during discussions.
- ✦ There will be a time warning before closing breakout rooms down.



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.

5 ways to conduct formative assessments online



<https://www.edutopia.org/video/5-ways-conduct-formative-assessments-virtually>

Purpose of Module 3

- ✦ Understand the Cross-Cutting practice of Fostering Metacognition for Disciplinary Learning (FM).
- ✦ We do this by:
 - unpacking the teaching practice;
 - examining classroom scenarios illustrating the practice being implemented;
 - exploring instructional strategies that support this practice in hybrid classrooms;
 - providing you with time to reflect and collaborate with colleagues.

Module 3

3:30-3:45 Review and Connector Activity

3:45-4:05 Unpacking Fostering Metacognition for
Disciplinary Learning

4:05-5:35 Instructional Strategies for Fostering
Metacognition

5:35-6:00 Wrap up

Connector: Quickwrite

Metacognition

1. What is it?

2. Why is it important?

Be prepared to share out.

Disciplinary Interactions with Complex Text

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

Metacognition

“Oh, Bill, I missed you!” she cried.

Then she aimed and fired again.

Metacognition

What it is:

- ✧ **Reflective processes: awareness** of what we know
- ✧ **Self-regulation strategies: action** we take to address flaws or gaps in what we know



Metacognitive Continuum



"Students without metacognitive approaches are essentially learners without direction."

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

Fostering Metacognition for Disciplinary Learning

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

Overtly make this enactment visible to all students

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

Fostering Metacognition for Disciplinary Learning

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

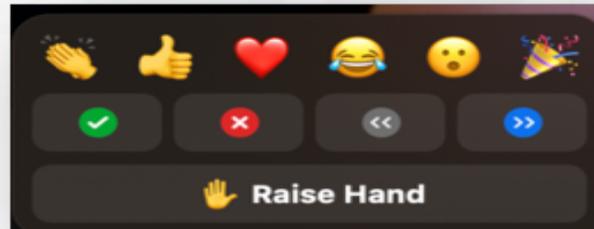
Explain how, why, or when to use them (i.e., types of knowledge students must have about strategies)

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

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

Reflect

Share out any 'ahas' based on the information you have heard so far about metacognition.



Creating a Culture of Metacognition

Teaching for Metacognition

Introducing
Metacognition

Engaging
Students in
Reflective
Processes

Deconstructing
Reflective
Processes

Teaching
Specific
Strategies

Guiding Student
Use of Strategies
and Processes

Gradual Release of Responsibility

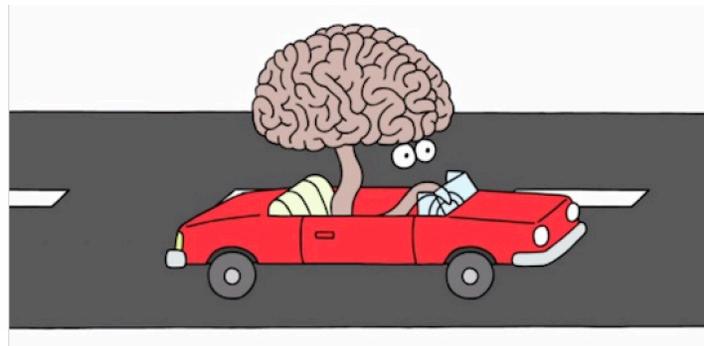


Metacognition is:

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



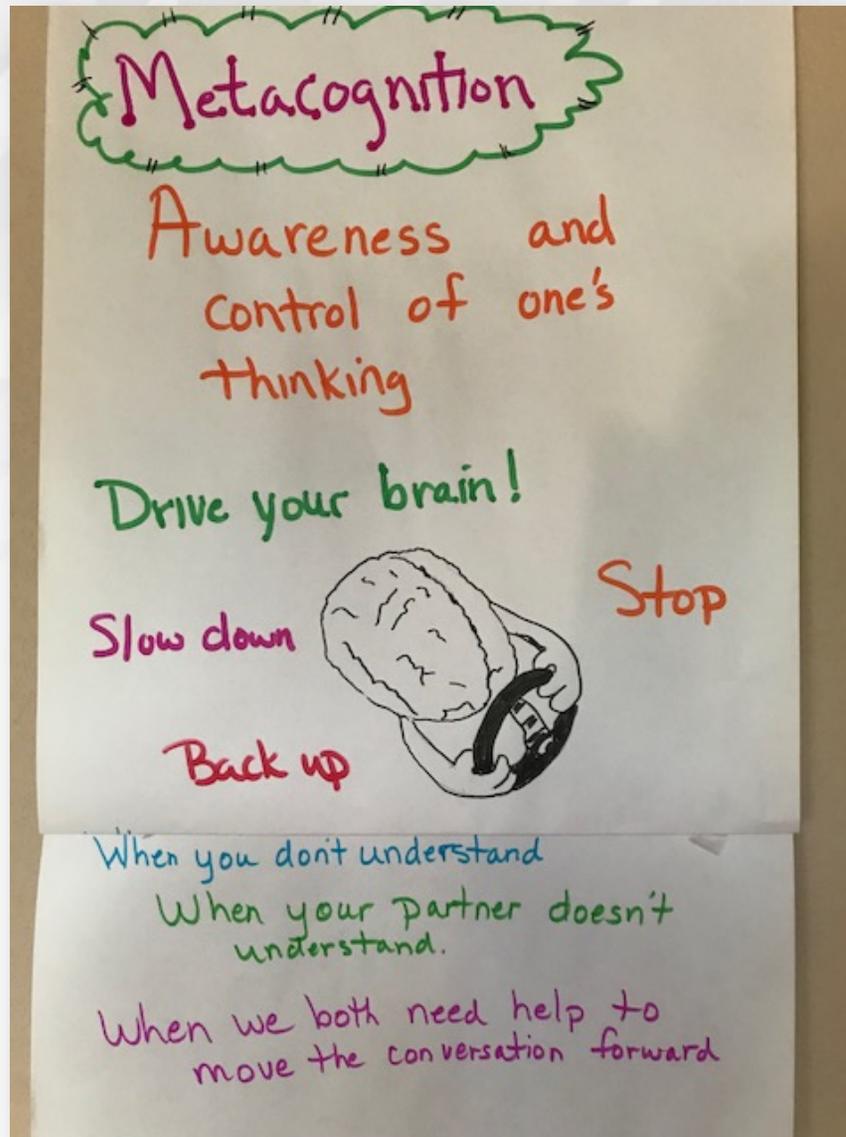
- **action** you take to address flaws or gaps in what you know.



Individually read the scenario and type a few thoughts in the chat about how Mr. Franco introduces metacognition to his students.

Anchor Chart

Introducing
Metacognition



Introducing Metacognition

Self as learner: Paint chip cards



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

Engaging Students in Reflective Processes

Engaging
Students in
Reflective
Processes

- ✦ Foster reflective thinking
 - What worked in your reading?
 - Did you deepen your understanding of the topic?
If so, how? If not, why?
 - What could you do differently in your next reading?
- ✦ Build self-awareness
 - Aware of strengths and weaknesses
 - Aware of motivation for and interest in topic/task
- ✦ Integrate reflection
 - Permeates the curriculum

Teaching Scenario: Ms. Juarez

You will be placed in a breakout room to read the scenario on page 7 of the manual and discuss with a partner about how Ms. Juarez engages her students in reflective processes.

Be prepared to share some of your thoughts when we reconvene in 5 minutes.

Reflective Protocol

Engaging
Students in
Reflective
Processes

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

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.

- | | |
|---|--|
| <ul style="list-style-type: none">○ I will stay actively engaged in my reading.○ I will ask questions as I read.○ I will connect what I know to what I read. | <ul style="list-style-type: none">○ I will use evidence from the text to support my ideas.○ I will summarize what I read with my partner. |
|---|--|

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

Exit Ticket – How did I do?

Engaging
Students in
Reflective
Processes

Complete the following these statements and answer the question:

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

Students can also complete this as an online survey.

Strategy Checklist – What did I do?

Engaging
Students in
Reflective
Processes

When I didn't understand... this is what I did.	1 st Time	2 nd Time	3 rd Time	4 th Time
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

Deconstructing
Reflective
Processes

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

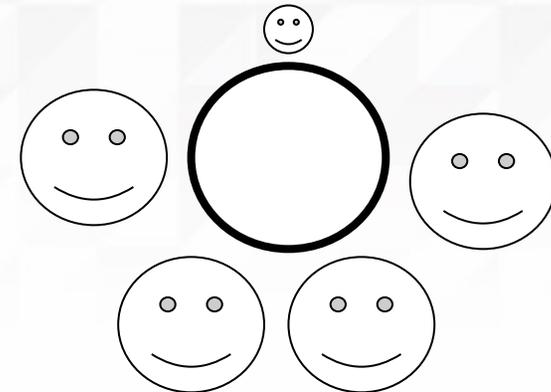
- ✦ Read the scenario and you will be placed into a breakout room to talk with a partner about how Ms. Hernandez deconstructs reflective processes with her students.

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.

“Now, you do it.”



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

“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.

Modeling

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

Fishbowl

Deconstructing
Reflective
Processes

- ✧ All students are on Zoom. Classroom students are at a computer with headphones.
- ✧ 4-5 students are in the “fishbowl” having a discussion about how they approached a difficult reading passage.
- ✧ Students ask each other questions about the reading strategies they used to engage in the reading and deepen their understanding.
- ✧ Rest of class is listening to the discussion and are on mute. They type feedback into the chat as they listen.
- ✧ Teacher selects some of the pieces of feedback and uses these to debrief the discussion.



Creating a Culture of Metacognition

- ✧ Introducing Metacognition (Room 1), Engaging Students in Reflective Processes (Room 2), and Deconstructing Reflective Processes (Room 3) are all part of Creating a Culture of Metacognition.
- ✧ In your breakout room, discuss the following:
 - How does your assigned stage contribute to a Culture of Metacognition?
 - What is something you or a teacher you know has done to address this area?
 - What is something you or a teacher you know could add to lessons to address this area?
 - We will ask for a person from each group to share out.

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

- ✦ Read the scenario on page 12 of the manual and think about how you might use 'Stop, Think, Tag' with your students. Share your ideas via chat.

Metacognition in Reading

Teaching
Specific
Strategies

- ✧ Model through a think aloud a student becoming aware that their reading has broken down and the steps that the student takes to get it back on track.
- ✧ Distribute a short passage for your students to read and have them identify 1) an area where their comprehension has broken down and 2) the action they took to get back on track .

Example Strategy: Stop, Think, Tag

- Create an anchor chart of the different reading strategies you have introduced and modeled for your students, showing when and why to use them.
- Model the Stop, Think, Tag strategy by reading a paragraph with a student.
- **Stop** when comprehension breaks down and discuss what happened.
- Look at the reading strategy chart and **Think** aloud with your partner which strategy would help you comprehend the text and why.
- Place your initials on a sticky note and **Tag** it on the anchor chart under the appropriate strategy.

Guiding Student Use of Strategies and Processes

Guiding Student
Use of Strategies
and Processes

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

Teaching Scenario: Mr. Samson

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

Metacognitive Regulation Cycle

Guiding Student
Use of Strategies
and Processes

Metacognition

Planning

What prior knowledge will help me with my reading?
What predictions can I make about the text?



Cognition

Evaluating

How well did I comprehend?
Can I apply the strategies I used to other texts?

Monitoring

How well am I understanding?
What strategies should I use?

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

Sentence Frame: I know that I (learner) **have difficulty summarizing what I have read (task), so I will chunk the text into smaller parts and summarize each chunk with my partner (strategy).**

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 signal words can help you identify text structure.

___ 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 when reading. 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 the story they read. (What goal did you work on today? How did you do? What's your goal for our next story we read?)

Synthesis Activity

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

 D The teacher models how signal words can help you identify text structure.

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

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

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

 R The teacher has students interview each other about the story they read. (What goal did you work on today? How did you do? What's your goal for our next story we read?)

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 on March 25th

- ✦ Work through the activities in post module activity starting on page 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 or online or in-person classroom.