

# Disciplinary Interactions with Complex Text Teaching Frame

<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 (FAAL)</b></p> <p>Element 1. Introduce and/or refer to the academic language demands of texts and tasks</p> <p>Element 2. Provide extended and supported opportunities for students to acquire and use the features of academic language</p>	<p><b>Fostering Metacognition for Disciplinary Learning (FMDL)</b></p> <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>	<p><b>Monitoring and Guiding Disciplinary Learning (MGDL)</b></p> <p>Element 1. Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs</p> <p>Element 2. Provide written and/or oral feedback during lessons to promote disciplinary learning</p>
<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>		