



DISCIPLINARY DISCUSSIONS  
Module Four Manual

## Connector Activity

- ◆ Take a few moments to look at the notes you made as you went through the post module three activity in your module three manual (page 21).
- ◆ You will be placed into breakout rooms and will be given a link to an online document with two questions:
  - How do the cross-cutting practices (FAAL, MGD, and FMDL) support the high-impact practice of DD during Ms. Vu's lesson?
  - How do the Guiding Questions from that activity support teachers in planning lessons that integrate the SOAR practices?
- ◆ As a group come to consensus about an answer to each of these questions and type these into the online document.

**Disciplinary Discussions Teaching Frame**

**Table 2.1**

<p><b>HIGH-IMPACT PRACTICE</b></p>	<p><b>Disciplinary Discussions (DD)</b>                  Element 1: Build conversation skills (Create, Clarify, Fortify, Negotiate)                  Element 2: Provide extended and supported opportunities for students to engage in disciplinary discussions</p>	<p><b>Monitoring and Guiding Disciplinary Learning (MG)</b>                  Element 1: Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs                  Element 2: Provide written and/or oral feedback during lessons to promote disciplinary learning</p>
<p><b>CROSS-CUTTING PRACTICES</b></p>	<p><b>Facilitating Acquisition of Academic Language (FAAL)</b>                  Element 1: Introduce and/or refer to the academic language demands of texts and tasks                  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 (FM)</b>                  Element 1: Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning                  Element 2: Deconstruct metacognitive processes and/or strategies that support disciplinary learning</p>
<p><b>FOUNDATIONAL PRACTICE</b></p>	<p><b>Designing Instruction for Disciplinary Thinking and Understanding (DI)</b>                  Element 1: Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice                  Element 2: Structure and connect tasks that support the learning targets                  Element 3: Establish high expectations that support the learning targets and maintain the intellectual rigor of classroom activities and tasks</p>	

# 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?

Guiding Questions Hybrid Classrooms  
Disciplinary Discussions

<p>FOUNDATIONAL PRACTICE</p>	<p><b>Designing Instruction for Disciplinary Thinking and Understanding</b></p> <ol style="list-style-type: none"> <li>1. What are the learning targets for the lesson? (Both content and language targets should be included.)</li> <li>2. How do the learning targets align with the Common Core Anchor Literacy Standards and/or CA ELA/ELD Framework?</li> <li>3. How do the learning targets align with the Disciplinary Discussions practice?</li> <li>4. How are the tasks in the lesson designed and connected in support of the learning targets? Are these tasks designed to support students in both groups (online and face-to-face)?</li> <li>5. How will you establish high expectations for both groups of students?</li> <li>6. Are the lesson/activities intellectually rigorous?</li> </ol>		
<p>HIGH-IMPACT PRACTICE</p>	<p><b>Disciplinary Discussions</b></p> <ol style="list-style-type: none"> <li>1. How will you introduce and/or refer to disciplinary conversation skills?</li> <li>2. What supports will you provide to enable students in both groups to use these skills?</li> <li>3. What opportunities are you providing within the lesson for students in both groups to engage in disciplinary discussions?</li> <li>4. Are there extended opportunities to allow students time to create, clarify, and fortify ideas and negotiate meaning? How have you structured these opportunities so students in both groups will engage in discussions with diverse partners? What supports are you providing to both groups?</li> <li>5. What routines for discussion will you introduce to or reinforce with students? Are these routines effective for online and face to face activities?</li> </ol>		
<p>CROSS-CUTTING PRACTICES</p>	<p><b>Facilitating Acquisition of Academic Language</b></p> <ol style="list-style-type: none"> <li>1. What are the academic language demands of the texts and tasks?</li> <li>2. How are you providing extended and supported opportunities for both groups of students to acquire and use the features of academic language?</li> </ol>	<p><b>Fostering Metacognition for Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What metacognitive processes and/or strategies will you target?</li> <li>2. How will you visibly enact these?</li> <li>3. How will you explain the metacognitive processes and/or strategies to both groups of students including how, why, or when to use them?</li> </ol>	<p><b>Monitoring and Guiding Disciplinary Learning</b></p> <ol style="list-style-type: none"> <li>1. What strategies/approaches will you use to monitor learning?</li> <li>2. What strategies/approaches will you use to provide feedback to both groups of students?</li> </ol>



## Adapting a Traditional SOAR Lesson

- ◆ You will now be placed into a discussion room.
- ◆ In your discussion room, use your knowledge of SOAR and the Hybrid Guiding Questions (slide 20) to work together and adapt two components of the SOAR model lesson to make it suitable for hybrid instruction.
- ◆ Use the table on pages 6-9 in your manual to record these adaptations.
- ◆ Post one adaptation under classroom comments.

# Accompanies activity on slide 24

## 3<sup>rd</sup>-Grade Annotated Model Lesson

Read this annotated lesson. Using the Guiding Questions above and the table below, adapt two components of the lesson for implementation in a hybrid classroom.

DD Elements	Teacher Actions	Adaptations
Designing Instruction E1— Teacher aligns the High– Impact Practice, Disciplinary Discussions, to the CCSS	Standards: CCSS.ELA.SL.3; CCSS.ELA.SL.3.3; CCSS.ELA.RI.3.6; CCSS.ELA.W.3.1  <ul style="list-style-type: none"> <li>I can state my opinion and support it with evidence.</li> <li>I can keep an open mind and listen to someone else’s opinion.</li> <li>I can ask and answer questions to negotiate meaning.</li> <li>I can keep the conversation going when it stalls.</li> </ul>	
Designing Instruction E2— Teacher has students think about the tasks they have done and connects them to the larger task of opinion writing	Ask students to work with their partner and summarize the work we have been doing in ELA.	
Designing Instruction E2— Teacher connects tasks	Call on some students to share out. Listen to clarify any misconceptions.	
Designing Instruction E1 & 2— Teacher aligns High–Impact Practice to CCSS and connects all the tasks to the end product	Read the <i>I Can</i> statements and explain that today they are going to be having a lot of discussions with partners to deepen their understanding of the issue.	
Disciplinary Discussions E1— Teacher builds conversation skills	Review the norms of interaction, emphasize <i>speak and act respectfully</i> since they will be discussing different points of view.	
Designing Instruction E2— Teacher connects tasks	Review each skill (Create, Clarify, Fortify, Negotiate) on the Conversation Prompts and Responses.	
Disciplinary Discussion E1— Teacher builds conversation skills through diverse partners and use of sentence frames DD2—Teacher provides extended opportunities by having students use the conversation skills	Working with their ‘rhino’ partner, have students review the graphic organizer they created after reading several texts about zoos. Then discuss the authors’ point of view, as well as the evidence or reasoning the authors used to support their viewpoints.	

<p>Fostering Metacognition E1— Teacher enacts metacognitive process by demonstrating a model and non-model, so students know what is expected</p>	<p>Distribute sentence frames and demonstrate a model and non-model of how to use the skills and to discuss different points of view.</p>	
<p>Monitoring &amp; Guiding E1— Teacher monitors students' discussion</p>	<p>Circulate and monitor students' use of the conversation skills.</p>	
<p>Monitoring &amp; Guiding E2— Teacher provides feedback</p>	<p>Provide specific feedback on how the students can improve.</p>	
<p>Facilitating Acquisition of Academic Language E2— Teacher provides opportunities to acquire and use academic language of agreeing and disagreeing DI1—Teacher establishes high expectations and intellectual rigor</p>	<p>Label four corners of the room: strongly agree, agree, disagree, strongly disagree. Have students go to corners and match up with students with different opinions and discuss. Explain this discussion is a bit different since they are discussing their points of view. Provide sentence frames: What is your point of view? My point of view is ____ because ____. I hear you saying ____, however, I disagree because ____. I understand that you believe ____, but have you considered ____ because ____? I see evidence to support a different point of view ____. I agree with the statement ____, but I could be persuaded that ____. I would like to add to your point of view ____.</p>	
<p>Disciplinary Discussions E2— Teacher provides extended opportunities by having students use the conversation skills</p>	<p>After one minute, have students switch partners. Do that three times.</p>	
<p>Monitoring &amp; Guiding 1 &amp; 2— Teacher monitors and provides feedback</p>	<p>Use a checklist to track students' use of conversation skills and provide feedback.</p>	

<p>Fostering Metacognition E1— Teacher enacts the metacognitive process by modeling how to weigh the evidence</p> <p>Facilitating Acquisition of Academic Language E2— Teacher provides opportunities to acquire and use academic language with their partner by discussing pros and cons</p> <p>Designing Instruction E3— Activity is intellectually rigorous by having students think deeply about the evidence</p>	<p>Return to their desks and meet up with their hippo partner. Use a think aloud to demonstrate how to use the <i>Argument Evidence Scale</i> to sort the evidence into pro and con with their partner.</p>	
<p>Fostering Metacognition E1— Teacher enacts the metacognitive process by modeling how to weigh the evidence</p> <p>Disciplinary Discussions E1 &amp; 2—Teacher refers to conversation skills and provides opportunities to use them</p>	<p>Once that is done, model how to weigh the evidence from most important to least and how to discuss it using Clarify, Fortify, and Negotiate conversation skills.</p>	
<p>Monitoring &amp; Guiding E1 &amp; 2 —Teacher monitors and provides feedback to students</p>	<p>Monitor students and provide support as needed.</p>	
<p>Designing Instruction E2— Teacher connects tasks by reviewing what was done today and how it connects to the essay</p>	<p>Review today’s outcomes in preparation for writing their opinion essay tomorrow.</p>	
<p>Fostering Metacognition E2— Teacher draws attention to metacognitive process by having students stop and reflect</p>	<p>Have students reflect on what worked today and how it helped them decide their position.</p>	
<p>Fostering Metacognition E1— Teacher has students be metacognitive by rating themselves in the use of the norms and skills</p>	<p>Have students do <i>Fist to Four</i> on how well they adhered to norms of interaction and their conversation skills.</p>	

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<p>Monitoring &amp; Guiding E1 &amp; 2 —Teacher monitors and provides feedback to students</p>	<p>Monitor students and provide support as needed.</p>	
<p>Designing Instruction E2— Teacher connects tasks by reviewing what was done today and how it connects to the essay</p>	<p>Review today’s outcomes in preparation for writing their opinion essay tomorrow.</p>	
<p>Fostering Metacognition E2— Teacher draws attention to metacognitive process by having students stop and reflect</p>	<p>Have students reflect on what worked today and how it helped them decide their position.</p>	
<p>Fostering Metacognition E1— Teacher has students be metacognitive by rating themselves in the use of the norms and skills</p>	<p>Have students do <i>Fist to Four</i> on how well they adhered to norms of interaction and their conversation skills.</p>	

## Exploring Online Adaptations

- ◆ Read the SOAR model lesson with our added adaptations for hybrid classrooms (pages 11-15).
- ◆ With your group, choose two of the adaptations and use the following sentence frame to explain how each adaptation supports the DD frame and is suited for hybrid instruction:

The adaptation, \_\_\_\_\_, supports the DD frame because \_\_\_\_\_, and it is suited to hybrid instruction because \_\_\_\_\_.

Type your sentence into the comment box.

### Example

The adaptation, ask students to take a moment and reflect on what they have been working on in ELA and discuss it with their 'walrus' partner in Zoom, supports the DD frame because it provides an opportunity for students to engage in a discussion and use the conversation skills, and it is suited to hybrid instruction because it pairs students in the classroom with students online and allows the teacher to walk around monitoring and guiding the learning.

# Accompanies activity on slide 25

## 3<sup>rd</sup>-Grade Annotated Model Lesson with Adaptations

DD Elements	Teacher Actions	Adaptations
Designing Instruction E1— Teacher aligns the High-Impact Practice, Disciplinary Discussions, to the CCSS	Standards: CCSS.ELA.SL.3; CCSS.ELA.SL.3.3; CCSS.ELA.RI.3.6; CCSS.ELA.W.3.1 <ul style="list-style-type: none"> <li>● I can state my opinion and support it with evidence.</li> <li>● I can keep an open mind and listen to someone else’s opinion.</li> <li>● I can ask and answer questions to negotiate meaning.</li> <li>● I can keep the conversation going when it stalls.</li> </ul>	Before the class starts you can disable the chat function between students to ensure they are not chatting to each other during class.  As you design lesson think about how you want diverse partners to run. One way is to launch different breakout rooms so students meet with different partners. An alternative is to ask the classroom students to stand up and rotate to a different desk and iPad when you want partners to change.
Designing Instruction E2— Teacher has students think about the tasks they have done and connects them to the larger task of opinion writing	Ask students to work with their partner and summarize the work we have been doing in ELA.	Tell each classroom student to take out their iPad and headphones and login to Zoom. Ask students to take a moment and reflect on what they have been working on in ELA and discuss it with their ‘walrus’ partner in Zoom. Launch the breakout room.
Designing Instruction E2— Teacher connects tasks	Call on some students to share out. Listen to clarify any misconceptions.	Close the breakout rooms. Remember to mute all students and unmute the student you are choosing to share out. Display the Zoom grid during this activity.
Designing Instruction E1 & 2 — Teacher aligns High-Impact Practice to CCSS and connects all the tasks to the end product	Read the <i>I Can</i> statements and explain that today they are going to be having a lot of discussions with partners to deepen their understanding of the issue.	Have the <i>I Can</i> statements on a handout in student packets and remind students at home to have them out when you review them.
Disciplinary Discussions E1— Teacher builds conversation skills	Review the norms of interaction, emphasize <i>speak and act respectfully</i> since they will be discussing different points of view.	Remind students to make eye contact with the camera when speaking with a zoom partner, remember to plug in their headphones, speak clearly, and wait until their partner has finished speaking before they begin.
Designing Instruction E2— Teacher connects tasks	Review each skill (Create, Clarify, Fortify, Negotiate) on the Conversation Prompts and Responses.	Create a laminated mini poster with Conversation Prompts and Responses and place this in student packets and remind them to have them out.

<p>Disciplinary Discussion E1— Teacher builds conversation skills through diverse partners and use of sentence frames DD2—Teacher provides extended opportunities by having students use the conversation skills</p>	<p>Working with their ‘rhino’ partner, have students review the graphic organizer they created after reading several texts about zoos. Then discuss the authors’ point of view, as well as the evidence or reasoning the authors used to support their viewpoints.</p>	<p>Explain that students will be placed in a breakout room with their ‘rhino’ partner and they will be using the graphic organizer. Tell students to take out the graphic organizer from their packets while you review it with them. Alternatively create the graphic organizer as an online document that each student pair can use.</p>
<p>Fostering Metacognition E1— Teacher enacts metacognitive process by demonstrating a model and non-model, so students know what is expected</p>	<p>Distribute sentence frames and demonstrate a model and non-model of how to use the skills and to discuss different points of view.</p>	<p>Tell students to take the sentence frames out of their packets - tell them they are on the goldenrod paper. Demonstrate the model and non-model and place students into their breakout rooms.</p>
<p>Monitoring &amp; Guiding E1— Teacher monitors students’ discussion</p>	<p>Circulate and monitor students’ use of the conversation skills.</p>	<p>Tap students on the shoulder and ask them to remove their headphones to listen to the conversation. (If your students are familiar with having conversations in Zoom you could also monitor by joining each breakout room.)</p>
<p>Monitoring &amp; Guiding E2— Teacher provides feedback</p>	<p>Provide specific feedback on how the students can improve.</p>	<p>Type a message to the breakout rooms with feedback. (Practice this with your students so they know to watch for these messages when they are having discussions.)</p>

<p>Facilitating Acquisition of Academic Language E2—Teacher provides opportunities to acquire and use academic language of agreeing and disagreeing DI1—Teacher establishes high expectations and intellectual rigor</p>	<p>Label four corners of the room: strongly agree, agree, disagree, strongly disagree. Have students go to corners and match up with students from different corners with different opinions and discuss. Explain this discussion is a bit different since they are discussing their points of view. Provide sentence frames:          What is your point of view? My point of view is ____ because ____.          I hear you saying ____, however, I disagree because ____.          I understand that you believe ____, but have you considered ____ because ____?          I see evidence to support a different point of view ____.          I agree with the statement ____, but I could be persuaded that ____.          I would like to add to your point of view ____.</p>	<p>Tell students that they will go to their computers and click to join a breakout room. Explain that they will be discussing with students that have a different opinion than theirs.          Tell classroom students to wait for their instruction. Tell Zoom students “if you <u>strongly agree</u> you should join a room labelled <u>strongly agree</u>. If you <u>disagree</u> you should join a room labelled <u>disagree</u>. In other words, join the room with the label that matches your opinion”          Once the Zoom students have joined their rooms tell your classroom students “if you <u>strongly agree</u> you should join a room labelled <u>strongly disagree</u>. If you <u>disagree</u> you should join a room labelled <u>agree</u>. In other words, join the room with the label that is <u>different than</u> your opinion” Now have the classroom students join a room.</p>
<p>Disciplinary Discussions E2— Teacher provides extended opportunities by having students use the conversation skills</p>	<p>After one minute, have students switch partners. Do that three times.</p>	<p>Once in the room students give each person in that room an opportunity to state their point of view and the reasoning that supports it. For each room assign 1-2 talk detectives whose job it is to write down what they are hearing in that room. You can select the talk detectives once students have joined their rooms.</p>
<p>Monitoring &amp; Guiding 1 &amp; 2— Teacher monitors and provides feedback</p>	<p>Use a checklist to track students’ use of conversation skills and provide feedback.</p>	<p>Monitor the discussions by joining each breakout room and listening to the conversations. If you have feedback or a prompt you want to share with all breakout rooms share it as a typed message.</p>

<p>Fostering Metacognition E1— Teacher enacts the metacognitive process by modeling how to weigh the evidence</p> <p>Facilitating Acquisition of Academic Language E2—Teacher provides opportunities to acquire and use academic language with their partner by discussing pros and cons</p> <p>Designing Instruction E3— Activity is intellectually rigorous by having students think deeply about the evidence</p>	<p>Return to their desks and meet up with their hippo partner. Use a think aloud to demonstrate how to use the <i>Argument Evidence Scale</i> to sort the evidence into pro and con with their partner.</p>	<p>Close down the breakout rooms and tell students they will now meet with their hippo partners. Use a think aloud to demonstrate the <i>Argument Evidence Scale</i>. Launch the hippo breakout rooms and monitor as students sort evidence into pro and con with their partner.</p>
<p>Fostering Metacognition E1— Teacher enacts the metacognitive process by modeling how to weigh the evidence</p> <p>Disciplinary Discussions E1 &amp; 2— Teacher refers to conversation skills and provides opportunities to use them</p>	<p>Once that is done, model how to weigh the evidence from most important to least and how to discuss it using Clarify, Fortify, and Negotiate conversation skills.</p>	
<p>Monitoring &amp; Guiding E1 &amp; 2— Teacher monitors and provides feedback to students</p>	<p>Monitor students and provide support as needed.</p>	

<p>Designing Instruction E2— Teacher connects tasks by reviewing what was done today and how it connects to the essay</p>	<p>Review today’s outcomes in preparation for writing their opinion essay tomorrow.</p>	
<p>Fostering Metacognition E2— Teacher draws attention to metacognitive process by having students stop and reflect</p>	<p>Have students reflect on what worked today and how it helped them decide their position.</p>	<p>Students type their reflections into chat.</p>
<p>Fostering Metacognition E1— Teacher has students be metacognitive by rating themselves in the use of the norms and skills</p>	<p>Have students do <i>Fist to Four</i> on how well they adhered to norms of interaction and their conversation skills.</p>	<p>Have students complete the Zoom poll and rank on a scale of 1-4 how well they did using the norms of interaction. Point to the anchor chart on the shared screen (four being an expert, three being a practitioner, two being an apprentice, and one being a novice) to remind them of the strategy. Repeat the process for their use of conversation skills.</p>

## Hybrid SOAR Model Vignette

- ◆ Read the vignette that begins on page 17 and note how the teacher enacted the SOAR model lesson in her hybrid classroom.
- ◆ Highlight ideas from the vignette that you could apply in your hybrid classroom with your students in support of Disciplinary Discussions.
- ◆ Share one idea via comments.

# Accompanies activity on slide 27

## Third Grade Vignette

Ms. Vu's 3<sup>rd</sup> grade hybrid class is learning about opinion writing and how authors use evidence and reasoning to support their point of view. Her class is preparing to answer the focal question: Should there be zoos? Students have read a number of articles in favor of and against animals being kept in zoos. They recorded the pros and cons presented by each author on a graphic organizer. She also has students select four different partners (walrus, rhino, hippo, and elephant) to work with throughout this unit.

For today's lesson Ms. Vu has logged into Zoom on her computer, which she uses to share her screen and project, and also on her iPad which faces her to use as the camera so students can see her. This way she can also carry the iPad when she monitors the room during discussion and will know if any of her students on Zoom have any questions.

She begins the day by asking students to take a moment and reflect on what they have been working on in ELA and discuss it with their 'walrus' partner in Zoom. Half of her students are in the classroom and half are participating via zoom. Each classroom student has an iPad and headphones. To make for smooth transitions Ms. Vu has set up the breakout rooms so that she can automatically connect classroom students with their online learning partner. After students have had a few minutes to think and discuss, she calls on a few students to share out. She projects her Zoom screen so everyone can see the classroom student and Zoom student share.

Felipe says, "We have been reading about 'Should there be zoos?' We have read four different articles that have different points of view. We have taken notes about them on our graphic organizer."

"Great job summarizing, Felipe," said Ms. Vu. "Does anyone want to add to what Felipe has said?"

Penelope adds, "I would like to add on to what Felipe said. We wrote on a graphic organizer if the article was in favor of animals being in zoos or if they were against animals being in zoos."

Quincy says, "Oh, I would like to add on to Penelope. We also wrote why they were in favor of or against zoos."

"Okay, Felipe, I would like to come back to you to see if you want to add anything else."

"Umm, maybe that I think we called it pro when they were in favor and con when they were against. And we are going to write our own essay," Felipe replied.

"Wow, I am so impressed with all of your great summarizing of what we have been studying. I'm especially impressed with how well you listened to one another, so you were able to add on to what others said!" She posts the agenda for today's lesson and explains. "So today we are going to continue our work by thinking about our own opinion of should there be zoos. Today, we are going to review our graphic organizer to see what other authors thought about zoos and discuss them with our 'zebra' partner to try and formulate our own opinion. Then we are going to work with another partner using the *Argument and Evidence Scale Organizer* to firm up our opinion before we start our opinion essay."

Ms. Vu points to the projected standards she has written in "I Can" statements and reads them to the students, explaining that these are the standards they will be addressing today.

- I can state my opinion and support it with evidence.
- I can keep an open mind and listen to someone else's opinion.
- I can ask and answer questions to negotiate meaning.
- I can keep the conversation going when it stalls.

Since a lot of today will be spent discussing what they have learned, Ms. Vu references the Conversation Skills poster students have at their desks (create, clarify, fortify and negotiate) or in their packets at home, and she reviews each skill, highlighting the language students need to use for each of the skills (e.g. Can you elaborate? Can you paraphrase? Can you add to my idea?).

Ms. Vu then asks students to take their graphic organizer they have been working on and meet with their 'rhino' partner. Once they are with their partner in the Zoom breakout room, she explains, "I want you to review your graphic organizer, discuss the author's point of view, and the evidence or reasoning the author used to support their viewpoint. You can add any information your partner has to your own graphic organizer. If you need to go back and look at the article to confirm your notes or thinking, please do that. Good researchers go back to the text to confirm their thinking. And we are good researchers!"

"Before you start, I want to use our puppets to model how the conversation should sound. Here are some sentence prompts and responses for you to use if you need them. I am going to use them as I model in front of the iPad camera.

Puppet 1: In the article, *An Argument for Zoos: Extinction and Endangered Animals* the author claimed that animals like the passenger pigeon became extinct because of humans. What did you write about this article?

Puppet 2: I agree with your evidence. I also wrote down that the Atlas bear became extinct because they lost their habitat. So, what do you think was his reasoning for why there should be zoos?

Puppet 1: He said in the last sentence that a good zoo can provide food, shelter and preservation of wildlife.

Puppet 2: I agree with you. I wrote that too.

Ms. Vu projects the Zoom grid of her students online, so everyone can see them. Then she says, "I want you to answer these questions with a thumbs up if they did or down if they didn't: Did they stay on topic?...Yes, they did. Did they take turns? Yes, they each took a turn speaking. Did they add on to one another's ideas? No, really. They could have elaborated on what each other said. Good, so now with your partner, discuss the other articles."

While the students are working, Ms. Vu circulates around the classroom listening to the conversations between classroom students and their Zoom partner. She taps a student on the shoulder to have them unplug their headphones when she wants to listen to a conversation. She has a clipboard with all the students' names and columns labeled 'stays on topic', 'elaborates', 'paraphrases', and 'adds on'. She puts check marks under columns when students show evidence of performing them during the conversation.

Once students completed their discussion, Ms. Vu brings the breakout rooms back to the main Zoom room. She asks students to take a minute to just think about what they researched and decide which way they were leaning in regard to whether or not there should be zoos. She explains, “You are going to talk to other classmates who are leaning in a different position than you. This will help you think more deeply about your position and whether or not you want to keep it. However, when we talk about our point of view, the conversation sounds a bit different. I want to give you these prompts and responses to use when sharing your point of view. Let's read these together:

What is your point of view?                      My point of view is \_\_\_\_ because \_\_\_\_.

I hear you saying \_\_\_\_\_. However, I disagree because \_\_\_\_\_.

I understand that you believe \_\_\_\_\_, but have you considered \_\_\_\_\_ because \_\_\_\_\_.

I see evidence to support a different point of view.

I agree with the statement \_\_\_\_\_, but I could be persuaded that \_\_\_\_\_.

I would like to add to your point of view...”

She then tells students that they will go to their computers and see the four breakout rooms labeled strongly agree, agree, disagree, or strongly disagree. She tells the Zoom students to go to the room that matches their opinion. She then has the classroom students go to the room that is opposite of their opinion. Once in the room, they have to give each person in the room an opportunity to state their point of view and the reasoning that supports it. For each room she assigns 1-2 talk detectives whose job it is to write down what they are hearing in that room. Using their conversation prompts and graphic organizer, students in each breakout room discuss their point of view and reasoning that supports it. The talk detectives listen and write down what they are hearing. During this time, Ms. Vu continues to walk around with a clipboard tracking students’ use of the conversation skills. She also uses this opportunity to provide feedback to her students. She has students return to their seats and Zoom students return to the Zoom meet.

She points back at the agenda to show students where they are in completing today’s activity. She explains, “Now we are going to take all the evidence we have heard and place it on the Argument and Evidence Scale Organizer (she projects it for students to see). Can you take that out of your packet?” She demonstrates how to use this by modeling the process. “I am going to look at my graphic organizer and think about what I learned from the ‘Zoom room’ discussion to come up with the reasons and evidence for having zoos and not having zoos. If the evidence or reasoning is for zoos, I am going to write it on one of the green slips of paper and place it under ‘pro position’. If the evidence or reasoning is con or against zoos, I write it on an orange slip of paper and place it under the ‘con position’. You are going to be working with your ‘hippo’ partner to list all of these, so you need to use your conversation skills as you discuss these. When you and your partner decide on a piece of evidence to go under the ‘pro position’ both of you need to write it on a green slip of paper and place it on your graphic organizer. When you decide on evidence for the ‘con position’ both of you should write it on an orange piece of paper and place it on your graphic organizer. Remember to use our academic vocabulary that is listed on our word wall and is also in your packet (e.g., extinct, endangered, habitat).”

As she is monitoring the Zoom discussions, Ms. Vu sees two students struggling and asks them what was one of the reasons the author used in the *Zoochosis* article? The student responds saying that the animals are

separated from their families. She then asks the students where they would write it and where would it be placed.

When the students finish, Ms. Vu then models the next process. “As I walked around, I noticed that all of you have a number of reasons and evidence under each pro and con position. So now we need to think about which reason or evidence weighs the most. That means we need to think about the reasoning in a different way... which reasoning is stronger or more important. I want you and your partner to negotiate and put them in order from most important to least important. Let me give you an example. If I look at the evidence I have under ‘pro position’, I think the reasoning of keeping animals from being extinct is more important or weighs more than the reasoning of zoos are educational. I am going to explain my idea to my partner and then ask him if he can build on my idea or elaborate on it or if he has a clarifying question. Then I’ll ask him his idea and I’ll try to build on or elaborate or even ask him some clarifying questions. We will be using our conversation skills to come to an agreement about which reasons weigh the most. Once you do the ‘pro position’, move to the ‘con’ doing the same thing.”

Ms. Vu continues to monitor the students as they work through this process. She stops at one station to complement the students on how well they are discussing the reasoning in terms of which ‘weighs’ more. She prompts another set of students by directing them to look at negotiate on their conversation skills poster to get them to come to consensus.

She calls time when most students have concluded this section. She then takes this opportunity to review the agenda and explain to students that today was about discussing the reasons and evidence for and against having zoos. “We began the day by reviewing our graphic organizers with our ‘walrus’ partner. Then we went into the Zoom rooms to talk to our classmates about each of our points of view. After that, we collected the reasoning and evidence, placed them under ‘pro’ or ‘con’ position, and then placed them in order of most to least importance. All of this work is to prepare you to write your opinion essay tomorrow. Weighing the evidence should have helped confirm for you what your opinion is. So, I want you to take a minute and think about what your position was before class today and what your position is now. Write down it on the whiteboard and then explain what helped you reach a position today.” She has them hold up the white boards and takes a picture so she can review it what the students said later today.

Finally, she asks students to complete the Zoom poll and rank on a scale of 1-4 how well they did using the norms of interaction. She points to the anchor chart on her shared screen (four being an expert, three being a practitioner, two being an apprentice, and one being a novice) to remind them of the strategy. She repeats the process for their use of conversation skills.

### Reflection - Quickwrite

Complete a quickwrite to share with colleagues in a discussion room.

- What are some steps that you and colleagues at your school could take to use the SOAR Teaching Frames as a lens for planning, teaching, reflecting on, and elevating instruction in hybrid classrooms?

### Reflection - Discussion

You will now be placed into a discussion room to share your thoughts with colleagues. Write down 1-2 ideas you hear from others during your discussion ('steal an idea').

- What are some steps that you and colleagues at your school could take to use the SOAR Teaching Frames as a lens for planning, teaching, reflecting on, and elevating instruction in hybrid classrooms?
- Individually post your 'stolen ideas' into the chat function.