



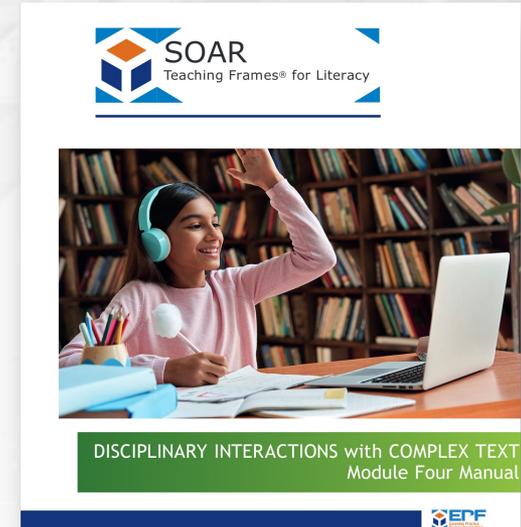
SOAR

Teaching Frames for Literacy®

Disciplinary Interactions with Complex Text Webinar Series Module 4

Routines for this Webinar

- ✧ If you have any procedural questions during the webinar please send a private question to Lynn Solari.
- ✧ When sharing out use the ‘raise hand’ or ‘thumbs up’ under reactions.
- ✧ We will automatically place you into breakout rooms at different points for discussions.
- ✧ We will monitor the discussions by joining different breakout rooms – but you can request us to join your breakout room at any time.



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.

Connector - 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 from module 3 and add any new information.
- ✦ With your partner(s) create an infographic to represent your collective ideas on a google slide.

Purpose of Module 4

- ✦ Unpack the foundational practice, Designing Instruction for Disciplinary Thinking and Understanding.
- ✦ Understand how to integrate the practices of the frame to support your learning targets and facilitate student learning. We do this by:
 - identifying evidence from a video example of instruction;
 - analyzing a lesson to determine how the High-Impact, Cross Cutting, and Foundational practices are integrated in support of student learning.
- ✦ Understand how to use SOAR as a lens for planning, teaching, reflecting on, and elevating instruction.

Disciplinary Interactions with Complex Text Teaching Frame

<p>HIGH-IMPACT PRACTICE</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> <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>Fostering Metacognition for Disciplinary Learning (FMDL)</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>Monitoring and Guiding Disciplinary Learning (MGDL)</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>FOUNDATIONAL PRACTICE</p>	<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 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 		

Designing Instruction for Disciplinary Thinking and Understanding

Element 1: Set disciplinary learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice

Aligning Learning Targets

Content Objective:

SWBAT distinguish between fact and opinion.

Language Objective:

SWBAT orally discuss with their partner which statements are fact and which are opinion using sentence frames.

Metacognitive Objective:

SWBAT reflect upon their own understanding of fact and opinion.

What worked?

What did not work?

How might you do it differently next time?

Designing Instruction for Disciplinary Thinking and Understanding

Element 2: Structure and connect tasks that support the learning targets

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?

Designing Instruction for Disciplinary Thinking and Understanding

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

High Expectations

- ✧ A central tenet of a focus on high expectations is **the idea that low, or high, expectations are a self-fulfilling prophecy**, i.e., students perform in ways in which teachers expect.
- ✧ Therefore, “teachers’ faith in students’ success is a critical element of improving academic achievement, particularly for Black and Latino students.”
- ✧ Another key to implementing high expectations is to realize that “**high expectations**” is not just something you believe; it is, in fact, something you do.
- ✧ “Teachers cannot just tell their students that they have high ambitions for them; **they must show them those high ambitions by making every instructional decision - from choosing objectives to teaching methods to management structures - consistent with high standards.**”

Ferguson, Ronald. “Addressing Racial Disparities in High-Achieving Schools.”
Online at <http://www.ncrel.org/policy/pubs/pdfs/pivol13.pdf> accessed 7/1/2010.

Rigor

Creating an environment in which each student is **expected to learn at high levels**; each student is **supported** so he or she can learn at high levels; and each student **demonstrates** learning at high levels.

Blackburn, 2008

- ✦ 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

What is SOAR?

SOAR is not a curriculum.

SOAR is not a set of strategies.

SOAR is the lens you look through as you **plan, teach, reflect on, and elevate your teaching practice.**



- ✦ 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 in your manual.
- ✦ After you have captured your evidence, align it to each practice.

Step Inside a Classroom: Ms. Groves



Video Debrief

- ✧ Review your notes about the evidence and align it to each of the practices.
- ✧ In a breakout room talk with your partner and compare your evidence.

DISCIPLINARY INTERACTIONS WITH COMPLEX TEXT

Element 1

- Students answer open-ended questions about text
- Students use text-based evidence to support answers
- Students discuss and explain answers

Element 2

- Students did several close readings of text (according to Groves)
- Small group discussions support understanding of text and build AL

FACILITATE ACQUISITION OF AL

Element 1

- Groves discussed the importance of academic discussions in understanding the text

Element 2

- Sentence stems
- Talk moves
- Talking rock

FOSTER METACOGNITION

Element 1

- Use of Do Now

Element 2

- Modeled **how** to respond to Exit Ticket

MONITOR AND GUIDE

Element 1

- Groves circulated with clipboard on which she was presumably writing notes

Element 2

- Groves – “I like how Michael responded, but I want to hear Talk Moves too.”
- Student offered shoutouts at end of lesson

DESIGNING INSTRUCTION FOR DISCIPLINARY THINKING AND UNDERSTANDING

Element 1

- AL is a learning target, and the learning target is aligned with CCSS and HIP

Element 2

- Students read passages -> answer questions -> discuss text

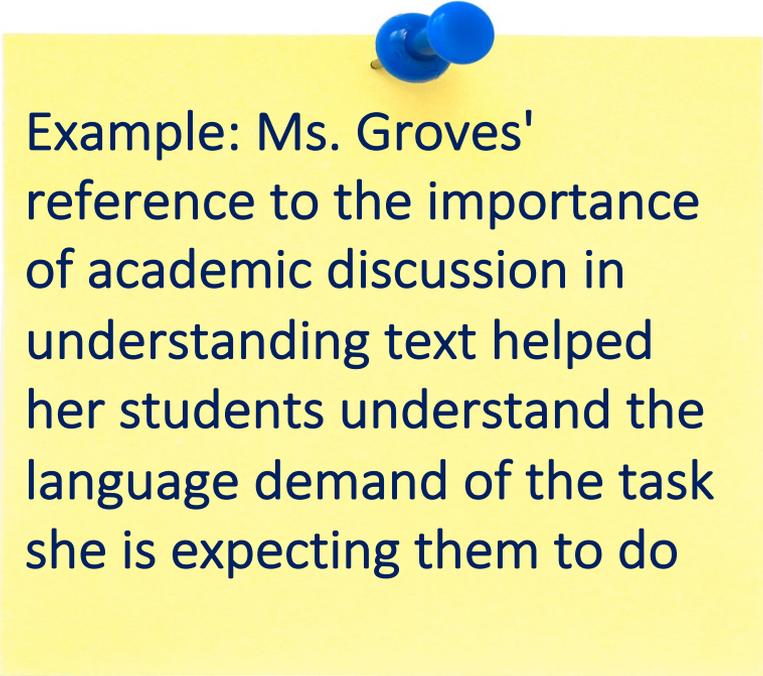
Element 3

- Read research and took notes on Siddharth’s journey to becoming the Buddha

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

<p>FOUNDATIONAL PRACTICE</p>	<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? 		
<p>HIGH-IMPACT PRACTICE</p>	<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? 		
<p>CROSS-CUTTING PRACTICES</p>	<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?

Designing Instruction for Disciplinary Thinking and Understanding

1. What are the learning targets for the lesson? (Content, language and metacognition 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?

Disciplinary Interactions with Complex Text

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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?

Facilitating Acquisition of Academic Language

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?

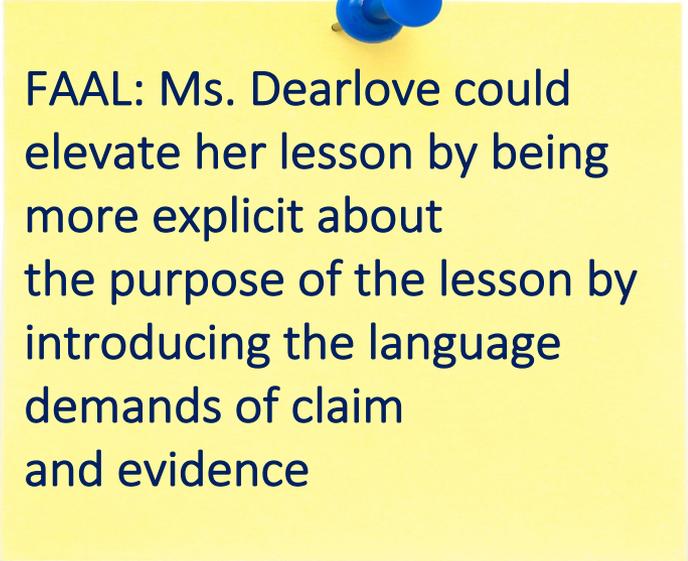
Fostering Metacognition for Disciplinary Learning

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 (including how, why, or when to use them) to both groups of students?

Monitoring and Guiding Disciplinary Learning

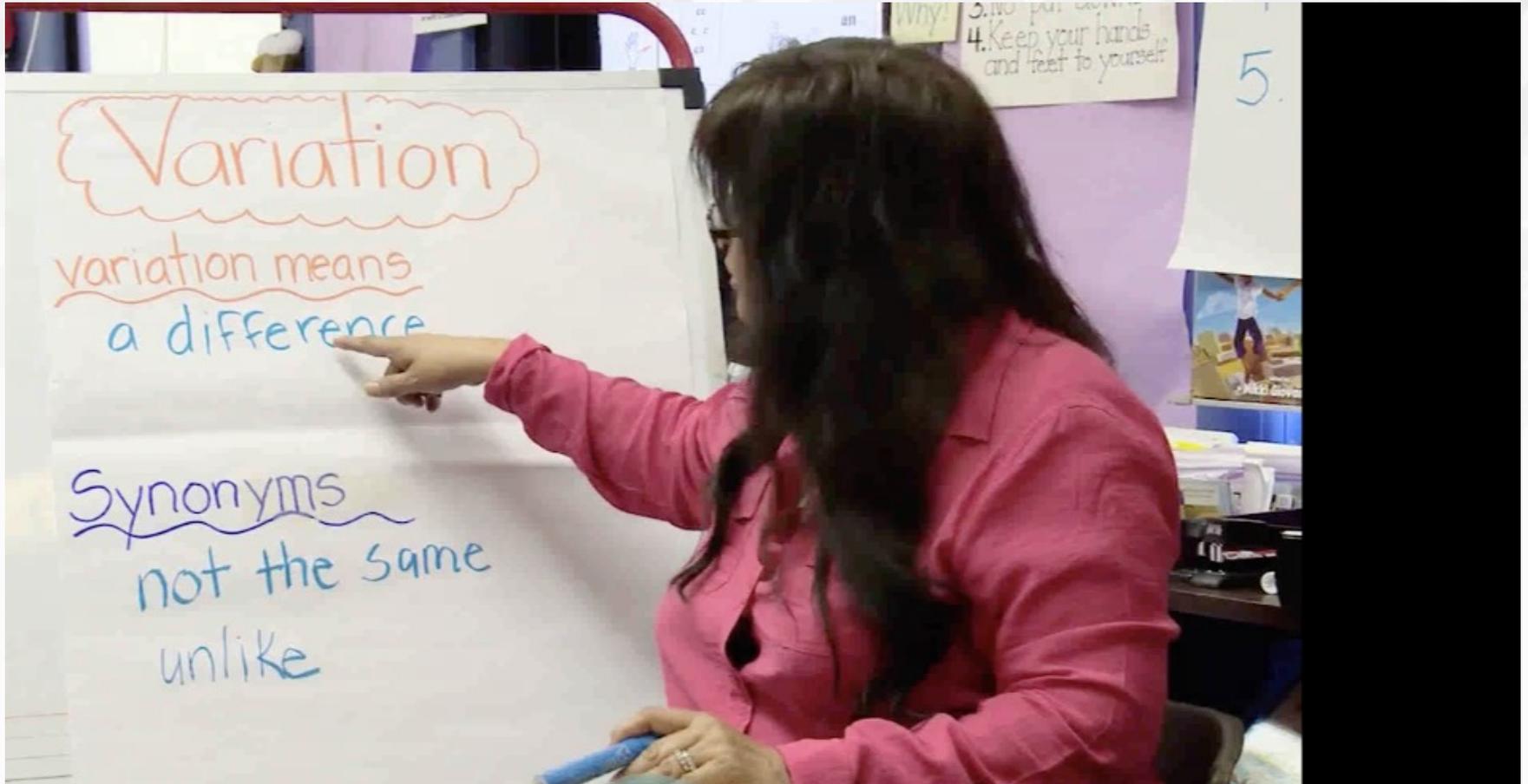
1. What strategies/ approaches will you use to monitor learning of both groups of students?
2. What strategies/ approaches will you use to provide feedback to both groups of students?

- ✧ 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

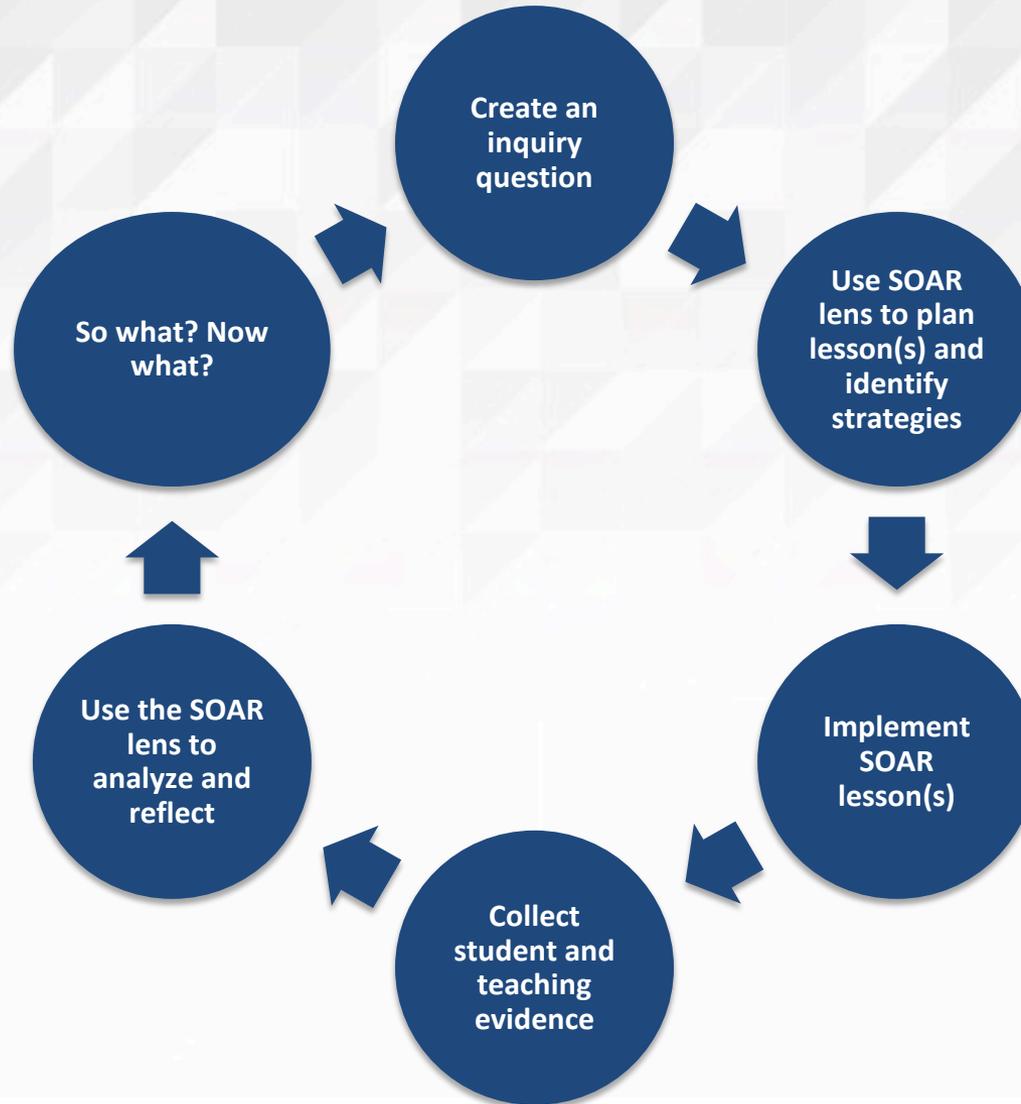
Step into the classroom



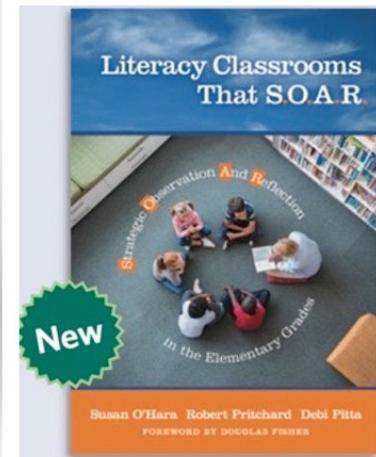
Quickwrite and Share Out

How did the set of activities help you see SOAR as a lens that can be used by teachers, or to support teachers, to plan, teach, reflect on, and elevate teaching?

SOAR Inquiry Cycle in Action



Literacy Classrooms that SOAR



Literacy Classrooms that S.O.A.R:
Strategic Observation And
Reflection in the Elementary
Grades

Book – Teachers College Press
<https://www.soarpractices.org/publications>

Strengthening Student-to-Student Discussions
in Traditional, Hybrid and Online Classrooms
[Register Here](#)



Module One

- Module One Manual
- Module One Slide Deck
- Literacy Classrooms that SOAR
- Disciplinary Discussions Posters

Email the SOAR Team



Learn how to build conversation skills and design supported opportunities for all of your students to engage in discussions about academic content with diverse partners. Explore lessons via video and vignettes showcasing how other teachers have implemented the SOAR practices in traditional and hybrid classrooms. Experience instructional strategies for implementing discussions with your students in traditional and hybrid classrooms.



Module Two

- Module Two Manual
- Module Two Slide Deck
- Identifying Language Demands
- Disciplinary Discussions Card

Email the SOAR Team



Learn how to facilitate acquisition of the academic language students need to effectively engage in discussions and how to monitor and guide those discussions. Experience a range of instructional strategies and lesson ideas for use in your classroom to support these practices.



Module Three

- Module Three Manual
- Module Three Slides
- Discussions in Hybrid Classrooms
- Animated Videos LAUSD

Disciplinary Discussions
Launches April 14th and again in June
Register at <https://www.soarpractices.org>

Evaluation
