

# DISCIPLINARY INTERACTIONS with COMPLEX TEXT Module One Manual



# Table of Contents

SECTION		PAGE
1	Handouts that Accompany Slides.....	1
2	Post Module Activities.....	8
3	Resources.....	20

# SOAR® High-Impact Practices Literacy



# Disciplinary Interactions with Complex Text: Literacy

<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</b></p> <ul style="list-style-type: none"> <li>Introduce and/or refer to the academic language demands of texts and tasks</li> <li>Provide extended and supported opportunities for students to acquire and use the features of academic language</li> </ul>	<p><b>Fostering Metacognition for Disciplinary Learning</b></p> <ul style="list-style-type: none"> <li>Visibly enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning</li> <li>Deconstruct metacognitive processes and/or strategies that support disciplinary learning</li> </ul>	<p><b>Monitoring and Guiding Disciplinary Learning</b></p> <ul style="list-style-type: none"> <li>Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs</li> <li>Provide written and/or oral feedback during lessons to promote disciplinary learning</li> </ul>
<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>		

## Video Evidence

- ◆ Watch the video.
- ◆ Take notes any evidence of the elements of the high-impact practice, Disciplinary Interactions with Complex Text.
- ◆ When the video ends take a few minutes to organize your thoughts.
- ◆ You will be placed into a breakout room with other participants to discuss and compare your evidence.
- ◆ Element 1: 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
- ◆ Element 2: Provide and support extended opportunities for students to interact with complex text to build academic language and disciplinary skills

What would this look like in a hybrid classroom?

- ◆ The video showcased the practice of D in a traditional classroom.
- ◆ Take a few minutes to write down some thoughts on what this might look like in a hybrid classroom.
- ◆ You will be placed in a discussion room to share your ideas. Pay particular attention to the routines the teacher uses and discuss what routines could be used when some of your students are in the classroom and some are online.
- ◆ When you are done, type some of your groups ideas into the chat.

## Yellowstone National Park: Hidden Superforce

Yellowstone National Park has long been appreciated for its abundant wildlife and amazing hot springs and geysers. Geysers are like natural fountains. The most famous geyser, Old Faithful, bounds into life very ninety minutes with a scalding tower of water and steam that attracts millions of visitors every year.

The secret of all this activity actually lies far beneath the surface of the earth. It has been determined that there is an enormous “supervolcano” buried beneath the beauty of Yellowstone. This phenomenon erupted 640,000 years ago, ripping the area apart and causing part of the park to cave in.

But it isn’t done yet. While no one has seen the supervolcano erupt, there is increased activity in the geysers and hot springs of the park, which may suggest it is picking up steam. If the supervolcano were to erupt, the explosion could be powerful enough to be heard around the world. Ash would fill the sky, and the sun would be hidden for months.

## Chunking the Text: Pluto Is Way Cooler

New Horizons took a bunch of snapshots, made some quick measurements of Pluto's atmosphere, and sent them all back here, giving planetary scientists their first up-close look of the distant dwarf planet.

Be prepared to share out.



## Before Module Two on February 25th

- ◆ Read the second grade vignette on pages 8-10 OR the sixth grade vignette on pages 11-13 and identify evidence of Disciplinary Interactions with Complex Text.
- ◆ Compare your evidence to the evidence experts found for second grade (p. 14-16), or for fourth grade (P. 17-19).
- ◆ Read chapter one from Literacy Classrooms that SOAR which is on the course website at
- ◆ Read chapter one from Literacy Classrooms that SOAR: Strategic Observation and Reflection in Elementary Classrooms which is on the course website at <https://www.soarpractices.org/interactions-with-complex-text>

## Section 2. Post Module Activities

### Identifying Evidence in Vignettes

#### Step Inside the Classroom

Read either the second or sixth grade vignette that follows. Using the language of the practice and its elements as a guide, underline any evidence that indicates how the teacher addresses this practice. When you have finished, compare what you have underlined to the highlighted evidence you'll find below the sixth grade vignette.

#### Second Grade Vignette

Mr. Alvarez's class has been reading Dr. Seuss books all week to celebrate Read Across America Day. He also has been working with his students on having peer-to-peer discussions about the books. The students have identified four different learning partners based on different Dr. Seuss characters (Lorax, Horton, Thing One and Two, and Grinch) that they work with on different days. After each book was read, he had students work in pairs to ask and answer the questions who, what, where, when, why, and how, using prompts and responses. He then created a large class size matrix for each book, had the class come to consensus regarding the answers to those questions, and posted them.

The standards this unit is addressing are:

- CCSS.ELA-LITERACY.RI.2.6  
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CCSS.ELA-LITERACY.RL.2.1  
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Mr. Alvarez begins the day with half of his class at their desks and the other half joining via Zoom. He has logged into Zoom via his main computer and projected it to a screen at the front of his class. He has also logged into Zoom on his iPad which is on a tripod facing him and is connected to his Apple tv where the grid of zoom students is showing. Each classroom student has a Chromebook and headphones and is logged onto Zoom also.

He begins by saying, "We have read a lot of Dr. Seuss books. You have identified the key details in each of the books with your learning partners. I will place you into a quick talk room with your Horton partner and I want you to explain which book is your favorite and why? Remember your prompts and responses? Let's reread them. 'What is your favorite book? My favorite book is.... Why is it your favorite? It is my favorite because.... Can you tell me more?' Remember we have been working on building off of each other's ideas. So, ask questions to

clarify and fortify your partner's ideas." Mr. Alvarez launches the breakout rooms. He then walks around the room monitoring students' responses. When he wants to listen to a conversation, he taps a student on the shoulder and asks them to remove their headphones. When they are done, he closes the breakout rooms and directs them back together. "Wow, I am so impressed with your ideas and great thinking! You are really having good discussions and building off of each other's ideas. I heard Francisca ask George, 'What was your favorite part of the book?' And then she asked him why it was his favorite." The teacher and students create a bar graph displaying their favorites.

"Today we are going to read a biography of Dr. Seuss. We have read other biographies this year. Connect to your Horton partner and together work on a definition of 'biography' and give one example of one we have read." He relaunches the breakout rooms. Once they are done, he calls on a few students to give examples and a definition, making sure to select both classroom and zoom students to share. Together they agree that the definition of a biography is an account of a person's life and achievements. He asks his students what they think will be some of Dr. Seuss' achievements that will be mentioned in this book.

He shows the students the cover and reads the title, *Dr. Seuss, the Great Doodler*. He asks the students to type into chat what they think a doodler is, using any clues they might get from the cover. He directs students to take their books out. He does a picture walk with his students as an opportunity to introduce any vocabulary they might have difficulty with and for them to get a sense of the storyline. He also notes that this book is not divided into chapters and covers a lot of information.

He explains to the students, "Boys and girls, we know this book is a biography and typically biographies are divided into chapters to make it easier to categorize the information. So, we are going to make chapters using our sticky notes to make it easier for us. Pages 4-5 are the Introduction. Put a sticky note on page 6. Write 'Childhood' on it." He continues to help the students divide the book into sections.

"Ok, now we are going to start reading each chapter. I want you and your partner to read the section individually, discuss what you read, and then answer the questions who, what, where, when, why, and how. While you are reading, be thinking about those questions. Maybe not all of the questions will be answered. So, you need to look back at the text and decide. That is what good readers do. They go back to the text to look for the answers."

"In your packets you should have highlighting tape to highlight the answers to the questions in the text. Take this out of your packet now. I am going to model it for you with Jose. Ok, Jose and I just finished reading. Using our prompts and responses, I ask Jose, 'Who is this about?' Jose responds, 'This is about Dr. Seuss who is also Ted Geisel. Do you agree?' 'Yes, I agree. Let's highlight that part of the text.' 'What is this section about?' 'It is about him winning the Pulitzer Prize. Do you agree?' 'Yes.' 'Ok, let's find that sentence and highlight it.'"

"Now, boys and girls, read the next section and discuss the answers to the questions and, when you agree, you should both use the highlighting tape to mark it." He launches the

breakout rooms and walks around monitoring the students' conversations. He taps Erica on the shoulder and asks if he can listen in. He listens for a while and then he says, "Erica, I notice you and Felipe have answered the who and when. Good job! Are you stuck on the rest? Do you think there is an answer to why? What about how? .... I agree with you. Those questions aren't answered. Let's think about the what. What did Ted do as a child? .... Yes, he doodled. Highlight that. Good thinking you two! Way to persevere and not give up!"

When the students have finished this section, he closes the breakout rooms and then he asks students to reflect on the activity and how they were able to answer the questions. "Type a thumbs up sign into zoom if you and your partner did ok, thumb sideways if you feel unsure of your answers, and thumbs down if you feel it was really hard." Most of the students respond with thumbs up. Based upon the work students did today and the length of the next section, Mr. Alvarez decides to have students read the section together and discuss it as a class. He will work with them to identify the answers to the questions by calling on students for their input and by doing a think aloud.

At the end of the week when students have finished the text and task, Mr. Alvarez asks them to connect with their Lorax partner and reflect on the question, "What was the author's main purpose for writing this book? Was she answering a question, explaining something, or describing something?" He points to the prompts and responses in their packets and on the pocket chart, reminding the students to use them. Mr. Alvarez walks around monitoring the students' responses and uses of the prompts. He has students share out their responses.



## Sixth Grade Vignette

**RI.6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA.RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**CCSS.ELA.RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**CCSS.ELA.SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Ms. Peck’s sixth grade class is a hybrid class. Group A attends in class sessions on Mondays and Tuesdays and Zoom sections on Thursdays and Fridays. Group B attends Zoom sessions on Mondays and Tuesdays and in class sessions on Thursdays and Fridays. On Wednesdays Ms. Peck sets independent learning activities online for all of her students and she meets online with small groups who need additional support.

Ms. Peck begins the day explaining to her students that they are going to be reading a short text about a scientist. She projects on her screen the learning targets that are written in kid friendly “I Can” statements.

She begins by explaining who Richard Feynman was. “Richard Feynman was a physicist. Does anyone know what that type of scientist studies? Physicists study how energy and matter interact. Ben Franklin was the first American physicist when he characterized the two kinds of electric charge, positive and negative. Does anyone watch ‘The Big Bang Theory’? Well, Leonard and Sheldon are physicists.” A Zoom student raises his hand, she unmutes him, and he responds, “I watch it. They talk about String Theory, whatever that is, dark energy, and they are always doing equations on his whiteboard.”

Ms. Peck responds, “Ok, one way to think of it is physicists are interested in what makes the universe tick. This will be an important piece of information to think about as you read the text, ‘The Making of a Scientist’ by Richard Feynman. She directs students to make sure they have the text out. This is a memoir, a collection of memories from someone’s life. We are going to chunk the text as you read today. Let’s number the paragraphs, and each paragraph will be a ‘chunk’. We are going to use the *Say/Do/Mean* strategy that we learned last week. We are also going to circle any word choices the author made that affected the tone or mood. I am going to model how you and your partner will chunk and discuss the text using the graphic organizer as our guide. Jesus, will you model with me?” Jesus is on Zoom and she projects her interaction with him.

**Say/Do/Mean:** Use the Say/Do/Mean chart below to help you understand what the author is saying and doing in the text, and to understand the significance of the text.

1. Number the paragraphs.
  2. Chunk the text.
  3. Circle key words in the text.
  4. Answer the questions on the graphic organizer.
- (Continue on the back or on another page if necessary.)

¶ #	<b>What is the author saying in the text?</b> Here are some questions you should ask: What is this section about? What is the content? What did I learn from this?	<b>What is the author doing in the text?</b> Here are some examples of what authors do: Giving an example Interpreting data Sharing an anecdote Summarizing information Reflecting on a process	<b>My interpretation or insights about the text.</b> Here are some examples of insight: Analyze why the author used a certain technique. Relate it to something else you read. Relate it to a current issue. Relate it to your experience.

“Ok, I’ll read the first paragraph/chunk while you follow along. I would circle the phrase ‘If he’s a boy, he’s going to be a scientist’ .... So, I think this section is saying that his father was going to teach him to be a scientist. “I think he means that his father treated him differently by the activities he did with him. What do you think?” asks Ms. Peck.

“Yes, like the example of his father pushing down the tiles like dominos and seeing them fall was kind of like an experiment to make him curious. So that is an example of an anecdote,” comments Jesus.

“Ok, let`s write these down on our graphic organizer,” says Ms. Peck. “Ok, ladies and gentlemen, any questions? I’ll be placing you into breakout rooms now. I will be walking around listening to you and helping out if you have any questions. If I tap you on the shoulder, please remove your headphones so I can hear your conversations”

The classroom students have their Chromebooks and headphones out and are connected to Zoom. Ms. Peck launches the breakout rooms and walks around the room listening to students discuss the memoir. She stops at one set of partners and taps the student on the shoulder to have him unplug his headphones so she can listen in. She hears the students saying, “In paragraph five, I think the author is saying that his father would take the information they were reading and make it real. What do you think? .... Yes, and he does that by citing an example with the T. Rex. I`m not sure what we need to say in the ‘mean` column. Do you?” Ms. Peck says, “Think about what I said about physicists. They are interested in how the universe ticks. What is going on here with his father`s examples?”

Students respond, “So this means his father is trying to help him visualize and think about it, not just reading the words on a page but what they mean.”

Ms. Peck responds, “I am very impressed how you thought more deeply about that passage to get that meaning. Nice thinking.”

Students continue to work on the text until the end of the period. Ms. Peck asks students to talk with their partner about the central idea of the article and four major examples the author used to illustrate it. She walks about the room monitoring student responses and prompting with questions as necessary. She sends a message to the breakout rooms with the following direction. “Now take a moment and reflect on your reading and discussion with your partner today. What worked? What could you do better tomorrow? Write it on a sticky note, take a photo and send it to me in Zoom. Then leave it on your paper as a reminder tomorrow.”

The next day Ms. Peck has students take out the memoir. She asks students to look back at the vocabulary they identified and complete a quickwrite in the comment box in Zoom. How did it affect tone or meaning of the text? She asks students to share the vocabulary they identified and a working definition.

She then points out the use of flashbacks the author used. She asks, “What is a flashback? Look at our anchor chart” .... “Yes, a flashback is an event or scene that is taking place at an earlier time. Work with your partner and identify the flashbacks. Once you have identified them, talk with your partner about why the author chose to use them. How did the flashbacks convey the main idea or theme of this memoir?” She launches the new breakout rooms. Today she monitors students by joining the different breakout rooms from her computer and listening in. She sends a message to the breakout rooms asking students to share out one idea by adding it to the shared class document and she includes a link to that document.

Students add their ideas. She then posts a message to the breakout rooms, “What does it mean to really know something? Talk with your partner again and decide using our conversation skills, what does it mean to really know something? Is it just being able to give a definition? Talk.” Ms. Peck walks around listening to the students` lively conversations and appreciates their enthusiasm.

She gives the students a 1-minute warning that the breakout room will be closing. Then she closes the breakout rooms and brings the class back together to continue delving into the topic. She asks, “What do you think Dr. Feynman`s father`s definition of knowing something would be?” She calls on some students to share responses. She then asks, “Why did Dr. Feynman write this memoir?” She ends the lesson with a quote from Dr. Feynman, “I learned very early the difference between knowing the name of something and knowing something.”

The Making of a Scientist by Richard Feynman can be found at <https://www.tes.com/lessons/q1qFORjqrAMfuA/the-making-of-a-scientist-a-close-reading>.

## Step Inside the Classroom

Read either the second or sixth grade vignette that follows. Using the language of the practice and its elements as a guide, underline any evidence that indicates how the teacher addresses this practice. When you have finished, compare what you have underlined to the highlighted evidence you'll find below the sixth grade vignette.

### Second Grade Vignette

Mr. Alvarez's class has been reading Dr. Seuss books all week to celebrate Read Across America Day. He also has been working with his students on having peer-to-peer discussions about the books. The students have identified four different learning partners based on different Dr. Seuss characters (Lorax, Horton, Thing One and Two, and Grinch) that they work with on different days. After each book was read, he had students work in pairs to ask and answer the questions who, what, where, when, why, and how, using prompts and responses. He then created a large class size matrix for each book, had the class come to consensus regarding the answers to those questions, and posted them.<sup>DICT</sup>

The standards this unit is addressing are:

- CCSS.ELA-LITERACY.RI.2.6  
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- CCSS.ELA-LITERACY.RL.2.1  
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Mr. Alvarez begins the day with half of his class at their desks and the other half joining via Zoom. He has logged into Zoom via his main computer and projected it to a screen at the front of his class. He has also logged into Zoom on his iPad which is on a tripod facing him and is connected to his Apple tv where the grid of zoom students is showing. Each classroom student has a Chromebook and headphones and is logged onto Zoom also.

He begins by saying, "We have read a lot of Dr. Seuss books. You have identified the key details in each of the books with your learning partners."<sup>DICT</sup> I will place you into a quick talk room with your Horton partner and I want you to explain which book is your favorite and why? Remember your prompts and responses? Let's reread them. 'What is your favorite book? My favorite book is.... Why is it your favorite? It is my favorite because.... Can you tell me more?' Remember we have been working on building off of each other's ideas. So, ask questions to clarify and fortify your partner's ideas." Mr. Alvarez launches the breakout rooms. He then walks around the room monitoring students' responses. When he wants to listen to a conversation, he taps a student on the shoulder and asks them to remove their headphones. When they are done, he closes the breakout rooms and directs them back



together. “Wow, I am so impressed with your ideas and great thinking! You are really having good discussions and building off of each other’s ideas. I heard Francisca ask George, ‘What was your favorite part of the book?’ And then she asked him why it was his favorite.” The teacher and students create a bar graph displaying their favorites.

“Today we are going to read a biography of Dr. Seuss. We have read other biographies this year. Connect to your Horton partner and together work on a definition of ‘biography’ and give one example of one we have read.” He relaunches the breakout rooms. Once they are done, he calls on a few students to give examples and a definition, making sure to select both classroom and zoom students to share. Together they agree that the definition of a biography is an account of a person’s life and achievements. He asks his students what they think will be some of Dr. Seuss’ achievements that will be mentioned in this book.

He shows the students the cover and reads the title, *Dr. Seuss, the Great Doodler*. He asks the students to type into chat what they think a doodler is, using any clues they might get from the cover. <sup>DICT</sup>He directs students to take their books out. He does a picture walk with his students as an opportunity to introduce any vocabulary they might have difficulty with and for them to get a sense of the storyline. He also notes that this book is not divided into chapters and covers a lot of information.

He explains to the students, “Boys and girls, we know this book is a biography and typically biographies are divided into chapters to make it easier to categorize the information. So, we are going to make chapters using our sticky notes to make it easier for us. Pages 4-5 are the Introduction. Put a sticky note on page 6. Write ‘Childhood’ on it.” He continues to help the students divide the book into sections. <sup>DICT</sup>

“Ok, now we are going to start reading each chapter. I want you and your partner to read the section individually, discuss what you read, and then answer the questions who, what, where, when, why, and how. While you are reading, be thinking about those questions. Maybe not all of the questions will be answered. So, you need to look back at the text and decide. That is what good readers do. They go back to the text to look for the answers.” <sup>DICT</sup>

“In your packets you should have highlighting tape to highlight the answers to the questions in the text. Take this out of your packet now. I am going to model it for you with Jose. Ok, Jose and I just finished reading. Using our prompts and responses, I ask Jose, ‘Who is this about?’ Jose responds, ‘This is about Dr. Seuss who is also Ted Geisel. Do you agree?’ ‘Yes, I agree. Let’s highlight that part of the text.’ ‘What is this section about?’ ‘It is about him winning the Pulitzer Prize. Do you agree?’ ‘Yes.’ ‘Ok, let’s find that sentence and highlight it.’”

“Now, boys and girls, read the next section and discuss the answers to the questions and, when you agree, you should both use the highlighting tape to mark it.” <sup>DICT</sup> He launches the breakout rooms and walks around monitoring the students’ conversations. He taps Erica on

the shoulder and asks if he can listen in. He listens for a while and then he says, “Erica, I notice you and Felipe have answered the who and when. Good job! Are you stuck on the rest? Do you think there is an answer to why? What about how? .... I agree with you. Those questions aren’t answered. Let’s think about the what. What did Ted do as a child? .... Yes, he doodled. Highlight that. Good thinking you two! Way to persevere and not give up!”

When the students have finished this section, he closes the breakout rooms and then he asks students to reflect on the activity and how they were able to answer the questions. “Type a thumbs up sign into zoom if you and your partner did ok, thumb sideways if you feel unsure of your answers, and thumbs down if you feel it was really hard.” Most of the students respond with thumbs up. Based upon the work students did today and the length of the next section, Mr. Alvarez decides to have students read the section together and discuss it as a class. He will work with them to identify the answers to the questions by calling on students for their input and by doing a think aloud.

At the end of the week when students have finished the text and task, Mr. Alvarez asks them to connect with their Lorax partner and reflect on the question, “What was the author’s main purpose for writing this book? Was she answering a question, explaining something, or describing something?” <sup>DICT</sup> He points to the prompts and responses in their packets and on the pocket chart, reminding the students to use them. Mr. Alvarez walks around monitoring the students’ responses and uses of the prompts. He has students share out their responses.



## Sixth Grade Vignette

**RI6.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCSS.ELA.RL6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**CCSS.ELA.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**CCSS.ELA.SL6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Ms. Peck's sixth grade class is a hybrid class. Group A attends in class sessions on Mondays and Tuesdays and Zoom sections on Thursdays and Fridays. Group B attends Zoom sessions on Mondays and Tuesdays and in class sessions on Thursdays and Fridays. On Wednesdays Ms. Peck sets independent learning activities online for all of her students and she meets online with small groups who need additional support.

Ms. Peck begins the day explaining to her students that they are going to be reading a short text about a scientist. She projects on her screen the learning targets that are written in kid friendly "I Can" statements.

She begins by explaining who Richard Feynman was. "Richard Feynman was a physicist. Does anyone know what that type of scientist studies? Physicists study how energy and matter interact. Ben Franklin was the first American physicist when he characterized the two kinds of electric charge, positive and negative. Does anyone watch 'The Big Bang Theory'? Well, Leonard and Sheldon are physicists." A Zoom student raises his hand, she unmutes him, and he responds, "I watch it. They talk about String Theory, whatever that is, dark energy, and they are always doing equations on his whiteboard."<sup>DICT</sup>

Ms. Peck responds, "Ok, one way to think of it is physicists are interested in what makes the universe tick. This will be an important piece of information to think about as you read the text, 'The Making of a Scientist' by Richard Feynman."<sup>DICT</sup> She directs students to make sure they have the text out. This is a memoir, a collection of memories from someone's life. We are going to chunk the text as you read today. Let's number the paragraphs, and each paragraph will be a 'chunk'. We are going to use the *Say/Do/Mean* strategy that we learned last week.<sup>DICT</sup> We are also going to circle any word choices the author made that affected the tone or mood. I am going to model how you and your partner will chunk and discuss

the text using the graphic organizer as our guide. Jesus, will you model with me?” Jesus is on Zoom and she projects her interaction with him.

**Say/Do/Mean:** Use the Say/Do/Mean chart below to help you understand what the author is saying and doing in the text, and to understand the significance of the text.

1. Number the paragraphs.
  2. Chunk the text.
  3. Circle key words in the text.
  4. Answer the questions on the graphic organizer.
- (Continue on the back or on another page if necessary.)

¶ #	<b>What is the author saying in the text?</b> Here are some questions you should ask: What is this section about? What is the content? What did I learn from this?	<b>What is the author doing in the text?</b> Here are some examples of what authors do: Giving an example Interpreting data Sharing an anecdote Summarizing information Reflecting on a process	<b>My interpretation or insights about the text.</b> Here are some examples of insight: Analyze why the author used a certain technique. Relate it to something else you read. Relate it to a current issue. Relate it to your experience.

“Ok, I’ll read the first paragraph/chunk while you follow along. I would circle the phrase ‘If he’s a boy, he’s going to be a scientist’ .... So, I think this section is saying that his father was going to teach him to be a scientist. “I think he means that his father treated him differently by the activities he did with him. What do you think?” asks Ms. Peck. <sup>DICT</sup>

“Yes, like the example of his father pushing down the tiles like dominos and seeing them fall was kind of like an experiment to make him curious. So that is an example of an anecdote,” comments Jesus.

“Ok, let’s write these down on our graphic organizer,” says Ms. Peck. “Ok, ladies and gentlemen, any questions? I’ll be placing you into breakout rooms now. I will be walking around listening to you and helping out if you have any questions. If I tap you on the shoulder, please remove your headphones so I can hear your conversations”

The classroom students have their Chromebooks and headphones out and are connected to Zoom. Ms. Peck launches the breakout rooms and walks around the room listening to students discuss the memoir. She stops at one set of partners and taps the student on the shoulder to have him unplug his headphones so she can listen in. She hears the students saying, “In paragraph five, I think the author is saying that his father would take the information they were reading and make it real. What do you think? .... Yes, and he does that by citing an example with the T. Rex. I’m not sure what we need to say in the ‘mean’ column. Do you?” Ms. Peck says, “Think about what I said about physicists. They are interested in how the universe ticks. What is going on here with his father’s examples?”

Students respond, “So this means his father is trying to help him visualize and think about it, not just reading the words on a page but what they mean.”

Ms. Peck responds, “I am very impressed how you thought more deeply about that passage to get that meaning. Nice thinking.”

Students continue to work on the text until the end of the period. Ms. Peck asks students to talk with their partner about the central idea of the article and four major examples the author used to illustrate it. <sup>DICT</sup> She walks about the room monitoring student responses and prompting with questions as necessary. She sends a message to the breakout rooms with the following direction. “Now take a moment and reflect on your reading and discussion with your partner today. What worked? What could you do better tomorrow? Write it on a sticky note, take a photo and send it to me in Zoom. Then leave it on your paper as a reminder tomorrow.”

The next day Ms. Peck has students take out the memoir. She asks students to look back at the vocabulary they identified and complete a quickwrite in the comment box in Zoom. How did it affect tone or meaning of the text? <sup>DICT</sup> She asks students to share the vocabulary they identified and a working definition.

She then points out the use of flashbacks the author used. She asks, “What is a flashback? Look at our anchor chart” .... “Yes, a flashback is an event or scene that is taking place at an earlier time. Work with your partner and identify the flashbacks. Once you have identified them, talk with your partner about why the author chose to use them. How did the flashbacks convey the main idea or theme of this memoir?” She launches the new breakout rooms. Today she monitors students by joining the different breakout rooms from her computer and listening in. She sends a message to the breakout rooms asking students to share out one idea by adding it to the shared class document and she includes a link to that document.

Students add their ideas. She then posts a message to the breakout rooms, “What does it mean to really know something? Talk with your partner again and decide using our conversation skills, what does it mean to really know something? Is it just being able to give a definition? Talk.” Ms. Peck walks around listening to the students` lively conversations and appreciates their enthusiasm. She gives the students a 1-minute warning that the breakout room will be closing. Then she closes the breakout rooms and brings the class back together to continue delving into the topic. She asks, “What do you think Dr. Feynman`s father`s definition of knowing something would be?” She calls on some students to share responses. She then asks, “Why did Dr. Feynman write this memoir?” <sup>DICT</sup> She ends the lesson with a quote from Dr. Feynman, “I learned very early the difference between knowing the name of something and knowing something.”

The Making of a Scientist by Richard Feynman can be found at <https://www.tes.com/lessons/q1qF0RjqrAMfuA/the-making-of-a-scientist-a-close-reading>.

## Section 3. Instructional Strategies for Implementing Disciplinary Interactions with Complex Text

### 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*<sup>1</sup>

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? <sup>2</sup>
- 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.<sup>4</sup>
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.

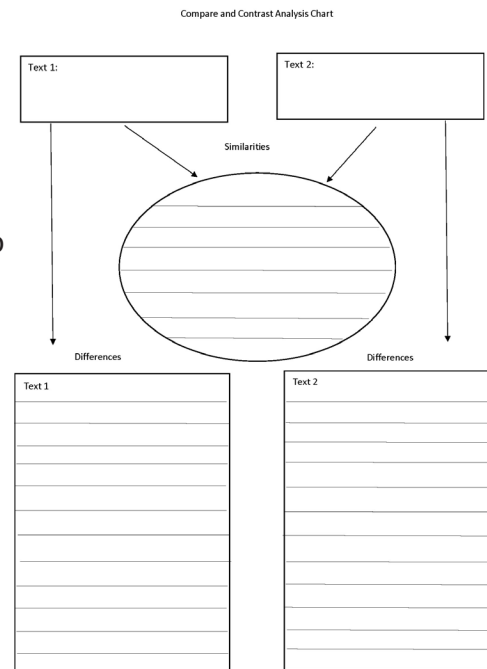
**Why Use This Strategy:** Analyzing two or more texts provides students with the opportunity to make inferences and draw conclusions based upon how the author used language, text features, and literary devices to convey meaning and/or purpose. Students gain more information, think more critically, and 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.<sup>5</sup>

**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.

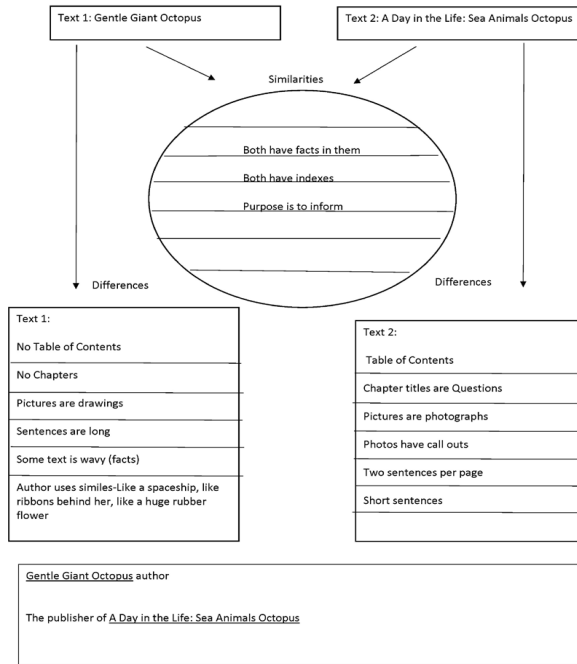
**How to Use This Strategy:** Begin by deciding what text comparison aligns with the CCSS and your learning target. Look for texts that lend themselves to being analyzed. The text can be visual, audio, or written. Once you have decided on the text, analyze the text yourself to be sure it is effective 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



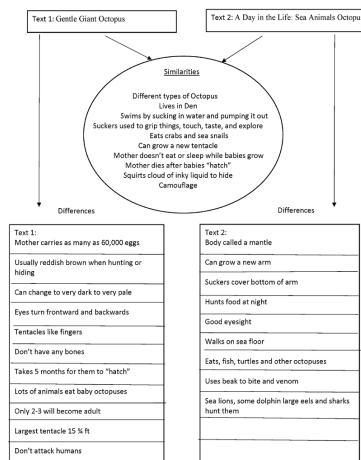
Compare and Contrast Analysis of Written Texts



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

Compare and Contrast Analysis Chart: Facts



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.msresources.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
<b>I felt...</b> <b>Prompts:</b> "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?"	<b>I learned...</b> <b>Prompts:</b> "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?"	<b>I noticed...</b> <b>Prompts:</b> "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. <sup>6</sup>

**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 <sup>7</sup>**

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:

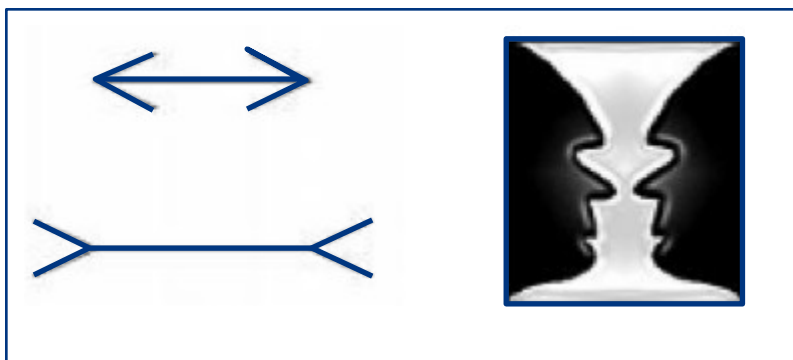


1. *Seriously Cinderella Is So Annoying! As Told by the Wicked Stepmother,*
  2. *Honestly, Red Riding Hood Was Rotten: The Story of Little Red Riding Hood as Told by the Wolf,*
  3. *Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant,*
  4. *Believe Me, Goldilocks 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

_____	_____
_____	_____
_____	_____

**Read and React**

Text Statement

Your Reactions

_____	_____
_____	_____
_____	_____

Summary Position Statement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_