SOAR
## Teaching Frames for Literacy®

Disciplinary Interactions with Complex Text

Webinar Series

Module 2

Routines for this Webinar

✧ Manual two is linked from the course webpage at soarpractices.org/complextext.

✧ Please have some blank paper to write on.

✧ Send a private chat to Lynn Solari with any procedural questions.

✧ When sharing out use the 'raise hand' or 'thumbs up'.

✧ We will place you into breakout rooms at different and you can invite us to join your breakout room at any time.

✧ We might broadcast directions to the breakout groups during discussions.

✧ There will be a time warning before closing breakout rooms down.

SOAR
Teaching Frames® for Literacy

DISCIPLINARY INTERACTIONS with COMPLEX TEXT
Module Two Manual

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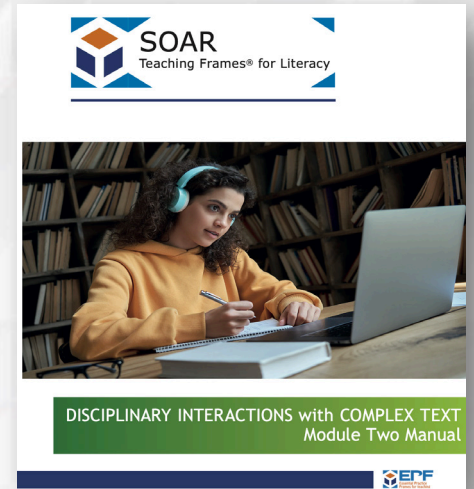
Norms

✧ 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.

Purpose of Module 2

✧ Understand the Cross-Cutting practices of Facilitating Acquisition of Academic Language (FAAL) and Monitoring and Guiding Disciplinary Learning (MG).

✧ We do this by:

- o unpacking the teaching practices;

- o examining a video example illustrating the practices being implemented;

- o exploring instructional strategies that support these practices in online and hybrid classrooms;

- o providing you with time to reflect and collaborate with colleagues.

Module 2

3:30-3:45   Review and Connector Activity

3:45-4:50   Unpacking FAAL with Instructional Strategies

4:50-5:45   Unpacking MG with Instructional Strategies

5:45-6:00   Wrap up

Who Wants to be a Millionaire?

Which High Impact Practice did we focus on last time?

Is this your Final Answer?

Yes   No

$1,000,000
$500,000
$100,000
$50.000
$10,000
$5000
$1000
$500
$200
$100

A Disciplinary Communication

C Disciplinary Interactions with Complex Text

B Disciplinary Discussions

D Disciplinary Uses of Evidence

How many Crossing-Cutting Practices are in a teaching frame?

Is this your Final Answer?

Yes   No

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$500,000
$100,000
$50.000
$10,000
$5000
$1000
$500
$200
$100

A One

Three

B Two

D Four

Which instructional strategy provides short passages for students to practice with?

Is this your Final Answer?

Yes No

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$100,000
$50.000
$10,000
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$1000
$500
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Chunking the Text

C Text Complexity

B Scaffolding

D Juicy Sentences

Which of these is NOT a factor affecting text complexity?

Is this your Final Answer?

Yes   No

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$100,000
$50,000
$10,000
$5000
$1000
$500
$200
$100

A Quantitative

C Reader and Task

B Qualitative

Close Reading

This practice focuses on how, why and when to use strategies.

Is this your Final Answer?

Yes   No

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$500,000
$100,000
$50,000
$10,000
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$500
$200
$100

A Facilitating Acquisition of Academic Language

C Monitoring and Guiding

Fostering Metacognition

D Designing Instruction

Foundational Practice Element 3 focuses on establishing these.

Is this your Final Answer?

Yes   No

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$5000
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A Connected Tasks

High Expectations

B Classroom Activities

D Learning Targets

Which practice focuses specifically on rigor?

Is this your Final Answer?

Yes   No

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$500
$200
$100

A Facilitating Acquisition of Academic Language

C Monitoring and Guiding

B Fostering Metacognition

Designing Instruction

MILLIONAIRE

What is comprised of 1 high impact, 3 cross-cutting and 1 foundational practice?

Is this your Final Answer?

Yes   No

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$50,000
$10,000
$5000
$1000
$500
$200
$100

Teaching Frame

◆C Academic Language

◆B Text Set

◆D Conversation Skills

____ is NOT 1 of the 3 features of academic language.

Is this your Final Answer?

Yes   No

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$100.000
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$10,000
$5000
$1000
$500
$200
$100

A Vocabulary

B Syntax

C Discourse

Demands

SOAR is an acronym that stands for _____.

Is this your Final Answer?

Yes   No

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$100,000
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$10,000
$5000
$1000
$500
$200
$100

A Supporting Output and Academic Rigor

Strategic Observation and Reflection

B Structuring Oral Activities and Routines

D Standards-based Opportunities and Rules

Disciplinary Interactions with Complex Text Teaching Frame

HIGH-IMPACT PRACTICE	• 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

CROSS-CUTTING PRACTICES	**Facilitating Acquisition of Academic Language (FAAL)** 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	**Fostering Metacognition for Disciplinary Learning (FMDL)** 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	**Monitoring and Guiding Disciplinary Learning (MGDL)** Element 1. Monitor learning and adjust instruction, supports, and disciplinary tasks to meet student needs Element 2. Provide written and/or oral feedback during lessons to promote disciplinary learning

FOUNDATIONAL PRACTICE	**Designing Instruction for Disciplinary Thinking and Understanding** • 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

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Features of Academic Language

Discourse

✧ Text structure (narrative and informational)
✧ Patterns of organization (C/E, C/C….)
✧ Voice and register
✧ Density of ideas
✧ Clarity and Coherence

Syntax

✧ Sentence structure (compound, complex) and length
✧ Transitions/Connectives (*however, because, therefore, yet, as, despite*)
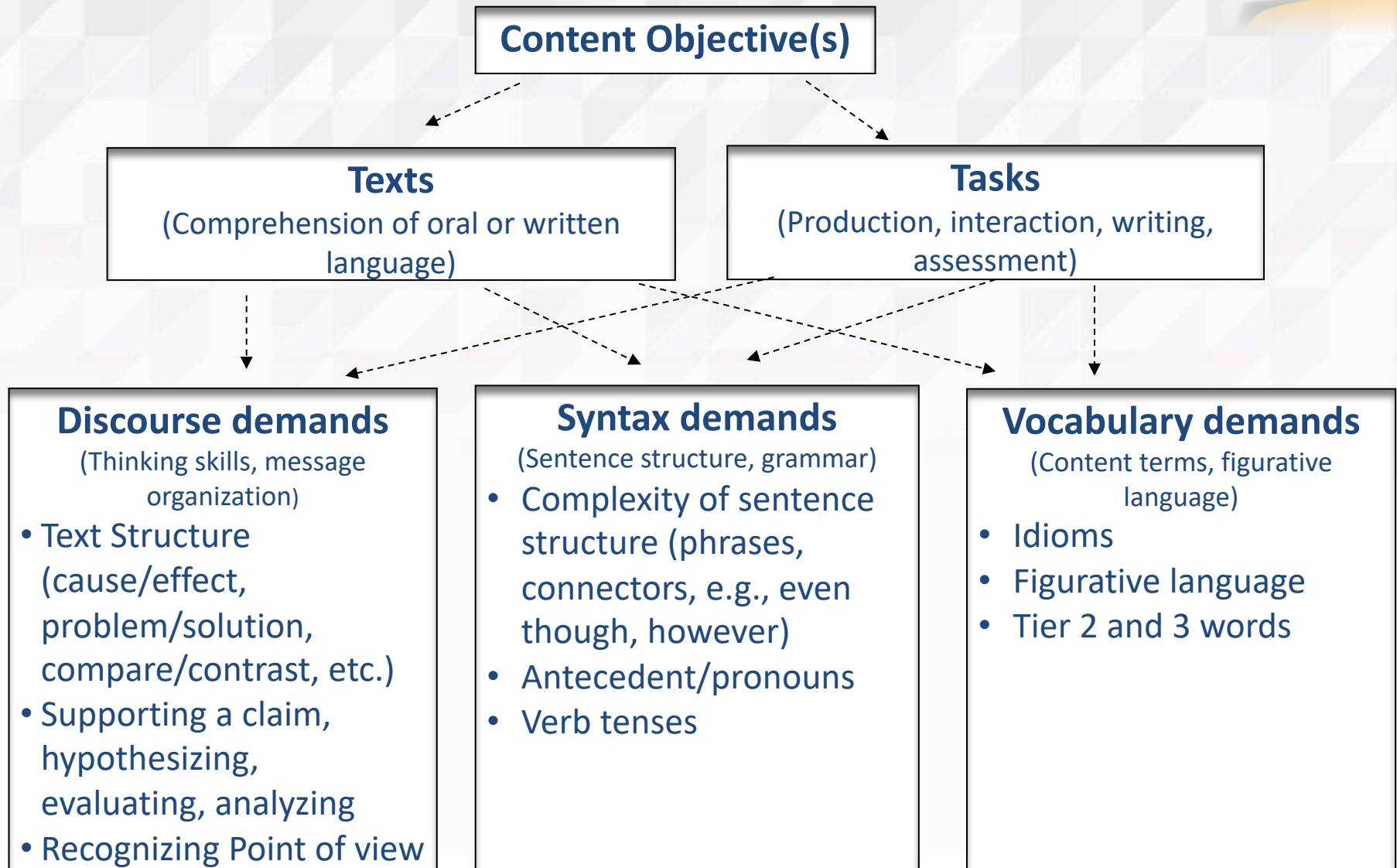✧ Complex verb tenses
✧ Pronouns and references

Vocabulary

✧ Content terms
✧ Figurative expressions and multiple meaning terms
✧ Affixes and roots
✧ General academic terms (*aspects, consider, as long as, perhaps*)

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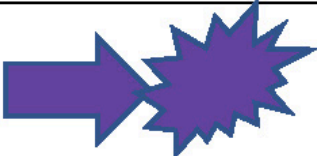# Facilitating Acquisition of Academic Language
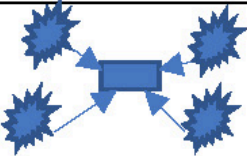
Element 1: *Introduce and/or refer to the academic language demands of texts and tasks* *(unknown words, complex sentences, text structures)*

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Identify Language Demands

Content Objective(s)

Texts
(Comprehension of oral or written language)

Tasks
(Production, interaction, writing, assessment)

Discourse demands
(Thinking skills, message organization)

- Text Structure (cause/effect, problem/solution, compare/contrast, etc.)
- Supporting a claim, hypothesizing, evaluating, analyzing
- Recognizing Point of view

Syntax demands
(Sentence structure, grammar)

- Complexity of sentence structure (phrases, connectors, e.g., even though, however)
- Antecedent/pronouns
- Verb tenses

Vocabulary demands
(Content terms, figurative language)

- Idioms
- Figurative language
- Tier 2 and 3 words

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Discourse

Informational Text Structures and Signal Words				
Description	Problem and Solution	Compare and Contrast	Cause and Effect	Sequence
Text provides details or characteristics of something	Text gives information about a problem and gives one or more solutions	Text discusses similarities and differences between people, places, things, etc.	Text describes how or why something happened (cause) and the results (effects) that follow	Text outlines chronical events or a list in a procedure
				1 2 3
Signal words	Signal words	Signal words	Signal words	Signal words
for example, specifically, for instance, in addition, another	problem, solve, so, because of, therefore, due to, leads to, as a result	similar, alike, both, different, unlike, just like, on the other hand, in contrast	since, because, due to, if, so, as a result of, then, consequently	first, next, then, last, finally, before, after

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Syntax

✧ The arrangement of words and phrases to create well-formed sentences.

✧ The strategy, Juicy Sentences involves the deconstruction of words and phrases in a sentence to help students understand how language and syntax are used to convey meaning.

Vocabulary

- ✧ Idioms: Raining cats and dogs; cold feet; under the weather

- ✧ Figurative language: simile, metaphor, personification, onomatopoeia, hyperbole, etc.

- ✧ Tier Two: High Frequency words used by mature language users, e.g., obvious, complex

- ✧ Tier Three: Low frequency, content specific words, e.g., photosynthesis, equation

Facilitating Acquisition of Academic Language

Element 2: *Provide extended and supported opportunities for students to acquire and use the features of academic language* *(vocabulary, syntax, discourse)*

Introducing Discourse Patterns

Read the text and identify the academic language that signals a pattern of organization. Write the pattern in column 1 and the signal words in column 2.

Pattern	Signal Words	Graphic Organizer

Discourse Patterns
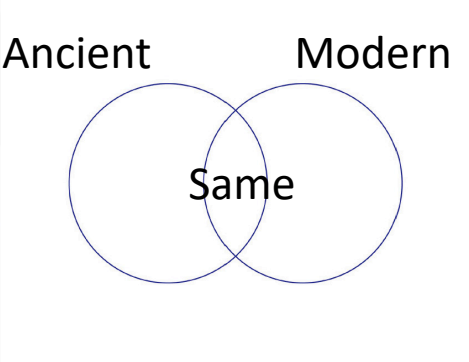
In some ways, the modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude.

On the other hand, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics, too.

Discourse Patterns

Complete the graphic organizer with information from the text.

Pattern	Signal Words	Graphic Organizer
Compare/ Contrast	In some ways On the other hand Unlike Alike Different Same	Ancient Modern Same

Sentence Building Activity

K-1: Find a substitute for each word in a simple grade level sentence.

Dogs sleep outside.

Puppies nap in the doghouse.

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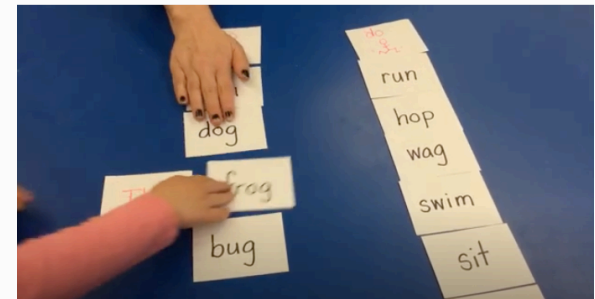
Sentence Combining

1. The girl was pretty.
2. The girl was young.
3. The girl was walking.
4. The girl was holding a banana.

1. The smell was strong.
2. The smell was spicy.
3. The smell came from the kitchen.
4. The kitchen was warm.
5. The kitchen was filled with women.

Sentence Dissection

"He knew that Washington was a general and lived in Virginia and was six feet tall and married to Martha and was the first President of the United States."

George Washington's Breakfast

By Jean Fritz

An example: Washington was a general.

Go to a breakout room to work with a partner. Type as many sentences as you can into Jamboard using the link Lynn has provided in chat.

Vocabulary: Tier 3 Word Walls

Vocabulary: Word Walls

Video

✦ Watch the video.

✦ Note any evidence of the elements of the Cross-Cutting practice, Facilitating Acquisition of Academic Language.

✦ When the video ends take 2-3 minutes to organize your thoughts.

✦ You will be placed into a breakout room with other participants to discuss and compare your evidence.

  ○ 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

Step Inside the Classroom

Video Debrief - Share out

What are some of the things your group discussed?

Remember to raise your hand by clicking on the 'raise hand' or 'thumbs up' button.

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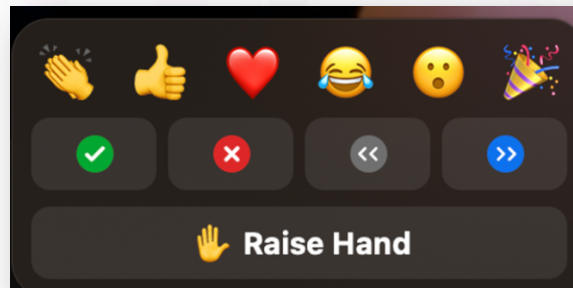
Video Debrief – Evidence We Saw

Element 1

✧ The teacher explains the academic vocabulary in the learning target, 'informed prediction'.

✧ Class reviews the scientific vocabulary which is posted on the board.

Element 2

✧ Students are using academic vocabulary to make an informed prediction about what will happen in a demonstration.

✧ The teacher provides students with the scientific vocabulary list to use when making their informed predictions.

✧ The students also have the diagram with processes visually represented and labelled with scientific vocabulary. This becomes a visual support for them when making informed predictions using appropriate academic language.

✧ As students make predictions the teacher prompts them for the correct academic vocabulary. For example, she asks them to use evaporates instead of rises.

Hybrid and Online Classrooms

✧ The video showcased the practice of Facilitating Acquisition of Academic Language in a traditional classroom.

✧ Take a few minutes to write down some thoughts on how you could facilitate acquisition of academic language in a hybrid or online classroom.

✧ You will be placed in a breakout room to share your ideas.

✧ When you are brought back together to the main session you will share ideas that came from your discussion into the chat.

Hybrid and Online Classrooms

✦ Provide sentence stems for students to access online to support them making their informed predictions when they write.

✦ Use an interactive whiteboard (e.g. Zoom or Jamboard) to chart the scientific vocabulary.

✦ Ask students to type what they think "Informed" and "prediction" mean into the chat.

✦ Provide students with an online document for recording their informed predictions.

✦ Provide the scientific vocabulary and diagram in their packet or as online documents.

✦ Pair students in breakout rooms to discuss their informed predictions.

✦ Ask students to record their informed predictions and share the recording with you online.

Remember

There are no native speakers of academic language.

All students - not just ELs - learn it in school through discussion and literacy.

Academic language needs to be taught explicitly.

Disciplinary Interactions with Complex Text Teaching Frame

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Monitoring and Guiding Disciplinary Learning

Element 1: *Monitor learning and adjust instruction, supports, and/or disciplinary tasks to meet student needs*

Defining Monitoring

"Activities pursued by teachers to keep track of student learning for purpose of making instructional decisions and providing feedback to students on their progress."

http://educationnorthwest.org/sites/default/files/monitoring-student-learning.pdf

Monitoring and adjusting based on what...

Gloopy and Blit

Gloopy is a borp. Blit is a lof. Gloopy klums like Blit. Gloopy and Blit are flums.

Ril had poved Blit to a jonfy. However, io had not poved Gloopy.

"The jonfy is for lofs," Blit boft to Gloopy. "Rom are a borp."

Gloopy was not klorpy. Then Blit was not klorpy either

1. What is Gloopy?
2. What is Blit?
3. Where did Ril and Blit go?
4. Was Gloopy klorpy?

How Are We Monitoring?

Key component of effectively tracking student reading progress is to monitor their reading throughout the lesson. Some examples are:

- ✧ Clipboard checklist
- ✧ Paraphrasing
- ✧ Fishbowl
- ✧ Entrance/exit tickets
- ✧ Protocols for summariizing
- ✧ Retelling

Monitoring and Guiding Disciplinary Learning

Element 2: *Provide written and/or oral feedback during lessons to promote disciplinary learning*

What Does the Research Say

"Academic feedback is more strongly and consistently related to achievement than any other teaching behavior….This relationship is consistent regardless of grade, socioeconomic status, race, or school setting…."

Bellon, Bellon & Blank, 1992

Research Also Says:

- Teachers claim they routinely give a lot of feedback to students.

- Trained observers see very low levels of teacher-to-student feedback during instruction that guides student learning.

Characteristics of Effective Feedback

- Directs attention to the intended learning, showing strengths and offering specific suggestions to guide improvement.

- Is provided during learning while there is still time to act on it.

- Addresses what the student knows but uses prompts to guide their learning.

- Corrections are limited to the amount the student can act on.

Jay Chappuis, Seven Strategies of Assessment for Learning, 2009

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Two Types of Feedback

Evaluative	Descriptive
Tells learners how they compare to others.	Provides specific information in the form of written comments or conversations.
Provides a judgment summarizing the quality of the learning.	Helps the learner understand what he or she needs to do to improve to meet the learning target
Is a direct result of summative assessment.	Is a crucial part of formative assessment.

Descriptive or Evaluative

What do you think?
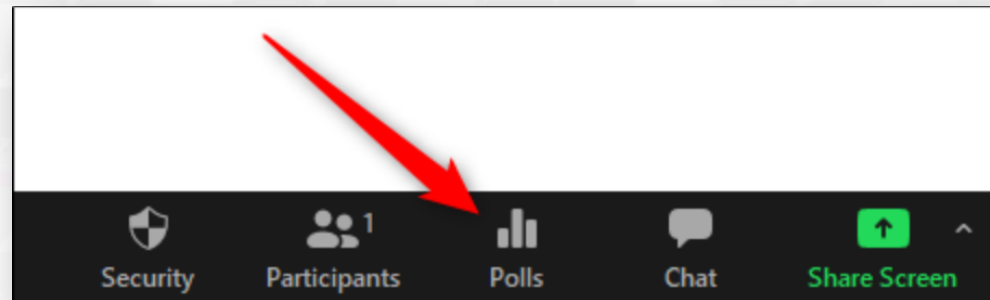
How Are We Providing Feedback?

A key component of effectively scaffolding/supporting all students in their interactions with complex text is to provide timely, consistent feedback that is specific and clearly connected to the prompt and language demands.

Some examples are:

✧ Paraphrasing students' comments.

✧ Asking a question that guides students to use a reading strategy.

✧ Modeling how to respond to the prompt for individual students.

✧ Providing opportunities for students to give each other feedback.

✧ Offering specific suggestions that help students understand what they need to do to improve.

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Instructional Strategy:
Cross Text Analysis

DICT Element 1:

Engage students in analysis of text to examine how language, text features, and/or literary devices are used to convey meaning and/or purpose

Text Set

A text set is a collection of resources from different genre, media, and levels of reading difficulty that are designed to support the learning of readers with a range of experiences, interests, and abilities.

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Sticks and Stones May Break My Bones

"Sticks and stones may break my bones
But words could never hurt me."
This I knew was surely true
And truth could _____ me.

But now I kn___
I've change___
For sticks and sto___
But words ___

Sticks and st___
But ___
But simpl___
On___

Mean Girls

Rachel Crow

Do you ever go to lunch with no one by your side
Cause the moment you arrive they all leave the table
Calling me everything but my name
Need I remind you again, just call me Rachel
How would you feel if you're running home crying
Lock yourself in your room, don't want anyone to see ya
While everyone's having fun outside, and you're telling yourself

I won't let it get to me no more
I don't wanna feel this way
I can't believe I let it go so far
No no, it's not okay
What do you know about me?
Do you wanna know what I think?
Mean girls, mean girls
I'm a just comb you outta my curls
Mean girls, mean girls
You no longer run my world
Mean girls, mean girls
I'm a just comb you outta my curls

Facts on Bullying

- Did you know there are different types of bullying? They are verbal, relational, physical, and cyberbullying.
- Did you know that cyberbullying is increasingly common? 15% to 35% of teens experience some form of it.
- Did you know the most common form of bullying is name-calling and teasing?
- Did you know boys tend to engage in bullying more often than girls, especially at high school age and beyond, and are more likely to engage in physical or verbal bullying, while girls more often engage in relational bullying?
- Did you know girls bully in groups more than boys do?
- Did you know boys tend to bully according to social status, such as athlete vs non-athlete while girls tend to b___y according to social status, popular vs non-popular?
- Did you k___ ___ave experienced bullying at some point?
- Did you k___ ___ctims of bullying each year?
- Did y___ ___ school every day because of
- Di___ ___ol, the most common
- ___ ___t report it?
- ___ ___ds and when
- ___ ___e time?
- ___ ___idents?
- ___ ___n to

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Bullying

Cross Text Analysis: Bullying

Poem	Fact Article	Song
1. What was the author's purpose in writing this poem? 2. Discuss the author's use of language in the last line in stanza 1, "and truth could not desert me." 3. How did his word choice throughout the poem impact you?	1. What fact was most surprising to you? 2. Discuss why the author used questions to convey facts about bullying. 3. Discuss why you think the author used repeated language. How did it affect you?	1. How did the images in the video support the lyrics of the song? 2. How did the repetition of certain words and phrases convey the message about bullying? 3. How did the tone of the lyrics affect your understanding of being bullied?
The text is saying…	The text is saying…	The text is saying…
The texts are similar…		
The texts are different….		
What questions do these texts raise for you? What reactions do you have to them either individually or together?		

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Sticks and Stones May Break My Bones

You will be placed in a breakout room with a partner to discuss the poem on page 13.

When doing this with students, you would have them discuss the three questions and then record their thoughts to "The text is saying..." prompt.

In the interest of time, you and your partner will just respond to "The text is saying..."

After 5 minutes we will bring you back together to share out.

Sticks and Stones May Break My Bones

"Sticks and stones may break my bones
But words could never hurt me."
This I knew was surely true
And truth could not desert me.

But now I know it is not so.
I've changed the latter part;
For sticks and stones may break the bones
But words can break the heart.

Sticks and stones may break the bones
But leave the spirit whole,
But simple words can break the heart
Or silence, crush the soul.

Facts on Bullying

You will be placed in a breakout room where you will work with the same partner.

Read the Facts article on page 15 and record your responses to the "The text is saying" prompt.

After 10 minutes we will bring you back to share.

Mean Girls

For our third text, we're going to watch the music video, *Mean Girls,* and follow the lyrics which are on page 17 in your manual.

After the video you will be placed in a breakout room with your partner to discuss and record your responses to the "The text is saying..." prompt.

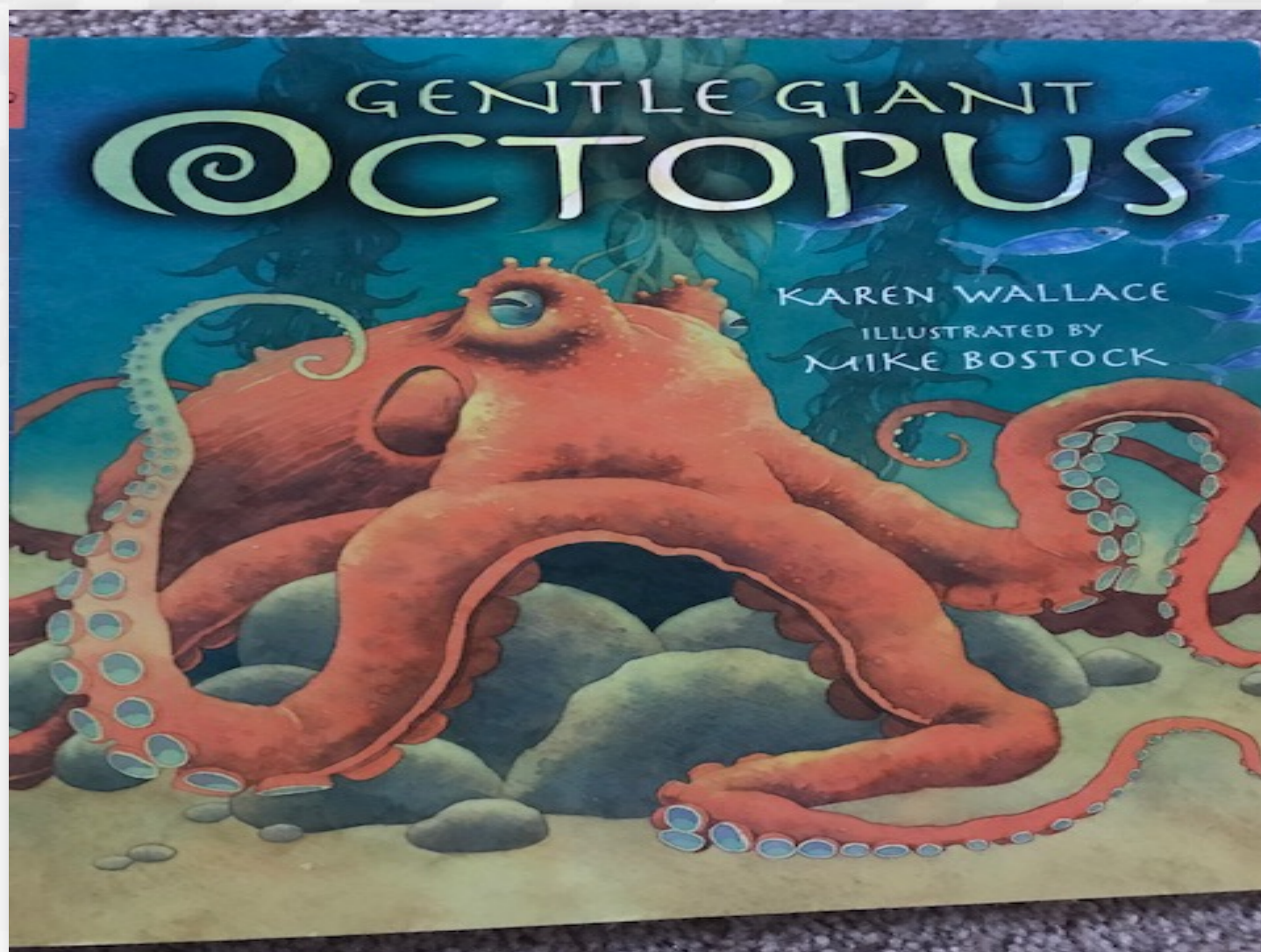We encourage you to take notes as you view the video to take to your breakout room.

After 5 minutes we will bring you back together to share out.
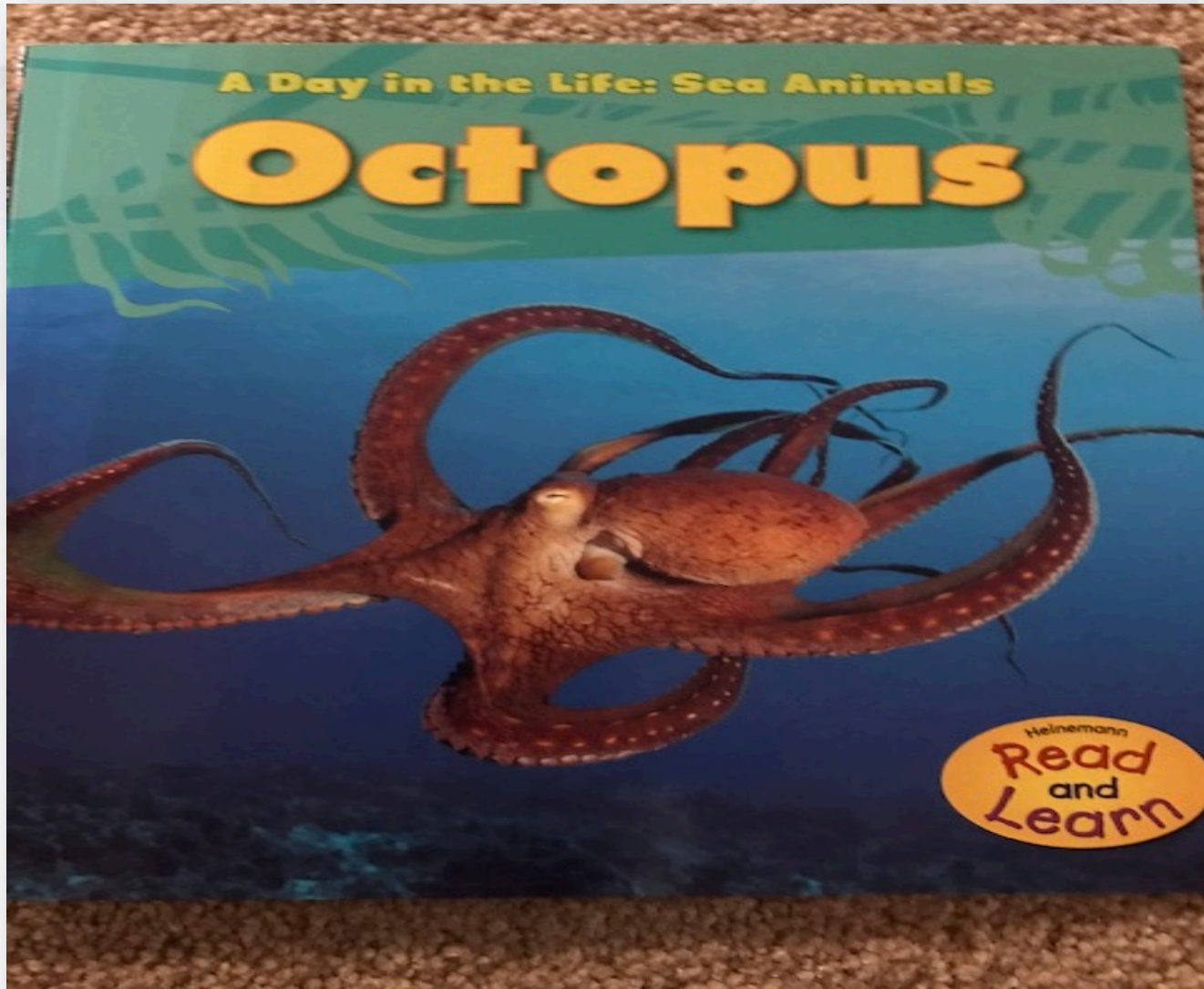
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Bullying

Cross Text Analysis: Bullying

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The texts are different….

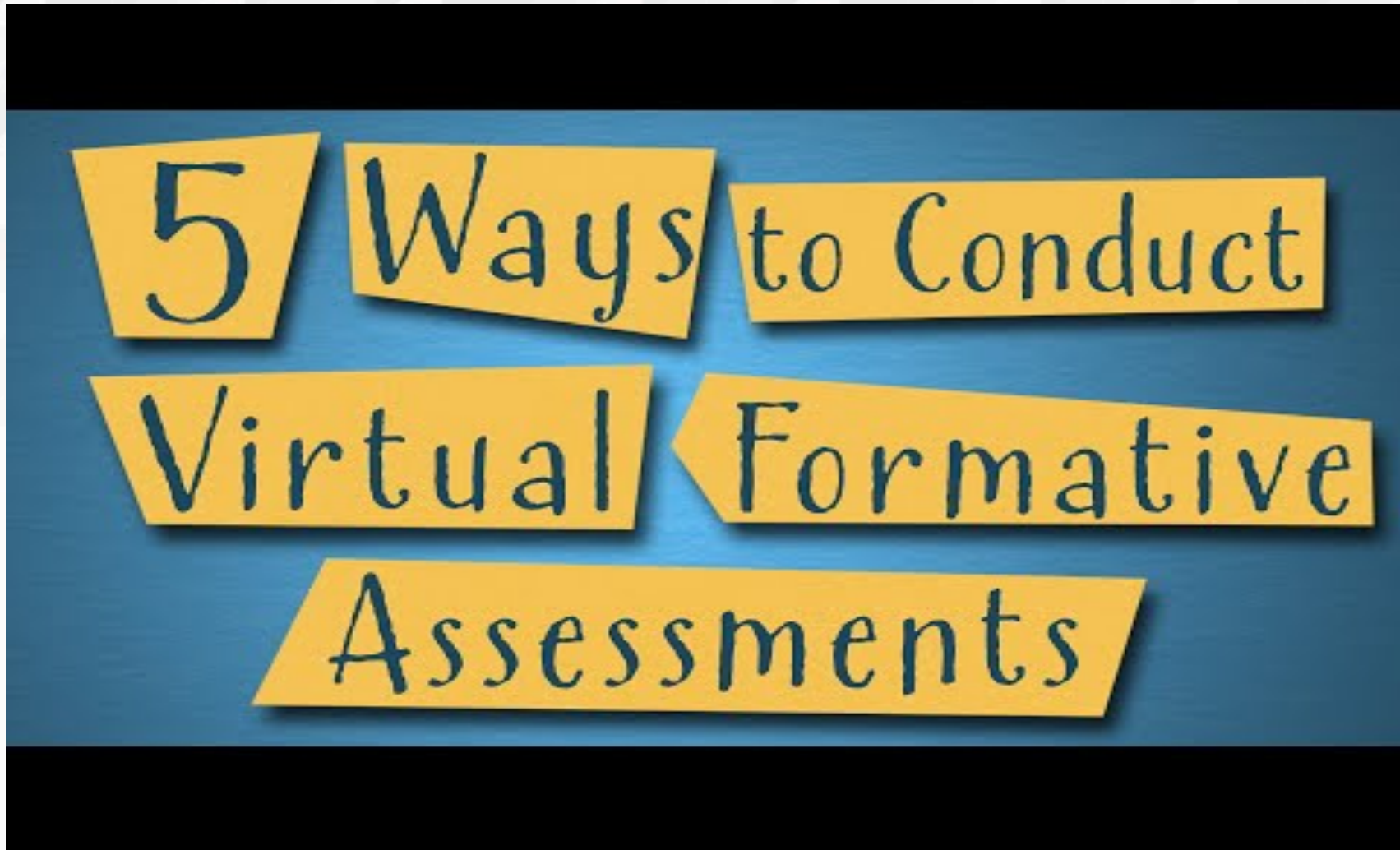| What questions do these texts raise for you? What reactions do you have to them either individually or together? |
|---|

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5 ways to conduct formative assessments online

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

✧ Reread the second grade (page 19) _OR_ sixth grade vignette (page 22) in your manual write down or highlight evidence of FAAL and MG.

✧ Compare your evidence to that of the experts which begin on pages 25 and 28.

✧ Plan for how you would use one of the strategies from the module one and two in your hybrid or online classroom.

✧ If possible please email (sohara@epfteach.com) 2-4 images that illustrate how you used or plan to use this strategy with your students. Send before 3/11 and include a caption.

✧ Optional reading - book chapter on page 31

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