# SOAR Instructional Practice Implementation Continuum – Disciplinary Discussions

| | | No Implementation ———————————————————————————————————→ Full Implementation | | | |
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| **DISCIPLINARY DISCUSSIONS** | E1 | Teacher does not introduce or refer to disciplinary conversation skills. | Teacher introduces and/or refers to disciplinary conversation skills, but does not provide support for students to use them during tasks and activities. | Teacher introduces and/or refers to disciplinary conversation skills and provides support to enable most students to use them during tasks and activities. | Teacher introduces and/or refers to disciplinary conversation skills and provides support to enable all students to use them during tasks and activities with diverse partners. |
| | E2 | Teacher does not provide opportunities for disciplinary discussions. | Teacher provides limited and/or unsupported opportunities for students to engage in disciplinary discussions. Routines for disciplinary discussions are not evident, or students are not required to use them during tasks and activities. | Teacher provides supported opportunities for students to participate in disciplinary discussions. Routines for disciplinary discussions are evident, and teacher provides support to enable most students to use them during tasks and activities. | Teacher provides extended and supported opportunities for students to participate in disciplinary discussions. Routines for disciplinary discussions are evident, and teacher provides support to enable all students to use them during tasks and activities. |
| **FACILITATING ACQUISITION OF ACADEMIC LANGUAGE** | E1 | Teacher does not introduce or refer to the academic language demands of texts or tasks. | Teacher introduces and/or refers to the academic language demands, but does not explain how the demands are connected to the disciplinary texts and/or tasks. | Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to most students. | Teacher introduces and/or refers to the academic language demands, and explains how the demands are connected to the disciplinary texts and/or tasks. The explanation is structured to be accessible to all students. |
| | E2 | Teacher provides unsupported opportunities for students to acquire academic language. | Teacher provides supported opportunities for students to acquire and use academic language, but these opportunities only address vocabulary and/or syntax. | Teacher provides supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage most students. | Teacher provides extended and supported opportunities for students to acquire and use academic language of the discourse feature, and these opportunities are structured to engage all students. |
| **FOSTERING METACOGNITION** | E1 | Teacher does not enact metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. | Teacher partially enacts metacognitive processes and/or strategies students are expected to use, and/or it is not clear how these support disciplinary learning. | Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. | Teacher clearly and completely enacts metacognitive processes and/or strategies students are expected to use in support of disciplinary learning. Teacher overtly makes enactment visible to all students. |
| | E2 | Teacher does not draw attention to metacognitive processes and/or strategies that support disciplinary learning. | Teacher draws attention to metacognitive processes and/or strategies that support disciplinary learning, but does not explain how, why, or when to use them. | Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. | Teacher deconstructs metacognitive processes and/or strategies that support disciplinary learning by explaining how, why, or when to use them. The deconstruction is structured to enable all students to use strategies independently. |

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| MONITORING AND GUIDING INSTRUCTION | E1 | Teacher does not monitor student learning. | Teacher monitors student learning but does not adjust instruction or disciplinary tasks as needed to meet student needs. | Teacher monitors student learning and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of most students. | Teacher monitors student learning throughout instruction and adjusts instruction, supports, and/or disciplinary tasks as needed to meet the needs of all students. |
| | E2 | Teacher does not provide feedback during lessons or provides only evaluative feedback. | Teacher provides feedback that is vague and/or nonspecific. | Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. | Teacher provides constructive feedback during lessons. Suggestions for how to improve disciplinary learning are specific and substantive. Feedback is constructed to meet the specific needs of all students. |
| DESIGNING INSTRUCTION FOR DISCIPLINARY THINKING AND UNDERSTANDING | E1 | Learning targets are not apparent and/or do not align with the ELA/Literacy CCSS. | Learning targets are apparent and align with ELA/Literacy CCSS, but do not support the target high-impact practice. | Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. | Learning targets are apparent, align with ELA/Literacy CCSS, and support the target high-impact practice. Teacher strategically attends to the learning targets during the lesson. |
| | E2 | Teacher structures tasks that do not support learning targets. | Teacher structures discrete tasks that support learning targets, but the tasks do not work in conjunction with one another. | Teacher structures tasks that support the learning targets. The tasks work in conjunction with one another. | Teacher structures tasks that support the learning targets, and the tasks work in conjunction with one another. The teacher makes explicit to students how tasks are connected to each other and to the learning targets. |
| | E3 | Teacher does not establish high expectations. | Teacher establishes high expectations, but designs activities and tasks that are almost entirely rote or routine. | Teacher establishes high expectations, and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable most students to meet these expectations. | Teacher establishes high expectations and designs activities and tasks that are intellectually rigorous. These activities and tasks are structured to enable all students to meet these expectations. |