



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



DESIGNATED ELD FRAME OF PRACTICE



FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i>		USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i>	FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i>
CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE			
Modeling		Teacher: <ul style="list-style-type: none">Introduces and charts the lesson focus questionIntroduces and clarifies text language, vocabulary, and features of the text.Models how to read and use language from the text to think about the content.Models how to keep track of and remember information from the text for later use.Delivers lessons based on Part II ELD Standards (<i>Learning about How English Works</i>) supported by Part I ELD Standards (<i>Interacting in Meaningful Ways</i>)Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete taskPrompts students about the linguistic features of text using guiding questionsGuides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)	Based on data, teacher: <ul style="list-style-type: none">Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill developmentProvides collaborative oral/written work activities/tasks based on proficiency level and needed language skill developmentMonitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)
Guiding			
Teacher: <ul style="list-style-type: none">States the purpose of the lesson and the student-friendly ELD objectiveModels a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.Establishes or reviews routines for Constructive Conversations (ex. <i>Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>)Models and clarifies oral complex language to make output understandable	Teacher: <ul style="list-style-type: none">Introduces prompt on a high interest topic that connects to the direct instruction portion of the lessonGuides & models students to use language of the topic to practice a targeted Constructive Conversation Skill (<i>engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C</i>)Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)		
Wrap-up & Next Steps			
		Teacher: <ul style="list-style-type: none">Reviews and clarifies linguistic feature of the lesson's focus question Students: <ul style="list-style-type: none">Self-assess and reflect on ELD objectives Teacher: <ul style="list-style-type: none">Closes lesson and introduces topic for next lessonDevelops follow-up goal and experiences for future lessons	



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CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT –Make A Mask (Article from Time For Kids in CA Treasures)

DAY 1 of 2 OVERVIEW/OPENING	
OVERVIEW	Constructive Conversation Skill-CLARIFY Focus Question: How are texts organized to make them comprehensible? Differentiated Instruction Wrap-up Next Steps NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.
ELD STANDARDS	 Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas (Expanding level): Contribute to class, group and partner discussions by listening attentively, following turn taking rules, and asking and answering questions.  Part II: Learning About How English Works A: Structuring Cohesive Texts 1. Understanding Text Structure (Expanding): Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and writing texts in shared language activities guided by the teacher and with increasing independence.
ELD OBJECTIVE	Students will be able to describe how an informational text is organized using simple sentences and building on each other's ideas during paired and whole group discussions of a mentor text.
STUDENT FRIENDLY ELD OBJECTIVE	I will describe how an informational text is organized using simple sentences and building on other's ideas during a discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	CONSTRUCTIVE CONVERSATION SKILL-CLARIFY Teacher introduces and clarifies lesson objective. <i>Today we will practice the Constructive Conversation Skill of CLARIFY. This skill is important when you are trying to figure out ways to represent an idea exactly the way you intend. When you practice with your partner make sure that you elaborate, explain, question, and paraphrase.</i>

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Conversation Norms Poster

Let's Chorally read the Conversation Norms Poster.

Review Hand Gesture and Phrase- CLARIFY

Review Prompt and Response Starters

Prompt Starters: Can you explain?, Tell me more..., How do you know?, Why...?

Response Starters: I notice that..., I think..., I mean that ...

MODEL/GUIDED PRACTICE

Introduce Model and Non-Model

Display the Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY

*To model what a Constructive Conversation looks like we are going to use the visual text and **Listening Task Poster** and address the prompt: **What is happening in this visual text? How do you know?** As we look at the visual text we will share our ideas and **CLARIFY**.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read the **Model Script**.

Introduce the Listening Task Poster

Teacher refers to **Listening Task Poster-CLARIFY** and reads each step aloud.

PROMPT: What are the steps in playing *Duck Duck Goose*? Use the illustration to have a constructive conversation with your partner.



http://s158.photobucket.com/user/OnlyObvious/media/No_Such_Agency/duck-duck-geese_zps5a8ff837.jpg.html



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Model

Student A: The first step is that kids sit in a circle.

Student B: Why do they need to make a circle?

Student A: It is easier to run around it.

Student B: I notice a boy standing outside the circle. Why does he do that?

Student A: That is the next step. He is the kid running around the circle.

Student B: I notice that he is tapping the kid's heads. I think he is saying duck, duck.

Student A: How do you know?

Student B: I notice the words close to his head and his mouth is open.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a Model Constructive Conversation for the skill of **CLARIFY**. Teacher will then proceed to the **Non-Model** for the skill of **CLARIFY**.

Non-Model:

Student A: I love playing Duck, Duck, Goose and chasing the goose around.

Student B: I played that when I was in Kindergarten.

Student A: What's a goose?

Student B: It's like a duck but bigger.

Student A: I always want to be the goose because I run fast.

Student B: I was the goose once and I fell down and they had to take me to the nurse.

Student A: Where did you hurt yourself?


Student B: On my elbow, see? (pointing to the elbow)

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**.

After teacher demonstrates both models, students are asked to address the prompt:
*What makes this a model Conversation for the Skill of **CLARIFY**?*



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STUDENT VISUAL TEXT	 <p>http://www.yummymummyclub.ca/sites/default/files/styles/large/public/field/image/kids-brushing-teeth.jpg?itok=C7x-qA9o</p>
STUDENT PROMPT	<i>What are the steps for brushing your teeth? How do you know?</i>
FORMATIVE ASSESMENT	Student Progress Form (SPF)- Constructive Conversation Sample Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the Constructive Conversation Skill of CLARIFY and the Conversation Norms to inform next steps.
USING COMPLEX TEXT	
FOCUS QUESTION	How is an informational text organized to make it comprehensible?
OVERVIEW	Students will work first with a partner and then with whole group to understand and explain how verb tenses convey time. Students will use an oral language strategy called “Lines of Communication” to clarify their knowledge of informational texts. Teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they met the ELD objective. Finally, students self-assess using a “Stand and Self-Assess” activity that has them discuss the focus question.
MODEL/GUIDED PRACTICE	1. Introduce the Lesson Focus Question. <i>Today we are going to discuss how informational texts are organized to make them understandable. This skill will help you when you organize your ideas to express them clearly orally or in writing. For example, when you cook from a recipe, you have to follow all the steps otherwise it will not taste great. So you have to know</i>



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how to read a recipe, which is an informational text.

2. **Teacher taps into students' prior knowledge of the features of informational texts. Use *Lines of Communication* oral language strategy to facilitate students' reviewing their knowledge of informational texts.**
- *"When do we use informational texts?"*
 - *What are examples of informational texts?"*

3. **Direct the students to the reading task. Teacher will conduct a choral reading of the mentor text and have students identify all the sentences in the passage. (Mentor text: Make a Mask – Volume III of CA Treasures, pages 76-77)**

• **Reading Task:** Show/Project the mentor text. As each paragraph is shown, teacher poses guiding questions. Ask students to share out what they noticed about each sentence. After posing each guiding question, students will have a Constructive Conversation building on each other's ideas and using the constructive conversation skill of clarifying before sharing out with whole group.

For each paragraph:

Let's read chorally each sentence. Together with your partner, identify and underline each sentence. Have a Constructive Conversation and clarify your choices. Remember to explain, elaborate, question and paraphrase.

Use these questions to guide your discussion and build on each other's ideas:

Guiding Question #1: *Let's re-read the title, "What is this informational text about?"*

Possible Answer: *It is about how to make a mask.*

Guiding Question #2: *What is the first step in making a mask? How do you know?*

Possible Answer: *The first step is to get a plate. I know because I see the word first.*

Guiding Question #3: *After reading the first paragraph, what steps does the text give us? How are the steps organized?*

Possible Answer: *The steps tell us what to do first, next, and last. The steps tell us the order to take when making a mask.*

Elicit students' responses and ask them to share out what steps they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. Students underline steps they did not identify. Explain that for the next portion of the lesson, they will discuss only the verbs in **bold** as projected from LCD projector.

FORMATIVE

Student Progress Form (SPF)- Constructive Conversation Sample



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ASSESSMENT	Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the constructive conversation Skill of CLARIFY and the Conversation Norms to inform next steps. Students' highlighted mentor text and self assess.
FORTIFYING COMPLEX OUTPUT	
DIFFERENTIATED INSTRUCTION	<p>Small Group (Teacher): Teacher model of CLARIFY Constructive Conversation. Identify CLARIFYING prompt and response starters with students. Teacher will chorally read the Model with students and have students highlight the clarifying questions from the conversation.</p> <p>Independent Activity (Students): Students can play Constructive Conversation Game with new visual text to practice the skill of CLARIFY.</p>
WRAP-UP	<p>Review ELD Objective Teacher will review ELD objective and clarifies linguistic feature of the lesson's focus question.</p> <p>Stand and Self-Assess Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.</p> <div><div>I understand and can explain to someone else</div><div>I understand but need more practice</div></div> <p>Ask students the following prompt: <i>How are informational texts organized to make them comprehensible?</i></p> <p>Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.</p> <p>Teacher closes lesson and introduces topic for next lesson.</p>
NEXT STEPS	<p>USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING: To what extent is the students demonstrating an understanding of how informational texts are organized? Were the students able to identify how informational texts are organized?</p>



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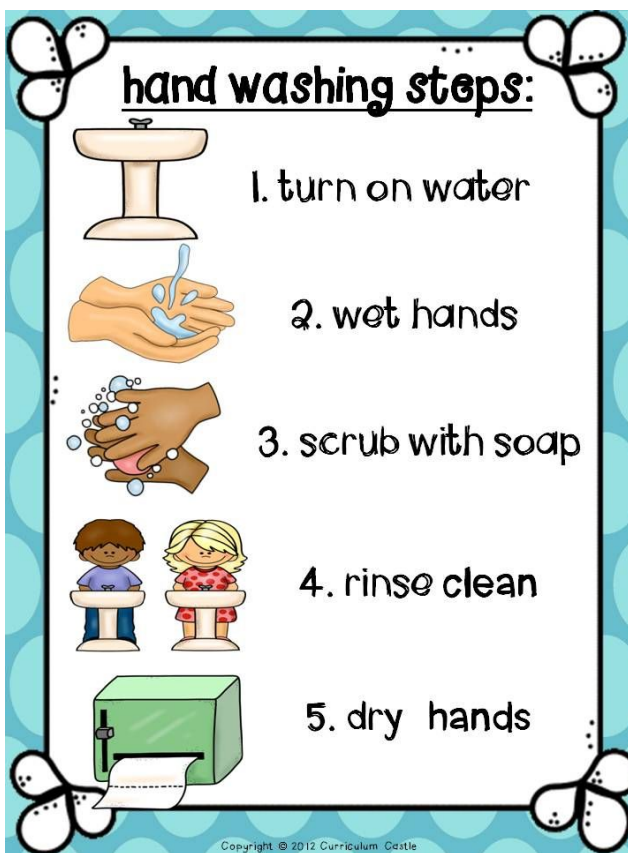
	How might your students improve their use of how informational texts are organized? How will you use this information to inform your next steps for instruction?
DAY 2 of 2 OVERVIEW/OPENING	
OVERVIEW	Constructive Conversation Skill- CLARIFY Focus Question: <i>How are informational texts organized to make them comprehensible?</i> Differentiated Instruction Wrap-up Next Steps NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.
ELD OBJECTIVE	Students will be able to describe how an informational text is organized using simple sentences and building on each other's ideas during paired and whole group discussions of a mentor text.
KID FRIENDLY ELD OBJECTIVE	I will describe how an informational text is organized using simple sentences and building on each other's ideas during a discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	Teacher introduces and clarifies lesson objective. <i>Today we will continue to practice the Constructive Conversation Skill of CLARIFY. This skill is important when you are trying to figure out ways to represent an idea exactly the way you intend. When you practice with your partner make sure that you elaborate, explain, question, and paraphrase.</i> Conversation Norms Poster <i>Let's Chorally read the <u>Conversation Norms Poster</u>.</i> Review Hand Gesture and Phrase- CLARIFY Review Prompt and Response Starters Prompt Starters: How do you know?, Tell me more..., Can you say more? Response Starters: I notice that..., I think..., I know because...
MODEL/GUIDED PRACTICE	Introduce Model and Non-Model Display the Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY <i>To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: What are the steps in washing your hands? Use the illustration to have a constructive conversation with your partner. As we look at the visual text we will CLARIFY and share our own ideas.</i> Teacher introduces Model and asks for a previously selected volunteer to be their

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partner. Teacher and student read **Model Script**.

Review the Listening Task Poster

Teacher refers to the **Listening Task Poster-CLARIFY** and reads each step aloud.



http://i.cdn.travel.cnn.com/sites/default/files/styles/inline_image_624x416/public/2011/12/02/qipu.jpg?itok=t-Uhc2Yp

PROMPT: What are the steps in washing your hands? How do you know?

Model

Student A: First you go to the sink and turn on the water to wash your hands. I know because there is a picture of a sink and there is a number 1. What is the next step?

Student B: You have to wet your hands. I know because there is a number 2 and a picture of water falling on the hands.

Student A: The next step is to scrub your hands with soap.

Student B: How do you know?

Student A: I know that it's the next step because there is a number 3 and it is after number 2.

Student B: What comes after step 3?



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Student A: After step 3, is step 4. Step 4 is to rinse your hands clean. I know this because there are two students next to the sink.

Student B: The last step is step 5 and it is to dry your hands. I know this because there is a picture of a paper towel and there are not any more steps after step 5.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill **CLARIFY**.

Teacher will then proceed to **Non-Model** for the skill of **CLARIFY**.

Non-Model:

Student A: You turn on the water.

Student B: And you use soap.

Student A: And you wet your hands.

Student B: You have to be careful that the soap does not get into your eyes.

Student A: What do you dry your hands with?

Student B: I don't like washing my hands but my mom tells me to wash my hands before dinner.

Student A: I play with the soap and make bubbles.

Student B: Yeah, that's fun.


Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**.

After teacher demonstrates both models, students are asked to address the prompt:
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**STUDENT VISUAL
TEXT**



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	 <p>http://www.organizables.com/wp-content/uploads/2014/06/child.png</p>
STUDENT PROMPT	<i>What are the steps to get dressed in the morning?</i>
FORMATIVE ASSESSMENT	Student Progress Form (SPF)- Constructive Conversation Sample Teacher will focus on 2-4 students to progress monitor using the Student Progress Form (SPF)-Constructive Conversation Sample on the use of the constructive conversation Skill of CLARIFY and the Conversation Norms to inform next steps.
USING COMPLEX TEXT	
FOCUS QUESTION	How are informational texts organized?
MODEL/GUIDED PRACTICE DAY 2	<p>Review the Lesson Focus Question.</p> <p><i>Yesterday, we discussed how informational texts are organized so we can understand them. This skill will help you organize your ideas to express them clearly orally or in writing. For example, when you want to explain to someone how to follow the steps of washing your hands, you would use time order words.</i></p> <ol style="list-style-type: none"><i>Yesterday you used Lines of Communication oral language strategy to review your knowledge of informational texts.</i><ul style="list-style-type: none"><i>“Why do we use informational texts?”</i><i>“What are examples of informational texts?”</i>



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2. Yesterday, you read sentences with your partner. Together, you identified sentences in the first paragraph and words that tell us what the first step is.

- “What sentences did you identify?”
- “What else does this paragraph tell us to do?”

Elicit students’ responses and ask them to share out what sentences and words they marked on their text. Explain that for the next portion of the lesson, they will re-read chorally the mentor text and discuss only the sentences and words that tell us what the next steps are in making a mask. They will also have an opportunity to self-assess using the “**Stand and Self-Assess**” activity.

Teacher facilitates discussion by reading one question at a time. After each question, in pairs, students share their responses.

Guiding Question #1: Look at the second paragraph and picture. What is the next step in making a mask? How do you know this is the next step? What other information does this paragraph give us?

Possible Answer: The next step in making a mask is to color it and put things on it. I know because I notice the word *next*

Guiding Question #2: Look at the third paragraph and picture. What is the final step in making a mask? How do you know this is the final step?

Possible Answer: The final step in making a mask is to tape a band on the back of the mask. I know because I notice the word *last*.

Guiding Question #3: What are the words that help us know the steps?

Possible Answer: These words that help us know the steps are “first,” “next,” “last.”

Guiding Question #4: How is this informational text organized?

Possible Answer: It has sentences that tell you step by step how to make a mask.

Students return and respond to lesson focus question.

- How are informational texts organized to make them comprehensible?
- Students work with a conversation partner and share their response to the prompt.

Possible Answer: They have words and sentences that tell us how to do things and when to do them.

**FORMATIVE
ASSESSMENT**

Student Progress Form (SPF)- Constructive Conversation Sample

Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.

FORTIFYING COMPLEX OUTPUT



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DIFFERENTIATED INSTRUCTION	<p>SMALL GROUP (TEACHER) Student will have a Constructive Conversation with their partner about the following prompt:</p> <p><i>What CLARIFY prompt starters can you use with your partner next time?</i> <i>What CLARIFY response starters can you use with your partner next time?</i></p> <p>Independent Activity (Students): Students can play Constructive Conversation Game with new visual text to practice the skill of CLARIFY.</p>
WRAP-UP	<p>Review ELD Objective Teacher will review ELD objective and clarifies linguistic feature of the lesson's focus question.</p> <p>Stand and Self-Assess Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.</p> <div><div>I understand and can explain to someone else</div><div>I understand but need more practice</div></div> <p>Ask students the following prompt: <i>How are informational texts organized to make them comprehensible?</i></p> <p>Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.</p>
NEXT STEPS	<p>USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING: To what extent is the students demonstrating an understanding of how informational texts are organized?</p> <p>How might your students improve their understanding of how informational texts are organized?</p>



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|--|---|
| | <ol style="list-style-type: none">1. Were the students able to identify and explain how the informational text was organized?2. Were the students able to ask and answer questions related to how we organize informational texts to make them comprehensible? |
|--|---|

How will you use this information to inform your next steps for instruction?

Day 1 Visual Text for Teacher Model



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Day 1 Student Visual Text



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<http://www.yummymummyclub.ca/sites/default/files/styles/large/public/field/image/kids-brushing-teeth.jpg?itok=C7x-qA9o>

Day 2 Visual Text for Teacher Model

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http://i.cdn.travel.cnn.com/sites/default/files/styles/inline_image_624x416/public/2011/12/02/qipu.jpg?itok=t-Uhc2Yp

Day 2 Student Visual Text



<http://www.organizables.com/wp-content/uploads/2014/06/child.png>