





<p>FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i></p>	<p>USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i></p>	<p>FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i></p>
<p>CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE</p>		
<p>Modeling</p> <p>Teacher:</p> <ul style="list-style-type: none"> States the purpose of the lesson and the student-friendly ELD objective Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based 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 	<p>Teacher:</p> <ul style="list-style-type: none"> Introduces and charts the lesson focus question Introduces 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 task Prompts students about the linguistic features of text using guiding questions Guides 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>) 	<p>Based on data, teacher:</p> <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 development Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development 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>)
<p>Wrap-up & Next Steps</p>		
<p>Teacher:</p> <ul style="list-style-type: none"> Reviews and clarifies linguistic feature of the lesson's focus question <p>Students:</p> <ul style="list-style-type: none"> Self-assess and reflect on ELD objectives <p>Teacher:</p> <ul style="list-style-type: none"> Closes lesson and introduces topic for next lesson Develops follow-up goal and experiences for future lessons 		



ELEMENTARY
3rd GRADE DESIGNATED ELD
CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT –Boom Town by Sonia Levitin

DAY 1 of 2 OVERVIEW/OPENING	
OVERVIEW	<p>Constructive Conversation Skill-CLARIFY Focus Question: How do verb tenses convey time? 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.</p>
ELD STANDARDS	<p> Part I: Interacting in Meaningful Ways A. Collaborative. 1.Exchanging Information and Ideas. (Expanding Level) Contribute to class, group, and partner discussions, including <i>sustained dialogue</i>, by following <i>turn-taking rules</i>, <i>asking relevant questions</i>, <i>affirming others</i>, and <i>adding relevant information</i>.</p> <p> Part II: How English Works B. Expanding and Enriching Ideas. 3.Using verbs and verb phrases. (Expanding Level) Use a growing number of verb types (e.g. doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g. simple past for retelling, simple present for a science description).</p>
ELD OBJECTIVE	Students will be able to analyze how verb tenses convey time , using simple sentences and building on each other’s ideas during paired and whole group discussions of a mentor text.
STUDENT FRIENDLY ELD OBJECTIVE	Students will analyze how verb tenses convey a sense of time using simple sentences and building on each other’s ideas during a discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	<p>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></p> <p>Conversation Norms Poster <i>Let’s Chorally read the Conversation Norms Poster.</i></p> <p>Review Hand Gesture and Phrase- CLARIFY Review Prompt and Response Starters</p>

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Prompt Starters: Can you elaborate? Tell me more..., Can you say more?
Response Starters: I notice that... I think it means... I mean that ... In other words...

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 is happening in this photograph? How do you know?*



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

Model

Student A: It looks like the woman is selling stuff.

Student B: Can you elaborate?

Student A: She is selling scarves.

Student B: Yes! She is selling colorful scarves at the market. It looks like it's an outdoor market.

Student A: Can you say more about the market?

Student B: It's like a "tianguis" where they sell clothing, food, new, and used things.

Student A: Some scarves cost ten dollars and some cost 20 dollars.

Student B: Yes, but I am not sure that means dollars. Can you explain?



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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: It’s an outdoor market.

Student B: They’re selling clothes.

Student A: I see shirts.

Student B: The lady is paying for the things she bought.

Student A: They look busy.

Student B: The lady is fixing the clothing on the rack.

Student A: She is shouting something.

Student B: I think they are in Chinatown.

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?

STUDENT VISUAL TEXT



<http://www.habitatgsf.org/image/what-we-build-images/12-06-16-hilltop-051.jpg>

STUDENT PROMPT

What is happening in this visual text? How do you know?

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.



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USING COMPLEX TEXT

FOCUS QUESTION	How do verb tenses convey time?
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 verb tenses. Teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they met the lesson and ELD objective. Finally, students self-assess using a “Stand and Self-Assess” activity that has them discuss the focus question.
LESSON DETAILS	<p>1. Introduce the Lesson Focus Question. <i>Today we are going to discuss how different verb tenses convey time. This skill will help you when you use verbs to clearly express your ideas orally or in writing. For example, when you write in your journal about a memorable moment with your family last summer, you use verbs in the past tense to explain that it already happened.</i></p> <p>2. Teacher taps into students’ prior knowledge of verbs and verb tenses. Use <i>Lines of Communication</i> oral language strategy to facilitate students’ reviewing their knowledge of verbs and verb tenses.</p> <ul style="list-style-type: none"> ▪ <i>“What do you know about verbs and verb tenses?”</i> ▪ <i>“What kind of words are they?”</i> ▪ <i>“Why do we use them?”</i> <p>3. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the verbs in the first paragraph.</p> <ul style="list-style-type: none"> • Reading Task: <i>Read each sentence with your partner. Together, identify and underline the verbs in the 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:</i> <ul style="list-style-type: none"> ▪ <i>What verb did you identify?</i> ▪ <i>“How do you know that this is a verb?”</i> ▪ <i>What tense is this verb?</i> <p>Elicit students’ responses and ask them to share out what verbs 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 verbs 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.</p>



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FORMATIVE ASSESSMENT	<p>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. Students’ highlighted mentor text and self assess.</p>
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 style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="522 1215 781 1356" style="border: 1px solid black; padding: 5px; text-align: center;"> I understand and can explain to someone else </div> <div data-bbox="1008 1215 1263 1356" style="border: 1px solid black; padding: 5px; text-align: center;"> I understand but need more practice </div> </div> <p>Ask students the following prompt: <i>How do verb tenses convey time?</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 are students demonstrating an understanding of how verb tenses convey time? Were the students able to identify verbs in the text? How might your students improve their use of verbs and verb tenses? How will you use this information to inform your next steps for instruction?</p>



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DAY 2 of 2	
OVERVIEW/OPENING	
OVERVIEW	<p>Constructive Conversation Skill-CLARIFY</p> <p>Focus Question: How do verb tenses convey time?</p> <p>Differentiated Instruction</p> <p>Wrap-up</p> <p>Next Steps</p> <p>NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.</p>
ELD OBJECTIVE	Students will be able to analyze how verb tenses convey time , using simple sentences and building on each other’s ideas during paired and whole group discussions of a mentor text.
KID FRIENDLY ELD OBJECTIVE	Students will analyze how verb tenses convey a sense of time using simple sentences and building on each other’s ideas during a discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	<p>Teacher introduces and clarifies lesson objective.</p> <p><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></p> <p>Conversation Norms Poster</p> <p><i>Let’s Chorally read the Conversation Norms Poster.</i></p> <p>Review Hand Gesture and Phrase- CLARIFY</p> <p>Review Prompt and Response Starters</p> <p>Prompt Starters: Can you elaborate? Tell me more..., Can you say more?</p> <p>Response Starters: I notice that... I think it means... I mean that ... In other words...</p>
MODEL/GUIDED PRACTICE	<p>Introduce Model and Non-Model</p> <p>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u></p> <p><i>To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: What is happening in the visual text? How do you know? As we look at the visual text we will CLARIFY and share our own ideas.</i></p> <p>Teacher introduces Model and asks for a previously selected volunteer to be their</p>

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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

Model

Student A: I notice men and they are working in the river.

Student B: Can you elaborate?

Student A: I think this is California. The men are using the pans to find gold.

Student B: Yes! They are miners looking for gold. Their clothes tell me this is a long time ago.

Student A: What do you mean? Can you say more about their clothes?

Student B: One man has suspenders and another man has a hat made of fur. People don't dress like that today.

Student A: The tools look like from a long time ago. Look at the wheelbarrow. The wheels are made of wood.

Student B: Yes, and the houses look like from a long time ago too.

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: There are men in a river with shovels.

Student B: The men are digging.

Student A: They are wearing hats.

Student B: There are tents and mountains.



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Student A: Their clothes look old.
Student B: It is all in black and white so it is old.
Student A: It is not like a photograph.
Student B: They all have beards.
 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 Constructive Conversation for the skill of CLARIFY?

STUDENT VISUAL TEXT



http://www.hoards.com/sites/default/files/blog2_8-6-12.jpg

STUDENT PROMPT

What is happening in this visual text? How do you know?

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 do verb tenses convey time?

LESSON DETAILS DAY 2

Review the Lesson Focus Question.
Yesterday, we discussed how different verb tenses convey time. This skill will help you when



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you use verbs to clearly express your ideas orally or in writing. For example, when you write in your journal about a memorable moment with your family last summer, you use verbs in the past tense to explain that it already happened.

1. *Yesterday you used Lines of Communication oral language strategy to review your knowledge of verbs and verb tenses.*
 - *“What do you know about verbs and verb tenses?”*
 - *“What kind of words are they?”*
 - *“Why do we use them?”*
2. *Yesterday, you read sentences with your partner. Together, you identified and underlined the verbs in the sentence.*
 - *What verb did you identify?*
 - *“How do you know that this is a verb?”*
 - *What tense is this verb?*

Elicit students’ responses and ask them to share out what verbs they marked on their text. Explain that for the next portion of the lesson, they will discuss only the verbs in **bold** as projected from LCD projector. 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: *What do you notice about the verbs in the first paragraph? How do those verbs convey or show time?*

Mentor Text: Boom Town, paragraph 1: Days **were** long and lonely. The hills **spread** out as far as forever. Nights, me and Ma and my brothers and Baby Betsy would sit out and wait for a shooting star to sail across the sky. Once in a while a crow **flew** by. That’s all the excitement there **was**.

Possible Answer: These verbs are in the past tense. The events already happened.

Guiding Question # 2: *Look only at the first three sentences in the second paragraph. How do these verbs convey or show time?*

Mentor Text: Boom Town, paragraph 2: My brothers **worked** up some furrows. They **planted** corn and potatoes and beans. Then they **ran** around climbing trees,



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skinning their knees.

Possible Answer: These verbs are in the simple past. The actions happened already, in the past.

Guiding Question #3: *Reread the last sentence. How do these verbs convey or show time? What is the difference between the two sets of verbs in this paragraph?*

Mentor Text: Boom Town, paragraph 2, last sentence: But after all the water **was fetched** and the wash **was done**, after the soap **was made** and the fire **laid**, after the beds **were fixed** and the floor **was swept** clean, I'd sit outside our cabin door with Baby Betsy, so bored I thought I'd die.

Possible Answer: The actions happened in the past. The verbs in first three sentences tell us about the brothers' actions. The verbs in the last sentence tell us about the house chores that were done by the girl.

Guiding Question #4: *How do these verbs convey or show a sense of time?*

Possible Answer: They are all in the past tense. The author is conveying that the story happened in the past.

Students return and respond to lesson focus question.

- *How do verb tenses convey a sense of time?*
- Students work with a conversation partner and share their response to the prompt.

Possible Answer: In this mentor text, the past tense verbs are used to convey some facts from the past in California.

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

DIFFERENTIATED INSTRUCTION

SMALL GROUP (TEACHER)
 Student will have a Constructive Conversation with their partner about the following prompt:



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What CLARIFY prompt starters can you use with your partner next time?
What CLARIFY response starters can you use with your partner next time?

Independent Activity (Students):
Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

WRAP-UP

Review ELD Objective
Teacher will review ELD objective and clarifies linguistic feature of the lesson’s focus question.

Stand and Self-Assess
Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.

I understand
and can
explain to
someone else

I understand
but need more
practice

Ask students the following prompt: *How do verb tenses convey time?*

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.

NEXT STEPS

USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:
To what extent are students demonstrating an understanding of how verb tenses convey time?

How might your students improve their use of verbs and verb tenses?

1. Were the students able to identify and explain how the verb tense conveys time?
2. Were the students able to ask and answer questions related to how we use verb tenses to convey time?

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

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Day 1 Visual Text for Teacher Model



Day 1 Student Visual Text





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Day 2 Visual Text for Teacher Model



Day 2 Student Visual Text

