



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	Guiding	<p>Teacher:</p> <ul style="list-style-type: none"><li>Introduces and charts the lesson focus question</li><li>Introduces and clarifies text language, vocabulary, and features of the text.</li><li>Models how to read and use language from the text to think about the content.</li><li>Models how to keep track of and remember information from the text for later use.</li><li>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>)</li><li>Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task</li><li>Prompts students about the linguistic features of text using guiding questions</li><li>Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)</li><li>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>)</li></ul>	<p>Based on data, teacher:</p> <ul style="list-style-type: none"><li>Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.</li><li>Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development</li><li>Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development</li><li>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>)</li></ul>
<p>Teacher:</p> <ul style="list-style-type: none"><li>States the purpose of the lesson and the student-friendly ELD objective</li><li>Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.</li><li>Establishes or reviews routines for Constructive Conversations (ex. <i>Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>)</li><li>Models and clarifies oral complex language to make output understandable</li></ul>	<p>Teacher:</p> <ul style="list-style-type: none"><li>Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson</li><li>Guides &amp; 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>)</li><li>Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.</li><li>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>)</li></ul>		<p><b>Wrap-up &amp; Next Steps</b></p> <p>Teacher:</p> <ul style="list-style-type: none"><li>Reviews and clarifies linguistic feature of the lesson's focus question</li></ul> <p>Students:</p> <ul style="list-style-type: none"><li>Self-assess and reflect on ELD objectives</li></ul> <p>Teacher:</p> <ul style="list-style-type: none"><li>Closes lesson and introduces topic for next lesson</li><li>Develops follow-up goal and experiences for future lessons</li></ul>





**ELEMENTARY**  
**5TH GRADE DESIGNATED ELD**  
**CONSTRUCTIVE CONVERSATION SKILL-FORTIFY**  
**MENTOR TEXT –Hidden Worlds by Stephen Kramer and Dennis Kunkel**

DAY 1 of 2 OVERVIEW/OPENING	
<b>OVERVIEW</b>	<p>Constructive Conversation Skill-<b>FORTIFY</b></p> <p>Focus Question: How do connecting words or phrases link ideas, events, or reasons throughout the text to increase cohesion?</p> <p>Differentiated Instruction</p> <p>Wrap-up</p> <p>Next Steps</p> <p><b>NOTE:</b> Provide a copy of the <b>Model and Non-Model Script</b> to the volunteer and allow time beforehand for student to review the script.</p>
<b>ELD STANDARDS</b>	<p> <b>Part I: Interacting in Meaningful Ways</b></p> <p><b>A. Collaborative.</b></p> <p><b>1.Exchanging Information and Ideas. (Expanding Level)</b> 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><b>3.Offering Opinions. (Expanding Level)</b> Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.</p> <p><b>B. Interpretive.</b></p> <p><b>5.Listening Actively. (Expanding Level)</b> Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p> <p><b>6.Reading/Viewing Closely. (Expanding Level)</b></p> <p><b>a)</b> Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p> <b>Part II: How English Works</b></p> <p><b>A. Structuring Cohesive Texts.</b></p> <p><b>2b.Understanding Cohesion. (Expanding Level)</b> Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example</i>, <i>in the first place</i>, <i>as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>
<b>ELD OBJECTIVE</b>	<p>Students will be able to <b>analyze</b> text to understand how <b>connecting words or phrases link events throughout the text</b>, using <b>complex sentences</b> (<i>The connecting word ...links the events together because ...</i>) during <b>paired and whole group discussions</b> of a mentor text.</p>



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<b>STUDENT FRIENDLY ELD OBJECTIVE</b>	I will analyze how connecting words or phrases link events throughout the text, using complex sentences.
<b>FOSTERING ACADEMIC INTERACTIONS</b>	
<b>OPENING</b>	<p><b>CONSTRUCTIVE CONVERSATION SKILL-FORTIFY</b> <b>Teacher introduces and clarifies lesson objective.</b> <i>Today we will practice the Constructive Conversation Skill of <b>FORTIFY</b>. This skill is important when you are supporting ideas with evidence and explaining how the evidence supports the idea. Today you will practice with your partner the skill of fortifying your ideas during a discussion using a visual text. Make sure that you provide evidence and are able to explain how that evidence supports your idea.</i></p> <p><b>Conversation Norms Poster</b> <i>Let's Chorally read the <u>Conversation Norms Poster</u>.</i></p> <p><b>Review Hand Gesture and Phrase- FORTIFY</b> <b>Review Prompt and Response Starters</b> <b>Prompt Starters:</b> Can you give an example from the text? What are examples from other texts? <b>Response Starters:</b> For example, in the text it shows..., Strong supporting evidence is...</p>
<b>MODEL/GUIDED PRACTICE</b>	<p><b>Introduce Model and Non-Model</b> <b>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-FORTIFY</u></b> <i>To model what a Constructive Conversation looks like we are going to use the visual text and <b>Listening Task Poster</b> and address the prompt: <b>What is happening in the visual text? Provide evidence from the text.</b> As we look at the visual text we will share our ideas and <b>FORTIFY</b>.</i></p> <p>Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read the <b><u>Model Script</u></b>.</p> <p><b>Review the Listening Task Poster</b> Teacher refers to <b><u>Listening Task Poster-FORTIFY</u></b> and reads each step aloud.</p>

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<https://moviewriternyu.files.wordpress.com/2013/04/scientists.jpg>

**PROMPT:** *What is happening in the visual text? Provide evidence from the text.*

**Model**

**Student A:** It looks like the people are doing a science experiment.

**Student B:** What makes you say that?

**Student A:** I believe that they are doing a science experiment because they are using science experiment materials.

**Student B:** Yes, I see that they are using lab coats and the person in the middle is wearing goggles. I think the woman in the middle is the science teacher.

**Student A:** Why do you believe she is the science teacher?

**Student B:** I think she is the science teacher because she is pointing to the dish, and the two students are listening and taking notes.

**Student A:** So, what I heard you say is that one is the teacher and the other two are the students in a science class.

**Student B:** Yes, maybe she is showing the students what happened in their experiment. Do you see how she is holding the dish so they can see?

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

**Non-Model:**

**Student A:** They are scientists.

**Student B:** Yes. I agree with you.

**Student A:** I believe they are doing a science experiment.

**Student B:** The people are wearing uniforms.





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**Student A:** The lady is taking notes on paper.  
**Student B:** The guy is looking at the dish in her hand.  
**Student A:** I believe they all look interested.  
**Student B:** Yes, I agree. The people look interested in the experiment.

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 **FORTIFY**.

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

**STUDENT VISUAL  
TEXT**



<http://adamruben.net/wp-content/uploads/2012/11/Sanaria-Middle-Schoolers.jpg>

**STUDENT PROMPT**

*What is happening in the visual text? Provide evidence from the text.*

**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 **FORTIFY** and the Conversation Norms to inform next steps.

**USING COMPLEX TEXT**

**FOCUS QUESTION**

How do connecting words or phrases link ideas, events, or reasons throughout the text?

**OVERVIEW**

Students will work first with a partner and then with whole group to understand and explain how phrases or connecting words are used to link ideas, events, or reasons throughout the text to help increase cohesion. The teacher will review knowledge of connecting words and phrases. They will then guide students as they analyze the story



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selection by looking for connecting words and phrases and how they link the ideas, events, or reasons throughout the text to help increase cohesion. Students will use an oral language strategy called “**Lines of Communication**” to fortify their knowledge of connecting words or phrases and orally express their understanding of how connecting words or phrase link ideas, events, and reasons to create cohesion. 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 will 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.**  
*Today we are going to discuss how connecting words or phrases are used to link ideas, events, or reasons throughout a text to create cohesion. This skill will help you when you use connecting words or phrases to link ideas, events, or reasons to clearly express your ideas orally or in writing and create cohesion. For example, when writing a narrative or an expository piece, you will use connecting words or phrases to link ideas, events, or reasons throughout the text.*
- 2. Teacher taps into students’ prior knowledge of connecting words or phrases and how they link ideas, events or reasons to create cohesion. Use *Lines of Communication* oral language strategy to facilitate students’ reviewing their knowledge of connecting words or phrases.**
  - “What do you know about connecting words or phrases?”
  - “What kind of words are they?”
  - “Why do we use them?”
  - “How do connecting words or phrases link ideas, events, or reasons?”
- 3. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the connecting words or phrases in the first paragraph.**
  - **Reading Task:** *Read the first paragraph on page 546 of “Becoming a Scientist” (5<sup>th</sup> Grade CA Treasures Unit 5). Together, identify and underline the connecting words or phrases that link ideas, events, or reasons that increase cohesion. Have a Constructive Conversation and fortify your choices. Remember to explain, elaborate, question and paraphrase. Use these questions to guide your discussion and fortify each other’s ideas:*
    - “Let’s look at the \_\_\_ sentence. What is the connecting word you identified?”
    - “How do you know that the connecting word or phrase links an idea, event, or reason?”
    - “How does the connecting word or phrase increase cohesion?”*Remember to respond in complete and complex sentences such as:*
    - “I know the connecting word ... links the ideas together because...”



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Elicit students' responses and ask them to share out which connecting words or phrases they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. (Projected text is the same text the students have.) Students underline the connecting words or phrases they did not identify. Explain that for the next portion of the lesson (tomorrow), they will discuss only the phrases and connecting words in **bold** as projected from LCD projector.

**4. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the connecting words or phrases in the second paragraph.**

**Reading Task:** *Now read the second paragraph on page 546 of "Becoming a Scientist." Together, identify and underline the connecting words or phrases that link ideas, events, or reasons that increase cohesion. Have a Constructive Conversation and fortify your choices. Remember to explain, elaborate, question and paraphrase. Use these questions to guide your discussion and fortify each other's ideas:*

- *"Let's look at the \_\_\_ sentence. What is the connecting word you identified?"*
  - *"How do you know that the connecting word or phrase links an idea, event, or reason?"*
  - *"How does the connecting word or phrase increase cohesion?"*
- Remember to respond in complete and complex sentences such as:*
- *"I know the connecting word ... links the ideas together because..."*

Elicit students' responses and ask them to share out which connecting words or phrases they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. (Projected text is the same text the students have.) Students underline the connecting words or phrases they did not identify. Explain that for the next portion of the lesson (tomorrow), they will discuss only the phrases and connecting words in **bold** as projected from LCD projector.

**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 **FORTIFY** and the Conversation Norms to inform next steps.  
Students' highlighted mentor text and self assess.





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**FORTIFYING COMPLEX OUTPUT**

**DIFFERENTIATED INSTRUCTION**

**Small Group (Teacher):**

Teacher model of **FORTIFY** Constructive Conversation. Identify **FORTIFYING** prompt and response starters with students. Teacher will chorally read the **Model** with students and have students highlight the fortifying questions from the conversation.

**Independent Activity (Students):**

Students can play Constructive Conversation Game with new visual text to practice the skill of **FORTIFY**.

**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 connecting words or phrases link ideas, events, or reasons throughout the text to increase cohesion?*

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 fortify their understanding of the lesson objective by explaining specific examples from the text.

Teacher closes lesson and introduces topic for next lesson.

**NEXT STEPS**

**USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:**

To what extent are students demonstrating an understanding of connecting words or phrases link events together? Were the students able to identify the connecting words or phrases in the text?

How might your students improve their use of connecting words or phrases to link ideas, events, or reasons?

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



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<b>DAY 2 of 2</b> <b>OVERVIEW/OPENING</b>	
<b>OVERVIEW</b>	Constructive Conversation Skill- <b>FORTIFY</b> Focus Question: How do connecting words or phrases link ideas, events, or reasons throughout the text? Differentiated Instruction Wrap-up Next Steps <b>NOTE:</b> Provide a copy of the <b>Model and Non-Model Script</b> to the volunteer and allow time beforehand for student to review the script.
<b>ELD OBJECTIVE</b>	Students will be able to <b>analyze</b> text to understand how <b>connecting words or phrases link events throughout the text</b> , using <b>complex sentences</b> ( <i>The connecting word ...links the events together because ...</i> ) during <b>paired and whole group discussions</b> of a mentor text.
<b>KID FRIENDLY ELD OBJECTIVE</b>	I will analyze how connecting words or phrases link events throughout the text, using complex sentences.
<b>FOSTERING ACADEMIC INTERACTIONS</b>	
<b>OPENING</b>	<b>Teacher introduces and clarifies lesson objective.</b> <i>Today we will continue to practice the Constructive Conversation Skill of <b>FORTIFY</b>. This skill is important when you are supporting ideas with evidence and explaining how the evidence supports the idea. When you practice with your partner, make sure that you provide evidence and are able to explain how that evidence supports your idea.</i>  <b>Conversation Norms Poster</b> <i>Let's Chorally read the <u>Conversation Norms Poster</u>.</i>  <b>Review Hand Gesture and Phrase- FORTIFY</b> <b>Review Prompt and Response Starters</b> <b>Prompt Starters:</b> Can you give an example from the text? What are examples from other texts? <b>Response Starters:</b> For example, in the text it shows..., Strong supporting evidence is...
<b>MODEL/GUIDED PRACTICE</b>	<b>Introduce Model and Non-Model</b> <b>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-FORTIFY</u></b> <i>To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: <b>What is happening in the visual text? Provide evidence from the text.</b> As we look at the visual text we will <b>FORTIFY</b> and share our own ideas.</i>  Teacher introduces <b>Model</b> 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-FORTIFY** and reads each step aloud.



<http://2.bp.blogspot.com/-k08EbcZoUEY/VNa3K0oTW9I/AAAAAAAAABDs/rMdpWzOml34/s1600/sinkandfloat.jpg>

**PROMPT:** *What is happening in the visual text? Provide evidence from the text.*

**Model**

**Student A:** I see students conducting science experiments.

**Student B:** Why do you believe this? Can you give an example from the text?

**Student A:** A strong piece of supporting evidence is the tub. I think they are conducting science experiments because they have tubs like the ones we use for our science experiments.

**Student B:** Yes. I agree that the students are participating in a science experiment because they are using paper to record what they see and there are steps they are taking.

**Student A:** Can you give more examples from the text to fortify your idea?

**Student B:** I see the students working in groups. The third picture shows the girl placing the yellow piece in the water. Then, in the other picture, she takes the yellow piece out of the water.

**Student A:** When I look at the text, I think they are doing a science experiment to see if the yellow piece will float.

**Student B:** Yes, I agree with your statement because the students have water and they are putting the yellow piece inside the pink tub.



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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 **FORTIFY**.

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

**Non-Model:**

**Student A:** The kids are doing a science experiment.

**Student B:** Yes, they have materials.

**Student A:** The students are putting the yellow piece in the water.

**Student B:** The students have papers to take notes.

**Student A:** There is a pink tub like the one we use in class.

**Student B:** They are in a classroom.

**Student A:** I think the students are younger kids.

**Student B:** The kids are working together.

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 **FORTIFY**.

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

**STUDENT VISUAL  
TEXT**



[http://www.scilogsg.com/frontier\\_scientists/files/Exploration\\_volcano.jpg](http://www.scilogsg.com/frontier_scientists/files/Exploration_volcano.jpg)

[http://cx.aos.ask.com/question/aq/720px-405px/make-volcano-science-project\\_a0afa288a56382c4.jpg](http://cx.aos.ask.com/question/aq/720px-405px/make-volcano-science-project_a0afa288a56382c4.jpg)

**STUDENT  
PROMPT**

*What is happening in the visual text? Provide evidence from the text.*





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<b>FORMATIVE ASSESSMENT</b>	<b><u>Student Progress Form (SPF)- Constructive Conversation Sample</u></b> Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Sample</b> on the use of the constructive conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.
<b>USING COMPLEX TEXT</b>	
<b>FOCUS QUESTION</b>	How do connecting words or phrases link ideas, events, or reasons throughout the text?
<b>MODEL/GUIDED PRACTICE DAY 2</b>	<p><b>Review the Lesson Focus Question.</b></p> <p><i>Yesterday, we discussed how different connecting words or phrases link ideas, events, or reasons throughout the text to increase cohesion. This skill will help you when you use connecting words or phrases to clearly express your ideas orally or in writing. For example, when you write a narrative or an expository piece, connecting words or phrases will help link your ideas, events, or reasons.</i></p> <ol style="list-style-type: none"><li><i>Yesterday you used Lines of Communication oral language strategy to review your knowledge of connecting words or phrases.</i><ul style="list-style-type: none"><li><i>“What do you know about connecting words or phrases?”</i></li><li><i>“What kind of words are they?”</i></li><li><i>“Why do we use them?”</i></li><li><i>“How do connecting words or phrases link ideas, events, or reasons?”</i></li></ul></li><li><i>Yesterday, you read sentences with your partner. Together, you identified and underlined the connecting words or phrases in the sentence.</i><ul style="list-style-type: none"><li><i>“What connecting words or phrases did you identify?”</i></li><li><i>“How do you know that they are connecting words or phrases?”</i></li><li><i>“How do these connecting words or phrases link ideas, events, or reasons in the text and help increase cohesion?”</i></li></ul></li></ol> <p>Elicit students’ responses and ask them to share out which connecting word or phrase they marked on their text. Explain that for the next portion of the lesson, they will discuss only the connecting words or phrases in <b>bold</b> as projected from LCD projector. They will also have an opportunity to self-assess using the “<b>Stand and Self-Assess</b>” activity. <b>Teacher facilitates discussion by reading one question at a time. After each question, in pairs, students share their responses.</b></p> <p><b>Guiding Question# 1:</b> <i>What do you notice about the connecting words or phrases in the second paragraph? How do these connecting words or phrases link ideas, events, or reasons throughout the text?</i></p>





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**CONSTRUCTIVE CONVERSATION SKILL-FORTIFY**

**MENTOR TEXT –Hidden Worlds by Stephen Kramer and Dennis Kunkel**

**Mentor Text: *Becoming a Scientist*, paragraph 2, page 546:** Then Dennis received a gift that changed his life. “When I was ten years old, my parents gave me a microscope for Christmas,” he recalls. “It came with a set of prepared slides-things like insect legs, roots hairs, and tiny creatures called protozoans. As soon as I unwrapped the microscope, I forgot about my other presents and tried to figure out how to use it.”

**Possible Answer:** These connecting words and phrases convey time. They link the ideas in sequence.

**Guiding Question # 2:** Now let’s look at the second paragraph on page 548. Look closely at the first sentence. What is the connecting phrase? How does it link two ideas?

**Mentor Text: *Becoming a Scientist*, paragraph 1 page 548:** After Dennis graduated from high school, he enrolled in a junior college in his hometown.

**Possible Answer:** The connecting phrase tells us what happens next. It connects to the previous reading on page 546 and shows us that this event occurred after he was ten years old.

**Guiding Question #3:** Now let’s look at the third paragraph on page 548. Look closely at the first two sentences. What are the connecting words? How do these link two ideas?

**Mentor Text: *Becoming a Scientist*, paragraph 3, page 548:** Then Dennis transferred to the University of Washington, in Seattle. Finally he could learn and do things he had dreamed about.

**Possible Answer:** The connecting words show a shift in time. The connecting words show a sequence. The connecting words that time has passed.

**Guiding Question #4:** How do the connecting words or phrases that we discovered link ideas or events? What evidence can you use to support your idea?

**Possible Answer:** They show a transition in time. For example, on page 564, the first sentence on paragraph 2, “then” is used to show there is a change in time.

**Students return and respond to lesson focus question.**

- How do connecting words or phrases link ideas, events, or reasons to increase cohesion? What evidence can you use from the text to support your idea?
- Students work with a conversation partner and share their response to the prompt.

**Possible Answer:** In this mentor text, the connecting words or phrases are used to link ideas and events throughout the text to convey chronological order. For example, on



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	page 548, the third paragraph, “then” and “finally” are used to show what happened in order.
<b>FORMATIVE ASSESSMENT</b>	<b>Student Progress Form (SPF)- Constructive Conversation Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Sample</b> on the use of the constructive conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.
<b>FORTIFYING COMPLEX OUTPUT</b>	
<b>DIFFERENTIATED INSTRUCTION</b>	<b>SMALL GROUP (TEACHER)</b> Student will have a Constructive Conversation with their partner about the following prompt:  <i>What <b>FORTIFY</b> prompt starters can you use with your partner next time?</i> <i>What <b>FORTIFY</b> response starters can you use with your partner next time?</i>  <b>Independent Activity (Students):</b> Students can play Constructive Conversation Game with new visual text to practice the skill of <b>FORTIFY</b> .
<b>WRAP-UP</b>	<b>Review ELD Objective</b> Teacher will review ELD objective and clarifies linguistic feature of the lesson’s focus question.  <b>Stand and Self-Assess</b> Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives. <div style="display: flex; justify-content: space-around; margin: 20px 0;"><div style="border: 1px solid black; padding: 10px; text-align: center;">I understand and can explain to someone else.</div><div style="border: 1px solid black; padding: 10px; text-align: center;">I understand but need more practice.</div></div> <i>Ask students the following prompt: How do connecting words or phrases link ideas, events, or reasons throughout the text to increase cohesion?</i>  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 fortify their understanding of the lesson objective by explaining specific examples from the text.



**ELEMENTARY**  
**5TH GRADE DESIGNATED ELD**  
**CONSTRUCTIVE CONVERSATION SKILL-FORTIFY**  
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NEXT STEPS	
	<b><u>USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:</u></b>
	To what extent are students demonstrating an understanding of how connecting words or phrases are used to link ideas, events, or reasons throughout the text?
	How might your students improve their use of connecting words or phrases to link ideas, events, or reasons throughout the text? <ol style="list-style-type: none"><li>1. Were the students able to identify and explain how the connecting words or phrases link ideas, events, or reasons?</li><li>2. Were the students able to ask and answer questions related to how we use connecting words or phrases to link ideas to link ideas, events, or reasons throughout a text?</li></ol>
How will you use this information to inform your next steps for instruction?	

**Day 1 Visual Text for Teacher Model**



<https://moviewriternyu.files.wordpress.com/2013/04/scientists.jpg>



**ELEMENTARY**  
**5TH GRADE DESIGNATED ELD**  
**CONSTRUCTIVE CONVERSATION SKILL-FORTIFY**

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**Day 1 Student Visual Text**



<http://adamruben.net/wp-content/uploads/2012/11/Sanaria-Middle-Schoolers.jpg>

**Day 2 Visual Text for Teacher Model**

<http://2.bp.blogspot.com/-k08EbcZoUEY/VNa3K0oTW9I/AAAAAAAAABDs/rMdpWzOmL34/s1600/sinkandfloat.jpg>

**Day 2 Student Visual Text**







**ELEMENTARY**  
**5TH GRADE DESIGNATED ELD**  
**CONSTRUCTIVE CONVERSATION SKILL-FORTIFY**  
**MENTOR TEXT -Hidden Worlds by Stephen Kramer and Dennis Kunkel**



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