



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">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>)	<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 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>)
<p>Teacher:</p> <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	<ul style="list-style-type: none">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			
<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 lessonDevelops follow-up goal and experiences for future lessons			



ELEMENTARY
KINDERGARTEN DESIGNATED ELD
CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT –The Tortilla Factory by Gary Paulsen

DAY 1 of 2 OVERVIEW/OPENING	
OVERVIEW	Constructive Conversation Skill- CLARIFY Focus Question: How do noun phrases add meaning and details? 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	ELD Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information/ideas (Expanding): Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. ELD Part II: How English Works B. Expanding and Enriching Ideas 4.Using nouns and noun phrases (Expanding): Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.
ELD OBJECTIVE	Students will be able to identify noun phrases and understand how adjectives add details using simple sentences in a whole group and paired discussion of a mentor text.
STUDENT FRIENDLY ELD OBJECTIVE	I will identify noun phrases and explain how they add details.
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 for making your ideas clearer. When you practice with your partner, make sure that you explain and ask questions.</i> Conversation Norms Poster <i>Let's Chorally read the Conversation Norms Poster.</i> Review Hand Gesture and Phrase- CLARIFY Review Prompt and Response Starters

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	<p>Prompt Starters: What more do you notice?, What detail can you add?, Tell me more...,What does it look like?</p> <p>Response Starters: I notice..., A detail is..., It looks like...</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>Introduce Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u> <i>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 the visual text? How do you know? As we look at the visual text we will share our ideas and CLARIFY.</i></p> <p>Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script.</p> <p>Review the Listening Task Poster Teacher refers to <u>Listening Task Poster-CLARIFY</u> and reads each step aloud.</p> <p>Prompt: <i>What is happening in the visual text? How do you know?</i></p> <div data-bbox="391 1081 964 1564" data-label="Image">  </div> <p>(Visual text from Kinder CA Treasures photo library)</p>



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Model

Student A: I notice a lady.

Student B: What details can you add about the lady?

Student A: The lady has black hair and a purple and white dress. What more do you notice?

Student B: She is painting flowers.

Student A: Tell me more about the flowers.

Student B: There are pink and white flowers and orange and white flowers. What more do you notice?

Student A: The lady is painting a vase.

Student B: What details can you add?

Student A: The lady is painting a white and orange vase.

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 see a lady.

Student B: I see a lady too.

Student A: I see flowers.

Student B: I see a flower vase.

Student A: I see a window.

Student B: I see the sun.

Student A: I see the sun too.


Student B: I see a wall.

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>(Visual text from Kinder CA Treasures photo library)</p>
STUDENT PROMPT	<i>What is happening in the visual text? How do you know?</i>
FORMATIVE ASSESMENT	<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.</p>
USING COMPLEX TEXT: LINGUISTIC FEATURES	
FOCUS QUESTION	How do noun phrases add details?
OVERVIEW	<p>Students will work first with a partner and then with whole group to understand and explain how noun phrases add details. Students will use an oral language strategy called “Lines of Communication” to clarify their knowledge of nouns and noun phrases. Teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they met the lesson and language objective. Finally, the student self-assesses using a “Stand and Self-Assess” activity in which all discuss the focus question.</p>
MODEL/GUIDED PRACTICE	<p>1. Introduce the Lesson Focus Question. <i>Today we are going to discuss how noun phrases can add details. This skill will help you when you use noun phrases to add details when speaking or writing. For example, when you write a narrative, you will use nouns and adjectives, to add details.</i></p> <p>Refer to a familiar story and use a visual from the story, pointing out the details as you explain. <i>For example, if you write about Little Red Riding Hood,</i></p>



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*you would say the Big Bad Wolf has **sharp teeth**. In the story, the grandmother lives in a **little house**. Noun phrases describe and add details to the characters or settings.*

Noun Phrase Hand Motion

*We are going to learn the hand motion that we will use when we identify noun phrases. To model noun phrase motion: facing students, make fist with left hand (students' right hand) say *noun*, with right hand make flashing jazz hand for details, say *adjective*. Put them together and make circular motion. Say *noun phrase*. Have the students do and say. Say *house-noun*, *little- adjective*, *little house-noun phrase*. Have the students do and say.*

2. Teacher taps into students' prior knowledge of nouns and noun phrases.

First round: Use the *Lines of Communication* oral language strategy in two rounds to facilitate students' reviewing their knowledge of nouns and noun phrases. Teacher selects 2-4 students to model. Students model asking and answering the questions, then all practice:

- "A noun is..."
- "____ is a noun."

Second round of *Lines of Communication*: Partners add details to nouns.

- "What words can add details to the noun?"

Wrap-up: A noun phrase is a noun and an adjective that adds meaning and details. Do the noun phrase gesture together with the students.

3. Direct the students to the reading task.

- **Reading Task:** *We will read the text to find noun phrases and how they add details. We will practice identifying noun phrases with a partner.*

Mentor Text: The Tortilla Factory

The black **earth** sleeps in winter.
but in the spring the black **earth** is worked by brown **hands**
that plant yellow **seeds**,
which become green **plants** rustling in soft **wind**
and make golden **corn** to dry in hot **sun** and be ground into flour
for the tortilla factory, where laughing **people** and clank-clunking **machinery** mix
the flour into dough

Read the mentor text one sentence at a time. Have students repeat the sentence.



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	<p>In each sentence, highlight only the nouns and adjectives as in the mentor text example. After reading each line, pose the corresponding question that is listed below.</p> <p>Guiding Question #1: (Teacher selects a student to model with the teacher. Teacher tells the class who is partner A and partner B.)</p> <p>Partner A: <i>Look at line 1. Which is the noun? Which is the adjective? What information does the adjective add to the noun?</i></p> <p>Possible Answer: Partner B: <i>The noun is earth and the adjective is black. The adjective adds a detail. It tells us the color of the earth.</i></p> <p>Guiding Question #2: (Teacher selects two student to model for the whole class. Teacher tells the class who is partner A and partner B.)</p> <p>Partner A: <i>Look at the last noun phrase in line 2. Which is the noun? Which is the adjective? What information does the adjective add to the noun?</i></p> <p>Possible Answer: Partner B: <i>The noun is hands and the adjective is brown. The adjective adds a detail. It tells us the color of the hands.</i></p> <p>Guiding Question #3: (Students work in pairs. Have the students identify who is partner A and B.)</p> <p>Partner A: <i>Look at the noun phrase in line 3. Which is the noun? Which is the adjective? What information does the adjective add to the noun?</i></p> <p>Possible Answer: Partner B: <i>The noun is seeds and the adjective is yellow. The adjective adds a detail. It tells us the color of the seeds.</i></p> <p>Elicit students' responses and ask them to share out their responses whole group.</p> <p><i>We will continue to learn about how noun phrases add details in our next lesson.</i></p>
FORMATIVE ASSESSMENT	<p>Student Progress Form (SPF)- Constructive Conversation Sample</p> <p>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.</p>
FORTIFYING COMPLEX OUTPUT	
DIFFERENTIATED INSTRUCTION	<p>Small Group (Teacher):</p> <p>Teacher model of CLARIFY Constructive Conversation. Identify CLARIFYING</p>



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	<p>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. How do noun phrases add meaning and details?</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>Students will go to the chart that best illustrates their understanding of lesson objective. Select two students to model their explanation and share their understandings to the class.</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 noun phrases add meaning and details? Were the students able to identify nouns and noun phrases in the text? How might your students improve their use of nouns and noun phrases to add details? How will you use this information to inform your next steps for instruction?</p>
DAY 2 of 2 OVERVIEW/OPENING	
OVERVIEW	<p>Constructive Conversation Skill-CLARIFY Focus Question: How do noun phrases add meaning and details?</p>



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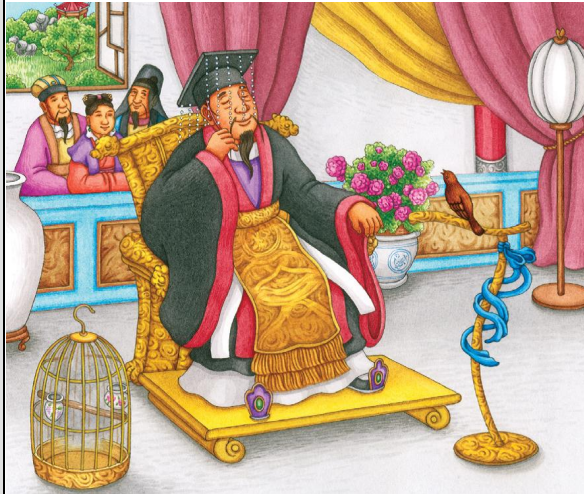
	Differentiated Instruction Wrap-up Next Steps NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.
ELD OBJECTIVE	Students will be able to identify noun phrases and understand how adjectives add details using simple sentences in a whole group and paired discussion of a mentor text.
STUDENT FRIENDLY ELD OBJECTIVE	I will identify noun phrases and explain how they add details in a discussion.
FOSTERING ACADEMIC INTERACTION	
OPENING	Teacher introduces and clarifies lesson objective. <i>Today we will continue to practice the Constructive Conversation Skill of CLARIFY. This skill is important for making your ideas clearer. Make sure that you ask questions and explain with your partner.</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: What more do you notice?, What detail can you add?, Tell me more..., What does__ look like? Response Starters: I notice..., A detail is..., It looks like....
MODEL/GUIDED PRACTICE	Introduce Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster- CLARIFY</u> <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> Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script . Note: Provide a copy of the Model Script to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script: <ul style="list-style-type: none">• Have an upper grade student assist with reading the script• Show a video of older students reading the script

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- Use puppets or dolls to represent the two students
- Read the script with another adult

Review the Listening Task Poster

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



(Visual text from Kinder CA Treasures photo library)

Prompt: *What is happening in the visual text? How do you know?*

Model

Student A: I notice a bird.

Student B: Tell me more about the bird.

Student A: It is a brown bird. I think that it is resting on the branch. What do you notice?

Student B: I notice a man.

Student A: Can you tell me more about the man?

Student B: He is sitting in a chair. It is gold like a chair for a king. It is a golden chair. What more do you notice?

Student B: It looks like he is listening to the bird. I also notice flowers.

Student A: Tell me more about the flowers. What color?

Student B: They are pink flowers. What more do you notice?

Student A: I notice a girl.

Student B: What detail can you add?


Student A: I notice a little girl.

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**.



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	<p><u>Non-Model:</u> Student A: I see some men. Student B: I see a girl. Student A: I see a birdcage. Student B: I see a birdcage too. Student A: I see a bird. Student B: I also see a bird. Student A: The man is wearing a robe. Student B: I see a tree.</p> <p>Teacher will use questions and <u>Listening Task Poster</u> to guide students through an analysis of what makes this a Non-Model Constructive Conversation for the skill of CLARIFY.</p>
<p>STUDENT VISUAL TEXT</p>	 <p>(Visual text from Kinder CA Treasures photo library)</p>
<p>STUDENT PROMPT</p>	<p><i>What is happening in the visual text? How do you know?</i></p>
<p>FORMATIVE ASSESSMENT</p>	<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.</p>
<p style="text-align: center;">USING COMPLEX TEXT: LINGUISTIC FEATURES</p>	
<p>FOCUS QUESTION</p>	<p>How do noun phrases add details?</p>



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**MODEL/GUIDED
PRACTICE DAY 2**

Review the Lesson Focus Question.

*Yesterday, we discussed how noun phrases add details. This skill will help you when you use noun phrases to add details when speaking or writing. (Refer to a familiar story and use a visual from the story, pointing out details and doing the noun phrase gestures.) For example, if you write about *The Hungry Caterpillar*, you would say the caterpillar is a **green** caterpillar or it is on a **flat** leaf. Noun phrases describe and add details to the characters or settings.*

1. *Yesterday you used the “Lines of Communication” strategy to review what you know about nouns and noun phrases.*
 - “Give an example of a noun.”
 - “The noun is...”
 - “What word can add details to the noun?”
 - Have partners share their noun phrases with each other and the group.
2. *Read the mentor text. Yesterday, you read sentences with your partner. Together, you identified the nouns and noun phrases in the sentences.*
 - Which is the noun? / The noun is...
 - What does the adjective add? / The adjective adds...

Elicit students’ responses and ask them to share out the nouns and noun phrases on the class poster. Explain that for the next portion of the lesson, they will discuss the rest of the nouns and noun phrases. 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 line 4. There are two noun phrases. Look at the **bold** and underlined words. Which are the nouns? Which are the adjectives? What information does the adjective add to the noun?*

Possible Answer: *The nouns are plants and wind. The adjectives are green and soft. The adjectives add details. The adjective tells us the color of the plants. The adjective tells us how strong the wind is.*

Guiding Question #2: *Look at line 5. There are two noun phrases. Look at the **bold** and underlined words. Which are the nouns? Which are the adjectives? What information does the adjective add to the noun?*

Possible Answer: *The nouns are corn and sun. The adjectives are golden and hot. The adjectives add details. The adjective tells us the color of the corn. The adjective*



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	<p>tells us how the sun feels.</p> <p>Guiding Question #3: Look at line 6. There are two noun phrases. Look at the bold and <u>underlined</u> words. Which are the nouns? Which are the adjectives? What information does the adjective add to the noun?</p> <p>Possible Answer: The nouns are people and machinery. The adjectives are laughing and clank-clunking. The adjectives add details. The adjective tells us what the people are doing. The adjective tells us how the machinery sounds.</p> <p>Students return and respond to lesson focus question.</p> <p>Wrap-up Guiding Questions: Reread lines 1-6. What do noun phrases tell us about the farm and the factory? What details are added? Model the protocol with a volunteer.</p> <ul style="list-style-type: none">Students work with a conversation partner and share their response to the prompt.
PRACTICE	<p>Noun Phrase Game--Students use adjectives to create noun phrases.</p> <p>We will now create our own sentences with noun phrases. Select a noun and an adjective from the cards that you and your partner have. You will use the noun phrase in a sentence. You will explain what information the adjective adds to the noun.</p> <ul style="list-style-type: none">Teacher selects a student partner to model. Using the noun phrase cards (see resources), the teacher will model creating a sentence. Taking turns with a partner, students will explain how the adjective adds to the noun.Model: Partner A: I created the noun phrase black cat. A black cat ran down the street. Partner B: Which is the noun? Which is the adjective? How does the adjective add to the noun? Possible Answer: Partner B: The noun is cat and the adjective black. The adjective tells the cat's color.Group Share
FORMATIVE ASSESSMENT	<p><u>Student Progress Form (SPF)- Constructive Conversation Sample</u></p> <p>After the students have played the game, the teacher selects two students to replay the game in front of the class. The teacher will collect a language sample from the two students on the <u>Student Progress Form (SPF)-Constructive</u></p>



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	Conversation Sample on the use of the constructive conversation Skill of CLARIFY and the Conversation Norms to inform next steps.
DIFFERENTIATED INSTRUCTION	<p>SMALL GROUP (TEACHER)</p> <p>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> <p>Students play the Noun Phrase Game.</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>Tell students to answer the following prompt: How do noun phrases add meaning and details?</p> <p>Students will go to the chart that best illustrates their understanding of lesson objective. Have two students who chose can explain share their understandings to the group.</p>
NEXT STEPS	<p>USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING: To what extent are students demonstrating an understanding of how noun phrases add details?</p>



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	<p>How might your students improve their use of noun phrases?</p> <ol style="list-style-type: none">1. Were the students able to identify noun phrases?2. Were the students able to ask and answer questions related to and explain how noun phrases add meaning and details? <p>How will you use this information to inform your next steps for instruction?</p>
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Day 1 Visual Text for Teacher Model

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(Visual text from Kinder CA Treasures photo library)

Day 1 Student Visual Text



(Visual text from Kinder CA Treasures photo library)

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Day 2 Visual Text for Teacher Model



(Visual text from Kinder CA Treasures photo library)


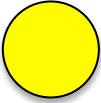
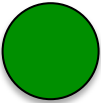
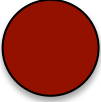






Day 2 Student Visual Text



(Visual text from Kinder CA Treasures photo library)

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Noun Phrase Game—Day 2

	<u>black</u>		<u>yellow</u>
	<u>green</u>		<u>brown</u>
	<u>golden</u>		earth
	hands		seeds
	corn		plants



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 sun	 people
 wind	machinery 
 hot	 <u>laughing</u>
clank-clunking	