Secondary ELD Lesson Template DRAFT

Grade Level(s): 6 - 8

□ Integrated ELD – Content Area X Designated ELD

Start Smart – Constructive Conversations Day 11 - NEGOTIATE

Class Composition Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MiSiS and MyData: https://mydata.lausd.net	
General Student Data (1b1, 1b3) - **Record the number of students in each category**	
Students with Disabilities:	GATE Students:
English Learner Data (1b1)	
English Learners:	ELD Levels In Your Class:
Long Term English Learners:	Standard English Learners:

Instructional Goals and Objectives (1a1)

(Part # of #)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

B5: Listening actively to spoken English in a range of social and academic contexts

Part II. How English Works

7.6 Combine clauses to make connections between and join ideas

(This connects to the 'Negotiate' Phrase "I connect to ____ because____)

Content Standard(s):

Content Objective(s):

ELD Objective(s):

Students will **interpret a text by combining clauses to make connections to join ideas**, using **NEGOTIATE phrases (e.g., I connect to ___ because ___,etc.)** by explaining their ideas **to a partner** and writing notes.

Academic Language Development High Impact Practice Emphasized:

☐ Using Complex Text ☐ Fortifying Complex Output XFostering Academic Interactions

Key Vocabulary Words & Phrases:

Negotiate
Conversation norms
Think time
Language of the skill
Conversation voice
Listen respectfully
Take turns
Build on each other's ideas
Debrief

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk

Note: Teachers will identify additional vocabulary words/phrases from the lesson students might have challenges with and add them to this list.

- **Say:** *As we go through the lesson, I will review each of the vocabulary words. We will encounter them specifically in the Constructive Conversation Norms section. I will stop and give you time to capture these in your Thinking Journal. I will also stop and review the words during the lesson. I will give you time at the end of the lesson to review the words and clarify as needed.*

Teacher addresses the vocabulary list as many times as necessary and teaches the words in context. Provide time to revisit the Thinking Journal as necessary.

Instructional Materials, Technology and Resources (1d2)

- Vocabulary words poster
- Visual Texts
- Constructive Conversation Skills Poster
- Listening Task Poster
- Model Script
- Non-Model Script
- Constructive Conversation Skills Placemat (Designated ELD)
- Thinking Journal (school provided)

Lesson Structure

(1a2) Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

This lesson is intended to teach the constructive conversation skill **NEGOTIATE**. There are 5 parts to this lesson: 1) conversation norms, 2) hand gesture, 3) model and non-model, 4) student independent practice, and 5) language sample.

LESSON INTRODUCTION:

- Post and read ELD Objective(s)
- Post and review Constructive Conversation Skills Poster
- Post and review Conversation Norms Poster
- Post and review Conversation Norms visual text

*Today we are going to begin by practicing the Conversation Norms (*see **Appendix A***) and the **NEGOTIATE** skill.*

1. Review Conversation Norms Poster

Let's chorally read the Conversation Norms Poster:

1. *Use your Think Time*
2. *Use the Language of the Skill*
3. *Use your Conversation Voice*
4. *Listen respectfully*
5. *Take Turns and Build on each other's ideas*

Note: If a review of the Conversation Norms is necessary, review day 1. (See

Conversation Norms Poster (Appendix A)

Conversation Norms Visual Text (Appendix B)

Appendix C for Constructive Conversation Norms Script.

2. Hand gesture - NEGOTIATE

Introduce hand gesture for **NEGOTIATE** (Put your hands out by your shoulders, palms up. Move them up and down like a scale). We use this gesture to show when we negotiate an idea.

- **Say**: *When we **NEGOTIATE** ideas, "we come to consensus".*

3. Model and Non-Model for the skill NEGOTIATE

A. Introduce the Listening Task Poster

Teacher refers to Listening Task Poster - NEGOTIATE (**Appendices D1, D2**) and reads each step aloud. Note that there are two versions of the poster (Teacher and Student versions). **TIP:** Use Student Version during Independent Practice to reinforce gradual release of responsibility.

- **Say**: *While you are listening to my partner and me, listen for the following:*

Listening Task for NEGOTIATE

1. *Did each partner state his/her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they consider all the ideas?*
4. *Did they stay on topic?*
5. *Did they build on each other's ideas?*
6. *Did they come to consensus?*

B-1. Model

Teacher posts Model and Non-Model Visual Text (see **Appendix G**). Teacher introduces Model and asks for a student volunteer to be his/her partner. A copy of the Model (see **Appendix F**) is given to the student. Allow volunteer student time to read and review the script. Teacher then proceeds to model.

- **Say**: *To model what a conversation sounds like, we are going to use a visual text and address the prompts: "What do you notice in the visual text?" and "How do you know?", along with the **NEGOTIATE** prompt:* **"**Is butchering animals for nourishment right or wrong? Which has the strongest evidence?*" Remember to use the Listening Task Poster.*
- **Demonstration**: The teacher and student read the provided script.

PROMPT: Is butchering animals for nourishment right or wrong? Which has the strongest evidence?

Teacher: *There is strong evidence that butchering animals is wrong because the people hiding in the doorway look frightened.*
Student: *That is a valid point, but the people might be anxious to buy meat.*

Listening Task for NEGOTIATE

1. *Did each partner state his/her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they consider all the ideas?*
4. *Did they stay on topic?*
5. *Did they build on each other's ideas?*
6. *Did they come to consensus?*

Listening Task Poster (Appendix D)

Model and Non-Model Visual Text
Peasants Slaughtering a Pig
by Pieter Brueghel
(Appendix E)

Teacher: *I think the negatives of butchering animals outweigh the positives because the little child in the left corner appears to be frightened and traumatized.*
Student: *I think the positives outweigh the negatives because to me the child you mentioned looks excited and the lady in the doorway looks happy because the man is giving her a cut of meat.*

Teacher: *The pig does not look excited. How is the evidence you provided stronger than mine?*
Student: *I agree the pig is not excited because it's dead, but the people who will benefit from it's nourishment will be forever grateful.*

Teacher: *How can we decide if meat should be sold in this town?*
Student: *I think we can use the criteria of choice because the citizens of the town should be allowed to select what they eat. We should survey the town to find out how they feel about consuming different foods such as meat, vegetables, grains, etc. and how they feel after eating these items.*

- **Debrief:**
  - **Teacher:** Use the questions on the Listening Task Poster – NEGOTIATE to guide students through an analysis of what makes this a model Constructive Conversation. After each question, ask students: *"How do you know?"* and *"What is your evidence?"* **TIP**: Use Student Version to reinforce gradual release of responsibility. After a few minutes, bring students back to share-out.
  - **Targeted Response:** Students should be able to identify where ideas were stated and built upon, turns taken, topic was on point, textual evidence cited and considered, and consensus reached.

B-2. Non-Model

Teacher introduces Non-Model and asks for a student volunteer to be his/her partner. A copy of the Non-Model (see **Appendix G**) is given to the student. Allow volunteer student time to read and review the script. Teacher then proceeds to model.

- **Say***: To model what a Non-Model conversation sounds like, we are going to use the same visual text and prompts: "What do you notice in the visual text?" and "How do you know?" along with a* ***NEGOTIATE*** *prompt. While you are listening to my partner and me, listen for the following points.* Refer to the Listening Task Poster - NEGOTIATE.
- **Demonstration**: The teacher and student read the provided script.

PROMPT*:* Is butchering animals for nourishment right or wrong? Which has the strongest evidence?

Teacher: *The people in the doorway are frightened.*
Student: *No they're not! They're just in a hurry.*

Teacher: *How do you know they're in a hurry?*
Student: *My evidence is that they are in a hurry. They know more people from town are coming up the road to get in line. They don't want the meat to run out. There might not be enough for everyone! They are in a hurry to make their purchase quickly. What's your evidence?*

Teacher: *In the text, I notice the looks on their faces. I can tell they are frightened because they are hiding. Everyone knows that we shouldn't eat animals for food. There are lots of other things we can eat like fruits and vegetables.*
Student: *I disagree that people look scared. Besides, they don't look like vegetarians to me.*

Teacher: *The town should have a farmer's market where people can choose from many different food options.*
Student: *The meat lines will be the longest.*

- **Debrief:**
  - **Teacher:** Use the questions on the Listening Task Poster – NEGOTIATE to guide students through an analysis of what makes this a Non-Model Constructive Conversation. After each question, ask students: *"How do you know?"* and *"What is your evidence?"*
    TIP: Use Student Version to reinforce gradual release of responsibility.
    After a few minutes, bring students back to share-out.
  - **Targeted Response:** Students should be able to identify where ideas were or were not stated and built upon, whether or not turns were taken, topic was on point, text was cited, and consensus was reached.

4. Constructive Conversation Student Independent Practice

- **Say***: Now you will have an opportunity to practice the Constructive Conversation skill NEGOTIATE in pairs while following a protocol.*
  - Use a manipulative (i.e. talking chips, paper clips, Post-It notes, or some other item) to ensure turn taking.
  - Display the Student Independent Practice Visual Text (see **Appendix H**).
  - Hand out one Designated ELD Placemat (see **Appendix I**) to each pair of students.

Student Independent Practice Visual Text
Follow Our Rules
by AquaSixio (Cyril Rolando)
(Appendix H)

- Students will only use the **NEGOTIATE** skill on the Constructive Conversation Placemat.
- Students will follow the protocol to participate in the Independent Practice.

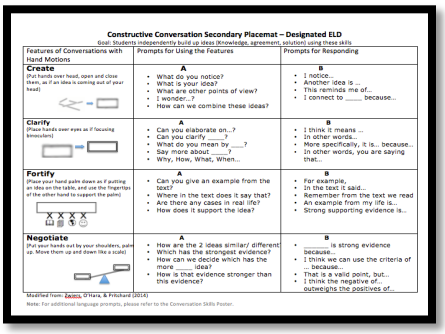
TIP: Print placemat on card stock and insert into a sheet protector so it is reusable.

The protocol:

1. Each student will have four **NEGOTIATE** turns.
2. In pairs, students will use a manipulative to share their **NEGOTIATE** ideas. They will continue taking turns until all manipulatives are used.
3. If the students are done early, they repeat the process for an additional round.

5. Language Sample (read Formative Assessment/Language Analysis Tools before starting)

After the students have completed the protocol, the teacher will select two students to model in front of the class. The teacher will collect a language sample from the two students on the **Student Progress Form - Conversation Analysis Tool (SPF-CAT) (see Appendix J)**. The language sample must be at least four turns in frequency. Once the sample has been collected, the teacher transcribes it so it's available to use on Day 13. **TIP:** Use your phone to record the Language Sample. See Release Forms from Day 1.



Constructive Conversation Secondary Placemat – Designated ELD

Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head)	A • What do you notice? • What is your idea? • What are other points of view? • I wonder…? • How can we combine these ideas?	B • I notice… • Another idea is … • This reminds me of… • I connect to _____ because…
Clarify (Place hands over eyes as if focusing binoculars)	A • Can you elaborate on…? • Can you clarify _____? • What do you mean by _____? • Say more about _____? • Why, How, What, When…	B • I think it means … • In other words… • More specifically, it is… because… • In other words, you are saying that…
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm)	A • Can you give an example from the text? • Where in the text does it say that? • Are there any cases in real life? • How does it support the idea?	B • For example, • In the text it said… • Remember from the text we read • An example from my life is… • Strong supporting evidence is…
Negotiate (Put your hands out by your shoulders, palms up. Move them up and down like a scale)	A • How are the 2 ideas similar/ different? • Which has the strongest evidence? • How can we decide which has the more _____ idea? • How is that evidence stronger than this evidence?	B • _____ is strong evidence because… • I think we can use the criteria of … because… • That is a valid point, but… • I think the negative of… outweighs the positives of…

Modified from: Zwiers, O'Hara, & Pritchard (2014)

Note: For additional language prompts, please refer to the Conversation Skills Poster.

Designated ELD Placemat (Appendix I)

Using Talking Chips

1. Each student will have 4 talking chips to ensure 4 turns are taken.
2. To start a conversation, a student places the talking chip in the middle of the desk to indicate a turn taken.
3. Students use the language of the skill to open and close their turn. (See Language of the Skill under Conversation Norms)
4. The goal is to have all students take 4 turns and be left with no talking chips.

Assessment 1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students …? (e.g.: To what extent are students… using think time, taking turns, and using their conversation voice?)

How might your students improve their …? (e.g.: How might your students improve their… respectful listening skills, collaborative discussions?)

How effectively do students …? (e.g.: How effectively do students… evaluate the Model and Non-Model, use the language of the skill?)

What additional scaffolds and/or modifications might students need when I reteach these skills?

Note: The above are sample question stems to help teachers in planning their formative assessments.

Formative Assessments/Language Analysis Tools:

FORMATIVE ASSESSMENT	**Student Progress Form - Conversation Analysis Tool (SPF-CAT) (see Appendix J)** **Purpose of assessment:** The Student Progress Form Conversation Analysis Tool (SPF-CAT) is a language analysis tool that measures oral language output and interaction in two dimensions. Teachers get an opportunity

	to capture authentic student language and evaluate it. Student will analyze their own language output and have an opportunity to: 1) see their own language production, 2) revise it, and 3) have more opportunities to meet the target language. Teacher and students evaluate the academic language development growth across the California ELD Standards proficiency levels. **SPF Administration:** After independent practice, select a pair of students who are the most proficient from your class. Ask these students to repeat the process for the whole class. As they demonstrate their interaction to the class, the teacher uses this time to capture a language sample. **Note**: In the SPF-CAT form, a language sample is a record of at least four turns in frequency. This sample will be used to analyze the use of targeted language produced by the students. Students will have an opportunity to revise their sample to attempt to meet the target language objectives. This metalinguistic approach and opportunity to understand how English works gives students an awareness of their language development growth across the proficiency levels of the California ELD Standards. **Note**: For Day 13's lesson, students will analyze and revise the Non-Model and the language sample mentioned above.
WRAP-UP	**Review Objectives and Self-Evaluate** Teacher will review objective. *Today we engaged in a Constructive Conversation using the conversation skill **NEGOTIATE**. We took turns and shared ideas based on a visual text.* Teacher will ask students the following: • *How did we meet today's objective of using the conversation skill **NEGOTIATE?*** • *How did we use the Conversation Norms?* *Work with your conversation partner to do the following:* ✓ *Identify three things you did to meet today's objectives in your Thinking Journal.* ✓ *Share and explain the three things to your partner.* Teacher calls on three students to share their learnings with the class.

Visual Text for Teacher Modeling & Non-Modeling	Visual Text for Student Constructive Conversation Protocol

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk

APPENDIX A
(Constructive Conversations Norms Poster)

APPENDIX B
(Constructive Conversations Norms Visual Text)

APPENDIX C
(Constructive Conversations Norms Script)

A. Use your Think Time

B. Use the Language of the Skill

Teacher: *I notice the children are making something to eat. What is your idea?*
Student: *My idea is they are all working together to bake a cake. What else do you notice?*

C. Use your Conversation Voice

Teacher: *I notice the children are making something to eat. What is your idea?* (teacher speaks in a clear voice)
Student: *My idea is they are all working together to bake a cake. What else do you notice?* (student mumbles)

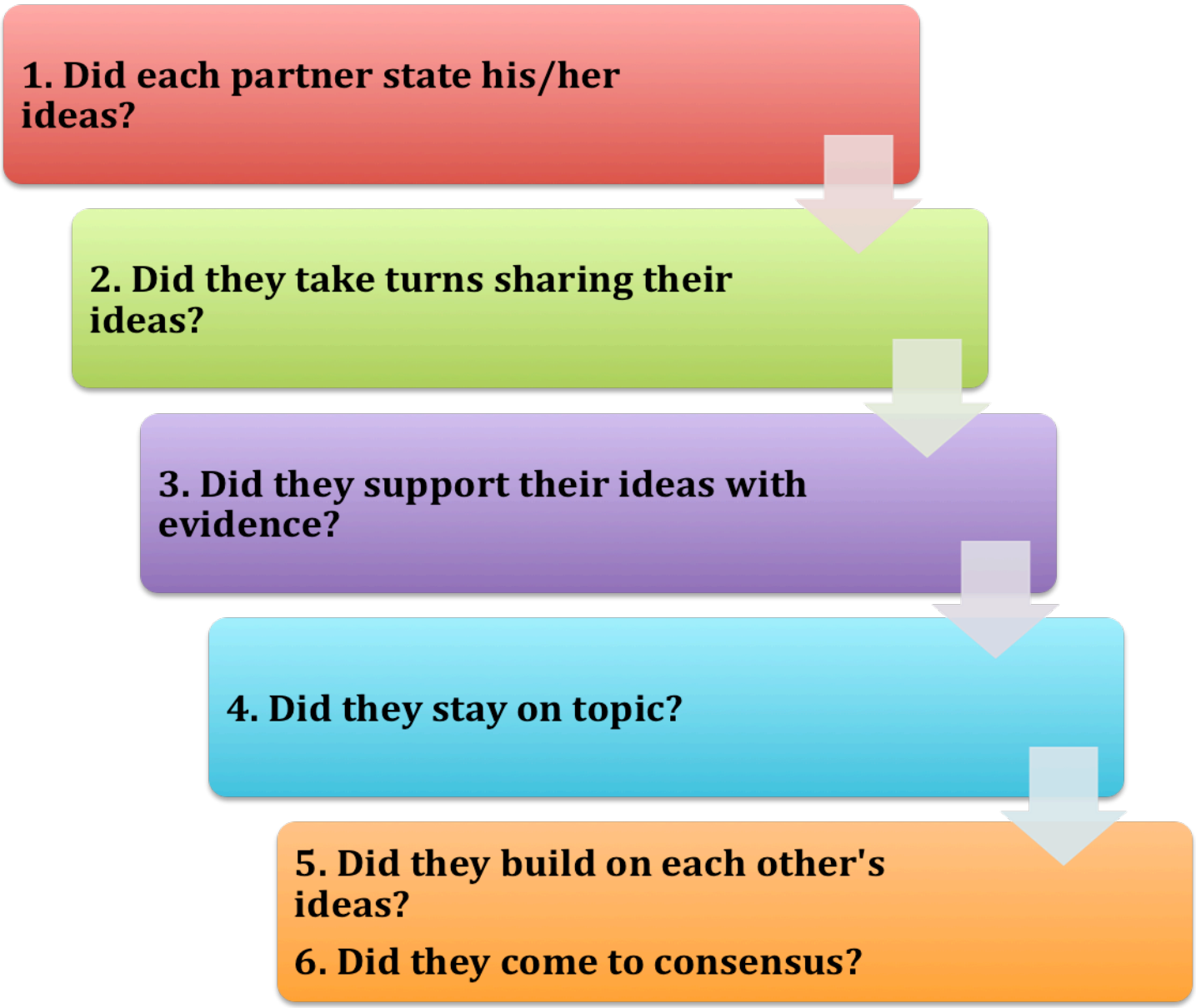
D. Listen Respectfully

Teacher*: I noticed the children are putting ingredients in the bowl.*
Student: *Another thing I noticed is that the children are taking turns adding them.*
Teacher: *I heard you say that the children are taking turns adding the ingredients.*
Student: *Yes, and I also noticed that they look like they are having fun.*

E. Take Turns and Build on each other's ideas

Teacher: *I think they are going to bake cookies. What do you notice?*
Student: *I agree. I notice a bag of chocolate chips.*
Teacher: *The boy standing up looks as if he is in charge.*
Student: *Yes, he looks older and is helping the younger kids.*

APPENDIX D1
(Listening Task Poster - NEGOTIATE - Teacher Version)



NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk

APPENDIX D2

(Listening Task Poster – NEGOTIATE - Student Version)

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk

APPENDIX E
(Model and Non-Model Visual Text)

APPENDIX F
(Model)

PROMPT*:* Is butchering animals for nourishment right or wrong? Which has the strongest evidence?

Teacher: *There is strong evidence that butchering animals is wrong because the people hiding in the doorway look frightened.*
Student: *That is a valid point, but the people might be anxious to buy meat.*

Teacher: *I think the negatives of butchering animals outweigh the positives because the little child in the left corner appears to be frightened and traumatized.*
Student: *I think the positives outweigh the negatives because to me the child you mentioned looks excited and the lady in the doorway looks happy because the man is giving her a piece of meat.*

Teacher: *The pig does not look excited. How is the evidence you provided stronger than mine?*
Student: *I agree the pig is not excited because it's dead, but the people who will benefit from it's nourishment will be forever grateful.*

Teacher: *How can we decide if meat should be sold in this town?*
Student: *I think we can use the criteria of choice because the citizens of the town should be allowed to select what they eat. We should survey the town to find out how they feel about consuming different foods such as meat, vegetables, grains, etc. and how they feel after eating these items.*

APPENDIX G
(Non-Model)

PROMPT*:* Is butchering animals for nourishment right or wrong? Which has the strongest evidence?

Teacher: *The people in the doorway are frightened.*
Student: *No they're not! They're just in a hurry.*

Teacher: *How do you know they're in a hurry?*
Student: *My evidence is that they are in a hurry. They know more people from town are coming up the road to get in line. They don't want the meat to run out. There might not be enough for everyone! They are in a hurry to make their purchase quickly. What's your evidence?*

Teacher: *In the text, I notice the looks on their faces. I can tell they are frightened because they are hiding. Everyone knows that we shouldn't eat animals for food. There are lots of other things we can eat like fruits and vegetables.*
Student: *I disagree that people look scared. Besides, they don't look like vegetarians to me.*

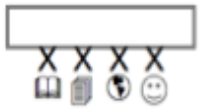
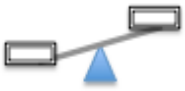
Teacher: *The town should have a farmer's market where people can choose from many different food options.*
Student: *The meat lines will be the longest.*

APPENDIX H
(Student Independent Practice Visual Text)

APPENDIX I
(Designated ELD Placemat)

Constructive Conversation Secondary Placemat – Designated ELD

Goal: Students independently build up ideas (Knowledge, agreement, solution) using these skills

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create (Put hands over head, open and close them, as if an idea is coming out of your head) 	**A** • What do you notice? • What is your idea? • What are other points of view? • I wonder…? • How can we combine these ideas?	**B** • I notice… • Another idea is … • This reminds me of… • I connect to _____ because…
Clarify (Place hands over eyes as if focusing binoculars) 	**A** • Can you elaborate on…? • Can you clarify _____? • What do you mean by ___? • Say more about _____? • Why, How, What, When…	**B** • I think it means … • In other words… • More specifically, it is… because… • In other words, you are saying that…
Fortify (Place your hand palm down as if putting an idea on the table, and use the fingertips of the other hand to support the palm) 	**A** • Can you give an example from the text? • Where in the text does it say that? • Are there any cases in real life? • How does it support the idea?	**B** • For example, • In the text it said… • Remember from the text we read • An example from my life is… • Strong supporting evidence is…
Negotiate (Put your hands out by your shoulders, palm up. Move them up and down like a scale) 	**A** • How are the 2 ideas similar/ different • Which has the strongest evidence? • How can we decide which has the more _____ idea? • How is that evidence stronger than this evidence?	**B** • _____ is strong evidence because… • I think we can use the criteria of … because… • That is a valid point, but… • I think the negative of… outweighs the positives of…

Modified from: Zwiers, O'Hara, & Pritchard (2014)

Note: For additional language prompts, please refer to the Conversation Skills Poster.

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk

APPENDIX J
(Student Progress Form – Conversation Analysis Tool)

Multilingual and Multicultural Education Department

STUDENT PROGRESS FORM – CONVERSATION ANALYSIS TOOL (SPF - CAT)

STUDENT SAMPLE

Student A:_____ **Student B:**_____ **Gr.**____ **Date**_____

Constructive Conversation Analysis

Directions: 1. Record a language sample. 2. Read the sample and score for Dimension 1. Write the rationale for Dimension 1. 3. Read the sample and score for Dimension 2. Write the rationale for Dimension 2.	**Dimension 1: Turns build on previous turns to build up an idea** 4 Most turns build on previous turns to effectively build up a clear and complete idea. 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity. 2 Few turns build on previous turns to build up an idea. 1 Turns are not used to build up an idea. **Dimension 2: Turns focus on the knowledge or skills of the lesson's objectives** 4 Most turns effectively focus on the lesson's objectives and show depth or fostering of the intended learning. 3 Half or more of the turns sufficiently focus on the lesson's objectives, but this focus may be superficial or lack clarity. 2 Few turn focus on the lesson's objectives. 1 Turns do not focus on the lesson's objectives.
1. Language Sample **Student A:** **Student B:** **Student A:** **Student B:** **Student A:** **Student B:** **Student A:** **Student B:**	
2. Dimension 1 (Rationale) **Score: 4-3-2-1**	**3. Dimension 2** (Rationale) **Score—4-3-2-1**

Modified from: Zwiers, O'Hara, & Pritchard (2014)

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk