

Secondary ELD Lesson Template

DRAFT

Grade Level(s): 6 - 8

☐ Integrated ELD – Content Area

☒ Designated ELD

Start Smart – Constructive Conversations Day 13 - 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 ☒ Fostering Academic Interactions

Key Vocabulary Words & Phrases:

Negotiate

Conversation norms

Think time

Language of the skill

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Conversation voice

Listen respectfully

Take turns

Build on each other's ideas

Debrief

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 learned on Day 1. I will stop and give you time to review 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 keep going back to the Thinking Journal as necessary.

Instructional Materials, Technology and Resources (1d2)

- Vocabulary words poster
- Visual Texts
- Conversation Norms Poster
- Listening Task Poster
- Designated ELD Placemat
- Chart Paper
- 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 3 parts to this lesson: 1) conversation norms, 2) revise sample conversations, and 3) review the Constructive Conversation skill of **NEGOTIATE**.

LESSON INTRODUCTION:

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

*Today we are continuing with the constructive conversation skill **NEGOTIATE**.*

We will revise sample conversations to give us additional practice with the

***NEGOTIATE** conversation skill. First, lets review our Conversation Norms.*

Teacher points to the Conversation Norms Poster (**Appendix A**).

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*



**Conversation Norms Poster
(Appendix A)**



**Conversation Norm Visual Text
(Appendix B)**

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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.

2. Revise Sample NEGOTIATE Conversations

Students will revise two sample conversations to improve them. The first revision will be of the Non-Model. It will be revised as a Shared Writing activity, led by the teacher with the whole class. For the second revision, students will work in triads using the transcribed language sample obtained at the end of Day 11. Teacher starts by displaying (or distributing) the Non-Model (Appendix C) from Day 11.

- **Say:** Let's look at the Non-Model. How can we improve this Constructive Conversation? The **NEGOTIATE** prompt must be one worth discussing and include "What do you notice in the visual text?" and "How do you know?" Here's the visual text (**Appendix D**). Read the Non-Model to yourself as I read it aloud. Think about the prompt and the language of the skill **NEGOTIATE**.

A. Teacher uses the Listening Task Poster - NEGOTIATE (**Appendices E1, E2**) to guide students through an analysis of what makes this a Non-Model Constructive Conversation. See possible responses below:

- They did not build on each other's ideas.
- They didn't come to any type of consensus.

B. Revised Non-Model

This is a sample revised Non-Model (**Appendix G**).

- ~~Text~~ indicates what the teacher should cross out as the text is being revised.
- **Bold** indicates the language revised.

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

Teacher: ~~The people in the doorway are frightened. Even if they are butchering animals for nourishment, the frightened people in the doorway is strong evidence that butchering animals is wrong. What is your idea?~~

Student: ~~No they're not! They are just in a hurry. I disagree. The people in the doorway are simply anxious to buy their cut of meat! One animal can feed many hungry villagers.~~

Teacher: ~~How do you know they're in a hurry? That is a valid point,~~

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.~~

**Non-Model
(Appendix C)**

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however, in the village there are many options that provide sustenance such as grains and produce. Which has the strongest evidence?

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? I think we can use the criteria of a balanced diet because the village has both farmland and animal resources. How are the two ideas similar?~~

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. Even though it seems that there are multiple sources of nourishment such as animals and produce, a healthy diet of fruits, vegetables, and grains is better for the villagers. How does evidence for your argument compare to mine?~~

Student: ~~I disagree that people look scared. Besides, they don't look like vegetarians to me. That is a valid point, but protein is an essential part of a healthy, balanced diet as evidenced by the villagers' appearance. Humans have consumed animals for centuries. How can we come to consensus?~~

Teacher: ~~The town should have a farmer's market where people can choose from many different food options. I think the village should have a farmer's market because people have the opportunity to choose from different food options.~~

Student: ~~The meat lines will be the longest. I think the positives of a farmer's market are fresh and abundant choices that appeal to everyone.~~

- C. Refer class to revised Non-Model. Call on two student volunteers to read the conversation to the class.
- D. Teacher discusses the improvements to show how responses are more elaborate, build upon each other, and how partners take turns.
- E. Independently, students in triads will revise a language sample. Display the transcribed language sample collected on day 11 on the Student Progress Form - CAT.
- **Say:** In triads:
 - Number off from 1 – 3.
 - Read the language sample in your triad.
 - Orally revise the language sample to improve the conversation.
 - Use the prompt and response starters for **NEGOTIATE** (See Designated ELD Placemat – **Appendix F**).
 - Write the revision in your Thinking Journal.



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

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 E1)

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- *Be prepared to share out to the class.*

F. Share out: after each triad shares their revision, teacher points to the Listening Task Poster – NEGOTIATE prompting the class to review the triad’s work. This ensures that the class critically examines the revisions and sees how the academic language is improving.

3. Review Constructive Conversation Skill - NEGOTIATE





Review with students the Constructive Conversation skill **NEGOTIATE** to ensure students understand the language needed to **NEGOTIATE** ideas.

- **Say:** *Let’s review the **NEGOTIATE** skill. When we **NEGOTIATE**, we come to consensus. We also communicate ideas as we learn from each other.*

Teacher refers to Listening Task Poster for **NEGOTIATE** (Appendix E) and reads each step aloud.

- **Say:** *We’ve looked at the Listening Task Poster to help guide us through the conversations. There are 6 steps (teacher reads through them). This poster is intended to help us monitor and improve our academic language.*

Teacher refers to the Designated ELD Placemat (Appendix F). An additional prompt resource is the Constructive Conversation Skills poster(s). Looking specifically at the **NEGOTIATE** row, the teacher reviews the prompts for starting and responding to **NEGOTIATE** ideas.

Features of Conversations with Hand Motions	Prompts for Using the Features	Prompts for Responding
Create  <ul style="list-style-type: none"> • What do you notice? • What is your idea? • What are other points of view? • I wonder... • How can we combine these ideas? 	A <ul style="list-style-type: none"> • What do you notice? • What is your idea? • What are other points of view? • I wonder... • How can we combine these ideas? 	B <ul style="list-style-type: none"> • I notice... • Another idea is... • This reminds me of... • I connect to... because...
Clarify  <ul style="list-style-type: none"> • Can you elaborate on...? • Can you clarify...? • What do you mean by...? • Say more about...? • Why, how, what, when... 	A <ul style="list-style-type: none"> • Can you elaborate on...? • Can you clarify...? • What do you mean by...? • Say more about...? • Why, how, what, when... 	B <ul style="list-style-type: none"> • I think it means... • In other words... • More specifically, it is... because... • In other words, you are saying that...
Fortify  <ul style="list-style-type: none"> • Can you give an example from the text? • Where in the text does it say that? • Are there any clues in real life? • How does it support the idea? 	A <ul style="list-style-type: none"> • Can you give an example from the text? • Where in the text does it say that? • Are there any clues in real life? • How does it support the idea? 	B <ul style="list-style-type: none"> • For example... • In the text it said... • Remember from the text we read... • An example from my life is... • Strong supporting evidence is...
Negotiate  <ul style="list-style-type: none"> • 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? 	A <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • I am strong evidence because... • I think we can use the criteria of... because... • That is a valid point, but... because... • I think the negative of... outweighs the positives of...

Designated ELD Placemat (Appendix F)

Emphasize that we use **NEGOTIATE** response starters to argue/persuade how one point of view is stronger or weaker than another in a conversation. Weighing both sides of an issue leads to agreement, consensus, or agreeing to disagree. We also usually end a sentence with a prompt starter to keep the conversation flowing, enticing others to validate how their perspective is more strongly supported by evidence or to attempt to reach consensus.

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:

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<p>FORMATIVE ASSESSMENT</p>	<p>Informal observation of discussions regarding the revision of Non-Model sample conversations</p> <p>Purpose of assessment: The purpose of the teacher observing student discussions as they revise the Non-Model is to help gauge the students' understanding as they move towards increased academic language production. Students will have two opportunities to revise a Non-Model sample conversation allowing the teacher to correct any possible misunderstandings. How might the teacher help those students who are struggling with language?</p>
<p>WRAP-UP</p>	<p>Review Objectives and Self-Evaluate Teacher will review objective. <i>Today we reviewed the Constructive Conversation Skill NEGOTIATE, and revised Non-Model conversations.</i> Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of revising conversations?</i> <p><i>Work with your partner to do the following:</i></p> <ul style="list-style-type: none"> ✓ <i>Identify three things that you did to meet today's objective.</i> ✓ <i>Share and explain the three things to your partner.</i> <p>Teacher calls on three students to share their learning with the class.</p>

Visual Text for Teacher Modeling & Non-Modeling



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APPENDIX A
(Constructive Conversations Norms Poster)



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APPENDIX B (Constructive Conversations Norms Visual Text)



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APPENDIX C
(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.*

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APPENDIX D
(Model and Non-Model Visual Text)



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APPENDIX E1
(Listening Task Poster - NEGOTIATE - Teacher Version)

1. Did each partner state his/her ideas?

2. Did they take turns sharing their ideas?

3. Did they support their ideas with evidence?

4. Did they stay on topic?

5. Did they build on each other's ideas?

6. Did they come to consensus?

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APPENDIX E2
(Listening Task Poster – NEGOTIATE - Student Version)

1. Did I state my ideas?



2. Did my partner and I take turns sharing?

3. Did I support my ideas with evidence?

4. Did I stay on topic?

5. Did I build on my partner's ideas?
6. Did I come to consensus?

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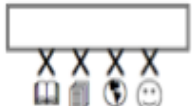

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APPENDIX F (Designated ELD Placemat)

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 <ul style="list-style-type: none"> What do you notice? What is your idea? What are other points of view? I wonder...? How can we combine these ideas? 	B <ul style="list-style-type: none"> I notice... Another idea is ... This reminds me of... I connect to ____ because...
Clarify (Place hands over eyes as if focusing binoculars) 	A <ul style="list-style-type: none"> Can you elaborate on...? Can you clarify ____? What do you mean by ____? Say more about ____? Why, How, What, When... 	B <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> _____ 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~~ Zwiers, O'Hara, & Pritchard (2014)

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

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APPENDIX G

(Revised Non-Model)

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

Teacher: ~~The people in the doorway are frightened. Even if they are butchering animals for nourishment, the frightened people in the doorway is strong evidence that butchering animals is wrong. What is your idea?~~

Student: ~~No they're not! They are just in a hurry. I disagree. The people in the doorway are simply anxious to buy their cut of meat! One animal can feed many hungry villagers.~~

Teacher: ~~How do you know they're in a hurry? That is a valid point, however, in the village there are many options that provide sustenance such as grains and produce. Which has the strongest evidence?~~

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? I think we can use the criteria of a balanced diet because the village has both farmland and animal resources. How are the two ideas similar?~~

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. Even though it seems that there are multiple sources of nourishment such as animals and produce, a healthy diet of fruits, vegetables, and grains is better for the villagers. How does evidence for your argument compare to mine?~~

Student: ~~I disagree that people look scared. Besides, they don't look like vegetarians to me. That is a valid point, but protein is an essential part of a healthy, balanced diet as evidenced by the villagers' appearance. Humans have consumed animals for centuries. How can we come to consensus?~~

Teacher: ~~The town should have a farmer's market where people can choose from many different food options. I think the village should have a farmer's market because people have the opportunity to choose from different food options.~~

Student: ~~The meat lines will be the longest. I think the positives of a farmer's market are fresh and abundant choices that appeal to everyone.~~

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