

Secondary ELD Lesson Template

DRAFT

Grade Level(s): 6 – 8

☐ Integrated ELD – Content Area

☒ Designated ELD

Start Smart – Constructive Conversations Day 4 - CLARIFY

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 'Clarify' 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 **CLARIFY 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:

Clarify

Conversation norms

Think time

Language of the skill

Conversation voice

Listen respectfully

Take turns

Build on each other's ideas

Debrief

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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 **CLARIFY**. 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 reviewing the Conversation Norms (see Appendix A) and the CLARIFY 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 Appendix C for Constructive Conversation Norms Script.)



**Conversation Norms Poster
(Appendix A)**



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

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2. Hand gesture - CLARIFY

Introduce hand gesture for **CLARIFY** (teacher places his/her hands over eyes and gestures as if “focusing binoculars”). We use this gesture to show when we explain an idea.

- **Say:** *When we **CLARIFY** ideas, “we make our ideas clearer”.*

3. Model and Non-Model for the skill CLARIFY

A. Introduce the Listening Task Poster

Teacher refers to Listening Task Poster - CLARIFY (**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 CLARIFY

1. *Did each partner state his/her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they make their ideas clearer?*
4. *Did they stay on topic?*
5. *Did they build on each other’s ideas?*

B-1. Model

Teacher posts Model and Non-Model Visual Text (see **Appendix E**). 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?” Remember to use the Listening Task Poster.*

- **Demonstration:** The teacher and student read the provided script.

Teacher: *There is a man killing a pig with an ax. I think that is his job.*

Student: *What do you mean by his job?*

Teacher: *In other words, he is a butcher. More specifically, butchers cut up meat so that they can sell it to people for food.*

Student: *Say more about what’s happening in the picture?*

Teacher: *A man and woman are helping the butcher by holding the pig while the butcher cuts off the head. There are also two children who seem to work there.*

Student: *Why do you think the children work there?*

Listening Task for CLARIFY

1. *Did each partner state his/her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they make their ideas clearer?*
4. *Did they stay on topic?*
5. *Did they build on each other’s ideas?*

Listening Task Poster (Appendix D1)



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

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Teacher: *I think the children work there because they are wearing aprons just like all the adults.*

Student: *I agree. Can you elaborate on why they are wearing aprons?*

- **Debrief:**

- **Teacher:** Use the questions on the Listening Task Poster – CLARIFY 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 were taken, topic was on point, and ideas were clarified.

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?”. While you are listening to my partner and me, listen for the following points. Refer to the Listening Task Poster - CLARIFY.*
- **Demonstration:** The teacher and student read the provided script.

Teacher: *I notice a church. What is your idea?*

Student: *There is smoke in the sky. What do you think it means?*

Teacher: *There are several trees. What else do you notice?*

Student: *I notice a wide road. Can you elaborate on that?*

Teacher: *Most people are wearing hats.*

Student: *The horse is pulling a barrel. What else do you notice?*

Teacher: *I notice there is a well. Say more about the well.*

Student: *I see birds!*

- **Debrief:**

- **Teacher:** Use the questions on the Listening Task Poster – CLARIFY 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

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turns were taken, topic was on point, and ideas were clarified.

4. Constructive Conversation Student Independent Practice

- **Say:** Now you will have an opportunity to practice the Constructive Conversation skill **CLARIFY** 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.
- Students will only use the **CLARIFY** 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 **CLARIFY** turns.
2. In pairs, students will use a manipulative to share their **CLARIFY** 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 **Appendices 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 6. **TIP:** Use your phone to record the Language Sample. See Release Forms from Day 1.



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

Constructive Conversation Secondary Placemat - Designated ELD			
Features of Conversations with		Prompts for Using the Features	
Create		Clarify	
<ul style="list-style-type: none"> What are you saying? What is your point? What is your purpose? What is your goal? What is your main idea? What is your main point? What is your main purpose? What is your main goal? 		<ul style="list-style-type: none"> Can you elaborate on...? Can you clarify...? Can you explain...? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? 	
<ul style="list-style-type: none"> What are you saying? What is your point? What is your purpose? What is your goal? What is your main idea? What is your main point? What is your main purpose? What is your main goal? 		<ul style="list-style-type: none"> Can you elaborate on...? Can you clarify...? Can you explain...? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? 	
<ul style="list-style-type: none"> What are you saying? What is your point? What is your purpose? What is your goal? What is your main idea? What is your main point? What is your main purpose? What is your main goal? 		<ul style="list-style-type: none"> Can you elaborate on...? Can you clarify...? Can you explain...? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? 	
<ul style="list-style-type: none"> What are you saying? What is your point? What is your purpose? What is your goal? What is your main idea? What is your main point? What is your main purpose? What is your main goal? 		<ul style="list-style-type: none"> Can you elaborate on...? Can you clarify...? Can you explain...? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? Can you give an example from the text? 	

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

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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:

<p>FORMATIVE ASSESSMENT</p>	<p>Student Progress Form - Conversation Analysis Tool (SPF-CAT) (see Appendix J)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Note: For Day 6's lesson, students and revise the Non-Model and the language sample mentioned above.</p>
<p>WRAP-UP</p>	<p>Review Objectives and Self-Evaluate Teacher will review objective. <i>Today we engaged in a Constructive Conversation using the conversation skill CLARIFY. We took turns and shared ideas based on a visual text.</i> Teacher will ask students the following:</p> <ul style="list-style-type: none"> • <i>How did we meet today's objective of using the conversation skill CLARIFY?</i> • <i>How did we use the Conversation Norms?</i> <p><i>Work with your conversation partner to do the following:</i></p> <ul style="list-style-type: none"> ✓ <i>Identify three things you did to meet today's objectives in your Thinking Journal.</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>

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Visual Text for Teacher Modeling & Non-Modeling



Visual Text for Student Constructive Conversation Protocol



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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
(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.*

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

**1. Did they take turns
sharing their ideas?**



**2. Did they make their
ideas clearer?**



3. Did they stay on topic?



**4. Did they build on each
other's ideas?**



APPENDIX D2
(Listening Task Poster – CLARIFY - Student Version)

1. Did I take turns sharing my ideas?



2. Did I make my ideas clearer?



3. Did I stay on topic?



4. Did I build on my partner's ideas?



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APPENDIX E
(Model and Non-Model Visual Text)



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APPENDIX F
(Model)

Teacher: *There is a man killing a pig with an ax. I think that is his job.*

Student: *What do you mean by his job?*

Teacher: *In other words, he is a butcher. More specifically, butchers cut up meat so that they can sell it to people for food.*

Student: *Say more about what's happening in the picture?*

Teacher: *A man and woman are helping the butcher by holding the pig while the butcher cuts off the head. There are also two children who seem to work there.*

Student: *Why do you think the children work there?*

Teacher: *I think the children work there because they are wearing aprons just like all the adults.*

Student: *I agree. Can you elaborate on why they are wearing aprons?*

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APPENDIX G
(Non-Model)

Teacher: *I notice a church. What is your idea?*

Student: *There is smoke in the sky. What do you think it means?*

Teacher: *There are several trees. What else do you notice?*

Student: *I notice a wide road. Can you elaborate on that?*

Teacher: *Most people are wearing hats.*

Student: *The horse is pulling a barrel. What else do you notice?*

Teacher: *I notice there is a well. Say more about the well.*

Student: *I see birds!*

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APPENDIX H
(Student Independent Practice Visual Text)



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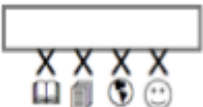
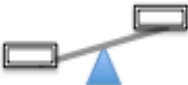
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APPENDIX I (Designated ELD Placemat)

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 <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, O'Hara, & Pritchard (2014)

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

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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 _____

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.	
Constructive Conversation Analysis	
1. Language Sample Student A: Student B: Student A: Student B: Student A: Student B: Student A: Student B:	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.
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)

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