Secondary ELD Lesson Template   DRAFT
Grade Level(s): 6 - 8
□ Integrated ELD – Content Area   X Designated ELD

Start Smart – Constructive Conversations Day 9 - FORTIFY

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 'Fortify' 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 FORTIFY 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   X Fostering Academic Interactions

Key Vocabulary Words & Phrases:
Fortify
Conversation norms
Think time
Language of the skill
Conversation voice
Listen respectfully
Take turns

Build on each other's ideas
Debrief
Conversation Analysis Tool (CAT)
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 yesterday. The Conversation Analysis Tool (CAT) is the only new word for today. 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
- Conversation Analysis Tool (CAT)
- Non-Model Script
- 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 **FORTIFY**. There are 3 parts to this lesson: 1) Conversation Norms, 2) Conversation Analysis Tool (CAT), and 3) rate Non-Model with CAT.

LESSON INTRODUCTION:
- Post and read ELD Objective(s)
- Review Constructive Conversation Skills Poster
- Review Conversation Norms Poster

*Today we are continuing with the constructive conversation skill **FORTIFY**. We are going to learn about the Conversation Analysis Tool and how it helps us to become better at the **FORTIFY** 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*
3. *Use your Conversation Voice*

**Conversation Norms Poster
(Appendix A)**

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

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 procedures with the class. Use Conversation Norms Visual Text (**Appendix B**) for this review.

2. Conversation Analysis Tool (CAT)

A. Introduce the Conversation Analysis Tool (CAT)

• **Say**: *How do you know if you are using the **FORTIFY** skill appropriately? To help us reflect on how effective we are with the **FORTIFY** skill, we are going to use the Conversation Analysis Tool (CAT) (point to CAT, **Appendix C**). It looks at two dimensions. Let's start by reviewing them. The first dimension is **"Turns build on previous turns to build up an idea"**. To help us, here is the rubric:*

    4   *Most turns build on previous turns to build up an idea*
       (& choose the best idea, if >1 idea)
    3   *Around half of the turns build on previous turns to build up an idea*
       (& choose the best, if >1 idea)
    2   *Few turns build on previous turns to build up an idea*
       (& choose the best idea, if >1 idea)
    1 *Turns are not used to build up one or more ideas*

In other words, the first dimension measures how we build up each other's ideas. Each participant gets an opportunity to take a turn and share his/her idea. We must really listen in order to be able to build up our partner's ideas.

*The second dimension is **"Turns focus on the knowledge or skills of the lesson's objectives."** Here is the rubric:*

    4   *Most turns focus on the knowledge or skills of the lesson's objectives*
    3   *Around half the turns focus on the knowledge or skills of the lesson's objectives*
    2   *Few turns focus on the knowledge or skills of the lesson's objectives*
    1   *Turns do not focus on the knowledge or skills of the lesson's objectives*

In this dimension, we want to ensure that participants stay on topic and provide new ideas so that ideas are not repeated.

B. Listening Task Poster

Teacher refers to Listening Task Poster - FORTIFY (**Appendices D1, D2**) introduced on day eight and reads each step aloud. Note that there are two versions of the poster (Teacher and Student). **TIP:** Use Student Version during independent practice to reinforce gradual release of responsibility.

• **Say**: *We use the Listening Task Poster to help guide us through the*

**Conversation Analysis Tool
(Appendix C)**

Listening Task for FORTIFY

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?*

**Listening Task Poster
(Appendix D1)**

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:

*conversation skill. There are 5 steps (*teacher reads them*). For each question, always ask yourself: "How do I know?" and "What is my evidence?" The difference between the Listening Task Poster and the CAT is the Listening Task Poster is intended to help us check ourselves while we're in a conversation. The CAT is intended to help us score the conversation after the fact to see if we did what the poster indicated. Both are tools to help us improve our language.*

3. Rate Non-Model with CAT

• **Say:** *Now let's review the Non-Model conversation using the Conversation Analysis Tool (CAT). As a class, can we come to an agreement on the rating of the dimensions?*

Teacher posts the visual text (**Appendix E**) along with the Non-Model (**Appendix F**) from day eight. Teacher then positions the CAT next to the Non-Model for the class to view. Teacher proceeds to facilitate discussion of Dimensions 1 and 2 so students can come to consensus on the rubric score for each dimension. Key to this activity is the rationale behind a student's score choice.

• **Say:** *Displayed here are 3 items: 1) the visual text, 2) the Non-Model, and 3) the Conversation Analysis Tool. Individually, you will decide on a score and rationale (reason) for each dimension. After, you will discuss with an A/B partner the rating and rationale you picked for each dimension. Then, we will tally the results. Will we be close to agreeing? Let's find out.*

First, we are going to hear two student volunteers read the Non-Model. Next, I am going to review Dimension 1. You will have two minutes to individually decide on a score and rationale (reason) for Dimension 1. I will repeat this process with Dimension 2. We will then move into the discussion phase. You will have two minutes to share (one minute for each partner) why you rated Dimension 1 the way you did. Please make sure you give specific reasons (evidence) that support your rating. You will get another two minutes (one minute for each partner) to discuss Dimension 2. Again, remember to cite your evidence.

Steps:
1. Teacher prompts students to identify their A/B partner.
2. Teacher has two student volunteers read the Non-Model in front of the class. These pre-selected students are given a copy of the Non-Model in advance.
3. Teacher points to Dimension 1, reads it aloud, and reiterates that the focus for this time is for students to decide on a rating (1, 2, 3, or 4) and

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

Teacher: *In the text, I see a man throwing hay out the window.*
Student: *I like hayrides. They are fun!*

Teacher: *I notice the people in the text are wearing coats. Can you give an example from the text?*
Student: *I wonder if the people speak Spanish.*

Teacher: *I think this is taking place in Mexico a long time ago because I see a big hill, which reminds me of my family's town. What do you notice?*
Student: *I notice that the people are wearing coats. Can you give another example from the text?*

Teacher: *People are working with tools. Say more about the tools.*
Student: *My dad uses tools when he works.*

Non-Model
(Appendix F)

rationale. Start timer.

4. Teacher provides two minutes to complete Dimension 1 rating and rationale. When the timer goes off, say *"Stop!"*.

5. Teacher points to Dimension 2, reads it aloud, and reiterates that the focus for this time is for students to decide on a rating (1, 2, 3, or 4) and rationale. Start timer.

6. Teacher provides two minutes to complete Dimension 2 rating and rationale. When the timer goes off, say *"Stop!"*.

7. Teacher prompts class to begin rating/rationale discussion for Dimension 1 with partner. Teacher starts the timer giving one minute. **TIP:** If the class appears to need more time due to rich discussions, allow for an additional minute. Each partner must cite a reason from the actual conversation.
   - During this time, teacher listens to partner discussions to gauge the level of students' understanding regarding the rating.

8. When time is up, the teacher raises his/her hand to bring the class back to attention.

9. Teacher sets the timer for one minute and announces that it is now the other partner's turn to share his/her rating/rationale. Say "Switch!" Each partner must cite a reason from the conversation.
   - During this time, teacher listens to partner discussions to gauge the level of students' understanding regarding the rationale.

10. When the timer goes off, teacher raises hand to bring the class back together.

11. Teacher takes a tally. On chart paper, annotate the number of students who voted a 1, 2, 3, and 4 for Dimension 1. Repeat for Dimension 2.

12. Teacher asks the class to silently look at the results. Which rating got the most votes? Why? Is this rating different than what you rated it? Is there consensus?

13. Allow for one minute of table or partner discussions regarding the voting.

14. Share out. Teacher has the option to do this as a 4 Corners Activity or whole class share out. If doing a 4 Corners Activity, place the scores (1, 2, 3, and 4) one at each corner. If time is limited, a whole class share out is a better option. Ask the following prompts:
    - If there is consensus on a particular rating, "What evidence substantiates this rating that most of us chose?"
    - If there is not consensus, call on the corner with the most ratings to share evidence cited supporting their rating. If done whole class, select students to cite their supporting evidence.

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**	Informal observation of Conversation Analysis Tool (CAT) discussions **Purpose of assessment:** The purpose of the teacher observing student discussions as they learn to use the CAT to rate constructive conversations is to help students understand the tool and the importance of its dimensions. This is the third time students use the CAT. The teacher should be observing students being able to justify their score with evidence with more ease and increased sophistication. Some students will be able to provide evidence easily, while others may struggle. How might the teacher help those struggling students with language?
WRAP-UP	**Review Objectives and Self-Evaluate** Teacher will review objective. *Today we reviewed the Constructive Conversation Skill **FORTIFY**, the Listening Task Poster, and the Conversation Analysis Tool (CAT).* Teacher will ask students the following: • *How did we meet today's objective of using the CAT**?*** *Work with your conversation partner to do the following:* ✓ *Identify three things that you did to meet today's objective.* ✓ *Share and explain the three things to your partner.* Teacher calls on three students to share their learning with the class.

Visual Text for Teacher Modeling & Non-Modeling	

APPENDIX A
(Constructive Conversations Norms Poster)

Use your THINK TIME

Use the LANGUAGE of the SKILL

Use your CONVERSATION VOICE

LISTEN respectfully

TAKE TURNS and BUILD on each other's ideas

APPENDIX B
(Constructive Conversations Norms Visual Text)

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

APPENDIX C
(Conversation Analysis Tool – CAT)

Conversation Analysis Tool

The following tool is meant to help you reflect on two key dimensions of effective classroom conversations. Prompt students to converse about a conversation-worthy topic that you are studying and observe or record their interaction. You can use this for practice and notes. Use of numbers is optional.

DIMENSION 1: Turns build on previous turns to build up (create, clarify, fortify) an idea *(and turns are also used to evaluate and choose the best idea if there are two or more competing ideas,)*

4   Most turns build on previous turns to build up an idea *(& choose the best idea, if >1 idea)*

3   Around half of the turns build on previous turns to build up an idea *(& choose the best, if >1 idea)*

2   Few turns build on previous turns to build up an idea *(& choose the best idea, if >1 idea)*

1   Turns are not used to build up one or more ideas.

Dimension 1: Turns build on previous turns to build up an idea.	*Score*
Rationale for score:	

DIMENSION 2: Turns focus on the knowledge or skills of the lesson's objectives

4   Most turns focus on the knowledge or skills of the lesson's objectives.

3   Around half the turns focus on the knowledge or skills of the lesson's objectives,

2   Few turns focus on the knowledge or skills of the lesson's objectives.

1   Turns do not focus on the knowledge or skills of the lesson's objectives.

Dimension 2: Turns focus on the knowledge or skills of the lesson's objectives	*Score*
Rationale for score	

Note: We realize that turns will widely vary in quality. One turn, for example, might do an excellent job at building on previous turns, advancing the conversation, and focusing on the intended learning. Take note of this, but if the rest of the turns are weak or unfocused, then the conversation as a whole would score low.

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NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk   9

APPENDIX D – 1
(Listening Task Poster – FORTIFY - Teacher Version)

1. Did they take turns sharing their ideas?

2. Did they support their ideas with evidence?

3. Did they stay on topic?

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

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk   10

APPENDIX D – 2
(Listening Task Poster – FORTIFY - Student Version)

1. Did I take turns sharing my ideas?

2. Did I support my ideas with evidence from the text?

3. Did I stay on topic?

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

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:

APPENDIX E
(Model and Non-Model Visual Text)

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:

APPENDIX F
(Non-Model)

Teacher: *In the text, I see a man throwing hay out the window.*

Student: *I like hayrides. They are fun!*

Teacher: *I notice the people in the text are wearing coats. Can you give an example from the text?*

Student: *I wonder if the people speak Spanish.*

Teacher: *I think this is taking place in Mexico a long time ago because I see a big hill, which reminds me of my family's town. What do you notice?*

Student: *I notice that the people are wearing coats. Can you give another example from the text?*

Teacher: *People are working with tools. Say more about the tools.*

Student: *My dad uses tools when he works.*