Secondary ELD Lesson Template   DRAFT
Grade Level(s): 9 - 12
☐ Integrated ELD – Content Area   X Designated ELD

Start Smart – Constructive Conversations Day 3 - CREATE

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 'Create' 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 **CREATE phrases (e.g., I connect to ___ because ___,etc.)** by explaining their ideas **to a partner** and writing notes.
text.

Academic Language Development High Impact Practice Emphasized:
☐ Using Complex Text   ☐ Fortifying Complex Output   X Fostering Academic Interactions

Key Vocabulary Words & Phrases:
Create
Conversation norms
Think time
Language of the skill

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk   1

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 **CREATE**. There are 3 parts to this lesson: 1) conversation norms, 2) revise sample conversations, and 3) review the Constructive Conversation skill of **CREATE**.

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 CREATE. We will revise sample conversations to give us additional practice with the CREATE 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 Norm 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. Use Conversation Norms Visual Text (**Appendix B**) for this review.

2. Revise Sample CREATE 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 1. Teacher starts by displaying (or distributing) the Non-Model (**Appendix C**) from Day 1.

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

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

- They did not build on each other's ideas.
- At first they responded to the prompt, but towards the end, they went off topic.

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.

Teacher: ~~He is~~ **I notice a man** killing an animal, **which is on its side. What do you notice?**

Student: The kids **are** ~~scared~~ **watching the slaughter and one seems** scared. **What is your idea?**

Teacher: ~~They cut off the legs.~~ **I notice that man has a meat cleaver in his hand and is cutting** off the legs. **How can we combine these ideas?**

Student: I ~~see blood.~~ **think he is a butcher so his job is to cut up meat. I believe that's why there is a lot of** blood. **What else do you notice?**

Teacher: ~~I see a head cut off.~~ **He not only** cut off **the legs, but also the animal's** head. **What other ideas do you have**?

Teacher: He is killing an animal.
Student: The kids are scared.

Teacher: They cut off the legs.
Student: I see blood.

Teacher: I see a head cut off.
Student: There are people working.

Teacher: People are inside the house.
Student: **I'm allergic to pork!**

Non-Model
(**Appendix C**)

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

Listening Task for CREATE

1. *Did each partner state his or her ideas?*
2. *Did they take turns sharing their ideas?*
3. *Did they stay on topic?*
4. *Did they build on each other's ideas?*

Listening Task Poster
(**Appendix E1**)

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http://bit.ly/SECStSmFdbk

Student: ~~There are people working.~~ **Another idea I have is that some animals are large so the butcher needs help. That's why he has various** people working **with him**. **I wonder where this is taking place.**

Teacher: ~~People are inside the house.~~ **The butcher seems to work in the center of the village and there** are people inside houses **as well as in the countryside**.

Student: ~~I'm allergic to pork!~~ **I wonder if any of those villagers are** allergic to pork.

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 1 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* **CREATE** *(See Designated ELD Placemat –* **Appendix F**).
    - *Write the revision in your Thinking Journal.*
    - *Be prepared to share out to the class.*

F. Share out: after each triad shares their revision, teacher points to the Listening Task Poster – CREATE 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 - CREATE

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

- **Say:** *Let's review the* **CREATE** *skill. When we* **CREATE,** *we say what we think, what we see, or notice about something. We also communicate ideas as we learn from each other.*

Teacher refers to Listening Task Poster for **CREATE** (**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 4 steps (*teacher reads through them*). This poster is intended to help us monitor and improve our academic language.*

Designated ELD Placemat
(Appendix F)

Emphasize that we use CREATE response starters to present an idea. We also usually end a sentence with a prompt starter to keep the conversation flowing, enticing others to present or build upon an idea.

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

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 discussions regarding the revision of Non-Model sample conversations **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?
WRAP-UP	**Review Objectives and Self-Evaluate** Teacher will review objective. *Today we reviewed the Constructive Conversation Skill **CREATE**, and revised Non-Model conversations.* Teacher will ask students the following: • *How did we meet today's objective of revising conversations?* *Work with your 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 	

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

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:

APPENDIX C
(Non-Model)

Teacher: *He is killing an animal.*

Student: *The kids are scared.*

Teacher: *They cut off the legs.*

Student: *I see blood.*

Teacher: *I see a head cut off.*

Student: *There are people working.*

Teacher: *People are inside the house.*

Student: *I'm allergic to pork!*

APPENDIX D
(Model and Non-Model Visual Text)

1. Did each partner state his/her ideas?

2. Did they take turns sharing their ideas?

3. Did they stay on topic?

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

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

1. Did I state my ideas?

2. Did my partner and I take turns sharing?

3. Did I stay on topic?

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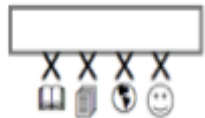
DRAFT

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** • 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.

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APPENDIX G
(Revised Non-Model)

Teacher: ~~He is~~ **I notice a man** killing an animal, **which is on its side. What do you notice?**

Student: The kids **are** ~~scared~~ **watching the slaughter and one seems** scared. **What is your idea?**

Teacher: ~~They cut off the legs.~~ **I notice that man has a meat cleaver in his hand and is cutting** off the legs. **How can we combine these ideas?**

Student: **I** ~~see blood.~~ **think he is a butcher so his job is to cut up meat. I believe that's why there is a lot of** blood. **What else do you notice?**

Teacher: ~~I see a head cut off.~~ **He not only** cut off **the legs, but also the animal's** head. **What other ideas do you have**?

Student: ~~There are people working.~~ **Another idea I have is that some animals are large so the butcher needs help. That's why he has various** people working **with him**. **I wonder where this is taking place.**

Teacher: ~~People are inside the house.~~ **The butcher seems to work in the center of the village and there** are people inside houses **as well as in the countryside**.

Student: ~~I'm allergic to pork!~~ **I wonder if any of those villagers are** allergic to pork.