

Secondary ELD Lesson Template

DRAFT

Grade Level(s): 9 - 12

☐ Integrated ELD – Content Area

☒ Designated ELD

Start Smart – Constructive Conversations Day 8 - 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 ☒ 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

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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 **FORTIFY**. 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 **FORTIFY** 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)**

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Appendix C for Constructive Conversation Norms Script.)

2. Hand gesture - FORTIFY

Introduce hand gesture for **FORTIFY** (place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm). We use this gesture to show when we fortify an idea.

- **Say:** When we **FORTIFY** ideas, “we make our ideas stronger”.

3. Model and Non-Model for the skill FORTIFY

A. Introduce the Listening Task Poster

Teacher refers to Listening Task Poster - FORTIFY (**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 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?

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: In the text, we see people that look scared.

Student: What in the text makes you say that?

Teacher: Strong supporting evidence is the people huddled in the doorway and one man peeking tentatively over his shoulder.

Student: Are there any examples from real life?

Teacher: An example from my life is when the meal for a family celebration

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

Listening Task Poster (Appendix D1)



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

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was being preparing and suddenly frightening noises could be heard coming from the pig.

Student: *How does it support your initial idea?*

Teacher: *The example from my life where people were frightened by the pig's noises leads me to believe that the people in the picture are also frightened.*

Student: *Can you now give me another example from the text?*

- **Debrief:**

- **Teacher:** Use the questions on the Listening Task Poster – FORTIFY 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, supported with textual evidence and built upon, turns taken, and topic was on point.

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 prompt: "What do you notice in the visual text?" While you are listening to my partner and me, listen for the following points. Refer to the Listening Task Poster - FORTIFY.*
- **Demonstration:** The teacher and student read the provided script.

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

Student: *I like hay rides. 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.*

- **Debrief:**

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

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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, supported by textual evidence and built upon, whether or not turns were taken, and whether topic was on point.

4. Constructive Conversation Student Independent Practice

- **Say:** Now you will have an opportunity to practice the Constructive Conversation skill **FORTIFY** 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 **FORTIFY** 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 **FORTIFY** turns.
2. In pairs, students will use a manipulative to share their **FORTIFY** 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 10. **TIP:** Use your phone to record the Language Sample. See Release Form Day 1.



Student Independent Practice Visual Text (Appendix H)

Constructive Conversation Secondary Placemat - Designated ELD		
One Student Independently builds on ideas (prompts), arguments, evidence using these skills.		
Features of Conversations with Hard Money	Prompts for Using the Features	Prompts for Responding
Create Place hands over eyes as if focusing forward.	- What do you notice? - What is your idea? - What are other points of view? - I wonder...? - How can we combine these ideas?	- I notice... - Another idea is... - This reminds me of... - I connect to... because...
Clarify Place hands over eyes as if focusing forward.	- Can you elaborate on...? - Can you clarify...? - What do you mean by...? - Say more about...? - Why, how, what, when...	- I think it means... - In other words... - More specifically, it is... because... - In other words, you are saying that...
Fortify Place hands over eyes as if putting on the table, and use the fingers of the other hand to support the point.	- 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?	- For example... - In the text it said... - Remember from the text we read... - An example from my life is... - Strongly supporting evidence is...
Negotiate Put one hand on to your shoulders, open up. Move them up and down like a scale.	- 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?	- 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...

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.

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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 10'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. <i>Today we engaged in a Constructive Conversation using the conversation skill FORTIFY. We took turns and shared ideas based on a visual text.</i> Teacher will ask students the following: • <i>How did we meet today's objective of using the conversation skill FORTIFY?</i> • <i>How did we use the Conversation Norms?</i>

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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



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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 high school students are painting over the graffiti. What is your idea?"*

Student: *My idea is they are all working together to make the house look better. What else do you notice?*

C. Use your Conversation Voice

Teacher: *"I notice the high school students are painting over the graffiti. What is your idea?"* (teacher speaks in a clear voice)

Student: *My idea is they are all working together to make the house look better. What else do you notice?* (student mumbles)

D. Listen Respectfully

Teacher: *I noticed the girls are helping to paint the house. What do you notice?*

Student: *I notice the girls are part of a club that helps the community.*

Teacher: *I heard you say the girls are painting the house to help people in the neighborhood.*

Student: *Yes, and I also noticed that they look like they are enjoying themselves.*

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

Teacher: *I think they are in high school and getting credit for helping the community. What do you notice?*

Student: *I agree. They are all painting to get credits **in order to graduate**.*

Teacher: *The one wearing black pants and brown boots looks like the teacher.*

Student: *Yes, **she looks older** and is helping the students.*

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APPENDIX D1
(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?

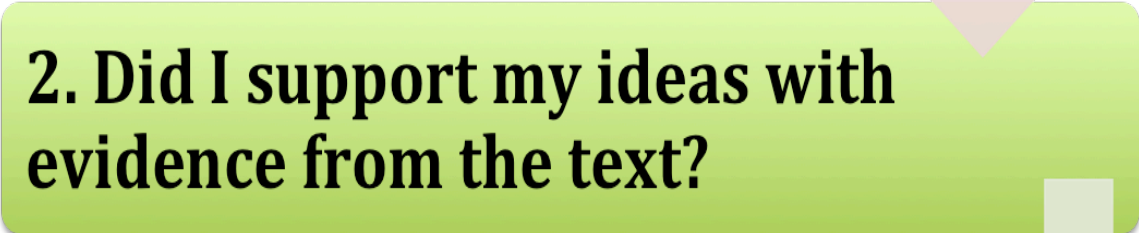


APPENDIX D2
(Listening Task Poster – FORTIFY - Student Version)

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?



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APPENDIX E
(Model and Non-Model Visual Text)

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APPENDIX F
(Model)

Teacher: *In the text we see people that look scared.*

Student: *What in the text makes you say that?*

Teacher: *Strong supporting evidence is the people huddled in the doorway and one man peeking tentatively over his shoulder.*

Student: *Are there any examples from real life?*

Teacher: *An example from my life is when the meal for a family celebration was being preparing and suddenly frightening noises could be heard coming from the pig.*

Student: *How does it support your initial idea?*

Teacher: *The example from my life where people were frightened by the pig's noises leads me to believe that the people in the picture are also frightened.*

Student: *Can you now give me another example from the text?*

APPENDIX G
(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.*

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APPENDIX H
(Student Independent Practice Visual Text)



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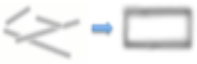
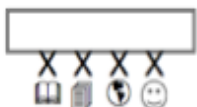
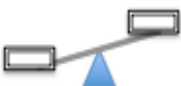
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APPENDIX I (Designated ELD Placemat)

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 - 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 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.	Dimension 1: Turns build on previous turns to build up an idea	
2. Read the sample and score for Dimension 1. Write the rationale for Dimension 1.	4 Most turns build on previous turns to effectively build up a clear and complete idea.	
3. Read the sample and score for Dimension 2. Write the rationale for Dimension 2.	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

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