Secondary ELD Lesson Template
Grade Level(s): 6 - 8

☐ Integrated ELD – Content Area  
X Designated ELD

Start Smart – Constructive Conversations Day 7 – CREATE & 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

<table>
<thead>
<tr>
<th>General Student Data (1b1, 1b3) - Record the number of students in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities:</td>
</tr>
<tr>
<td>English Learners:</td>
</tr>
<tr>
<td>Long Term English Learners:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Learner Data (1b1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners:</td>
</tr>
</tbody>
</table>

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’ and/or ‘Clarify’ Phrase(s) “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 and 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:
Create
Clarify
Conversation norms
Think time
Language of the skill
Conversation voice
Listen respectfully

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk
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 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)
- Thinking Journal (school provided)

### Lesson Structure

(1a2) Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

This lesson is intended to review the constructive conversation skills **CREATE and CLARIFY together**. There are 5 parts to this lesson: 1) conversation norms, 2) hand gestures, 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 continue practicing the Conversation Norms (see Appendix A) and using the skills **CREATE and CLARIFY** together.

### 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**

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

http://bit.ly/SECStSmFdbk
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.

### 2. Hand gestures – CREATE and CLARIFY

Review hand gestures:

**CREATE** (teacher raises his/her hands over head and opens and closes hands as if an idea is coming out of his/her head).

- **Say:** *When we CREATE ideas, “we share what we are thinking”.*

**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

If the teacher feels students do not need to review the Model and Non-Model, skip to step 4, Constructive Conversation Student Independent Practice. If the teacher feels students would benefit from a review, proceed below.

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

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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?

**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 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 -

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### 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, and whether or not 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 skills CREATE and 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 to participate in the Independent Practice.

  **TIP:** Print placemat on card stock and insert it into a sheet protector so it is

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<table>
<thead>
<tr>
<th>WRAP-UP</th>
<th>Review Objectives and Self-Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher will review objective.</td>
</tr>
<tr>
<td></td>
<td><em>Today we engaged in a Constructive Conversation using the conversation skills CREATE and CLARIFY. We took turns and shared ideas based on a visual text.</em></td>
</tr>
<tr>
<td></td>
<td>Teacher will ask students the following:</td>
</tr>
<tr>
<td></td>
<td>• How did we meet today’s objective of using the CREATE and CLARIFY conversation skills?</td>
</tr>
<tr>
<td></td>
<td>• How did we use the Conversation Norms?</td>
</tr>
<tr>
<td></td>
<td>Work with your conversation partner to do the following:</td>
</tr>
<tr>
<td></td>
<td>✓ Identify three things you did to meet today’s objectives in your Thinking Journal.</td>
</tr>
<tr>
<td></td>
<td>✓ Share and explain the three things to your partner.</td>
</tr>
<tr>
<td></td>
<td>Teacher calls on three students and they share their learnings with the class.</td>
</tr>
</tbody>
</table>

|------------------------------------------------|----------------------------------------------------------|

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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
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.*

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

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk
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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http://bit.ly/SECStSmFdbk
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?
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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### Constructive Conversation Secondary Placemat – Designated ELD

**Goal:** Students independently build up ideas (knowledge, agreement, solution) using these skills

<table>
<thead>
<tr>
<th>Features of Conversations with Hand Motions</th>
<th>Prompts for Using the Features</th>
<th>Prompts for Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create</strong> (Put hands over head, open and close them, as if an idea is coming out of your head)</td>
<td><em>A</em></td>
<td><em>B</em></td>
</tr>
</tbody>
</table>
| ![Create Image] | • 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 binoculars) | *A* | *B* |
| ![Clarify Image] | • 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 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* | *B* |
| ![Fortify Image] | • 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...  
• Strong supporting evidence is... |

| Negotiate (Put your hands out by your shoulders, palm up. Move them up and down like a scale) | *A* | *B* |
| ![Negotiate Image] | • 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... |

Modified from: Zwiets, 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**

**Grade Level(s): 6 - 8**

#### Constructive Conversation Analysis

<table>
<thead>
<tr>
<th>Dimension 1</th>
<th>Dimension 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 4 - 2 - 1</td>
<td>Score: 4 - 2 - 1</td>
</tr>
</tbody>
</table>

**Student Sample**

**Student:** ____________________________

**Date:** __________

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1. **I turn do not focus on the lesson’s objectives.**
2. **I turn focuses on the lesson’s objectives.**
3. **Half or more of the turns include clear examples of the lesson’s objectives, and show depth or rigor of the intended lesson.**
4. **Most or more of the turns include clear examples of the lesson’s objectives, and show depth or rigor of the intended lesson.**

**Directions:** Read the samples and score for Dimension 2. Write the rationale for Dimension 1. Write the rationale for Dimension 2.

---

**Student:** ____________________________

**Date:** __________

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1. **I turn does not contribute to the lesson’s objectives.**
2. **I turn contributes to the lesson’s objectives.**
3. **Half or more of the turns contribute to the lesson’s objectives, and show depth or rigor of the intended lesson.**
4. **Most or more of the turns contribute to the lesson’s objectives, and show depth or rigor of the intended lesson.**

**Directions:** Read the samples and score for Dimension 1. Write the rationale for Dimension 1. Write the rationale for Dimension 2.

---

**Student:** ____________________________

**Date:** __________