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](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>

**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.

**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
Conversation voice
Listen respectfully
Take turns

**NOTE:** We would greatly appreciate your feedback in vetting these lessons through the following link:
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 **CREATE**. 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 **CREATE**. We are going to learn about the Conversation Analysis Tool and how it helps us to become better at the **CREATE** conversation skill. First, let’s 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

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

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 CREATE skill appropriately? To help us reflect on how effective we are with the CREATE 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 - CREATE (Appendices D1, D2) introduced on day one 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

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

conversation skill. There are 4 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) we just learned about today. 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 one. 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. Next, 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

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link: http://bit.ly/SECStSmFdbk
However, the text is not clear and has many issues. It seems to be a draft lesson template for ELD education. It contains guidelines for teachers on how to conduct a lesson, which includes steps such as setting timers, discussing dimensions, and tallying votes. However, the text is not clear and includes incomplete or incorrect sentences, making it difficult to understand. It also contains a link for feedback on the lessons.
SECONDARY ELD LESSON TEMPLATE

DRAFT
GRADE LEVEL(S): 9 - 12

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

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:

<table>
<thead>
<tr>
<th>FORMATIVE ASSESSMENT</th>
<th>Purpose of assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal observation of Conversation Analysis Tool (CAT) discussions</td>
<td>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 first time the students use the CAT. They will have multiple opportunities to use it, however, this initial observation should help the teacher gauge if he/she needs to correct any possible misunderstandings. Also, these observations should allow the teacher to see how well students are able to justify their score with evidence. Some students will be able to provide evidence easily, while others may struggle. How might the teacher help those struggling students with language?</td>
</tr>
</tbody>
</table>

WRAP-UP

Review Objectives and Self-Evaluate
Teacher will review objective.
*Today we reviewed the Constructive Conversation Skill of CREATE, the Listening Task Poster, and learned about 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
NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk
NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk
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 an idea** (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.**

<table>
<thead>
<tr>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Score</th>
</tr>
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<td></td>
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</table>

**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.

---

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

http://bit.ly/SECStSmFdbk
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?

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk
APPENDIX D2
(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?

NOTE: We would greatly appreciate your feedback in vetting these lessons through the following link:
http://bit.ly/SECStSmFdbk
Secondary ELD Lesson Template
Grade Level(s): 9 - 12

APPENDIX E
(Model and Non-Model Visual Text)

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