





Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT
DESIGNATED ELD FRAME OF PRACTICE



FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i>		USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i>	FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i>
CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE			
Modeling	Guiding	<p>Teacher:</p> <ul style="list-style-type: none">Introduces and charts the lesson focus questionIntroduces and clarifies text language, vocabulary, and features of the text.Models how to read and use language from the text to think about the content.Models how to keep track of and remember information from the text for later use.Delivers lessons based on Part II ELD Standards (<i>Learning about How English Works</i>) supported by Part I ELD Standards (<i>Interacting in Meaningful Ways</i>)Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete taskPrompts students about the linguistic features of text using guiding questionsGuides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)	<p>Based on data, teacher:</p> <ul style="list-style-type: none">Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill developmentProvides collaborative oral/written work activities/tasks based on proficiency level and needed language skill developmentMonitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)
<p>Teacher:</p> <ul style="list-style-type: none">States the purpose of the lesson and the student-friendly ELD objectiveModels a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.Establishes or reviews routines for Constructive Conversations (ex. <i>Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>)Models and clarifies oral complex language to make output understandable	<ul style="list-style-type: none">Introduces prompt on a high interest topic that connects to the direct instruction portion of the lessonGuides & models students to use language of the topic to practice a targeted Constructive Conversation Skill (<i>engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C</i>)Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)		
Wrap-up & Next Steps			
<p>Teacher:</p> <ul style="list-style-type: none">Reviews and clarifies linguistic feature of the lesson's focus question <p>Students:</p> <ul style="list-style-type: none">Self-assess and reflect on ELD objectives <p>Teacher:</p> <ul style="list-style-type: none">Closes lesson and introduces topic for next lessonDevelops follow-up goal and experiences for future lessons			



ELEMENTARY
6TH GRADE DESIGNATED ELD
CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT – A Poem for My Librarian, Mrs. Long by Nikki Giovanni

DAY 1 of 3 OVERVIEW/OPENING	
OVERVIEW	<p>Constructive Conversation Skill-CLARIFY</p> <p>Focus Question: How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity?</p> <p>Differentiated Instruction</p> <p>Wrap-up</p> <p>Next Steps</p> <p>NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.</p>
ELD STANDARDS	<p> Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative.</p> <p>1.Exchanging Information/Ideas. (Expanding Level) Contribute to class, group, and partner discussions by following <i>turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.</i></p> <p>3. Supporting Opinions and Persuading Others. (Expanding Level) Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using an expanded set of learned phrases (e.g., <i>I agree with X, but...</i>), as well as open responses.</p> <p>B. Interpretive.</p> <p>5. Listening Actively. (Expanding Level) Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate support.</p> <p>6. Reading/Viewing Closely. (Expanding Level)</p> <p>a) Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p> Part II: How English Works</p> <p>B. Expanding & Enriching Ideas.</p> <p>5.Modifying to Add Details. (Expanding Level) Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.</p>
ELD OBJECTIVE	<p>Students will be able to analyze text to understand how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial ... provides details about...</i>) during paired and whole group discussions of a mentor text.</p>



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STUDENT FRIENDLY ELD OBJECTIVE	I will analyze how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial...provides details about...</i>) during paired and group discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	<p>CONSTRUCTIVE CONVERSATION SKILL-CLARIFY Teacher introduces and clarifies lesson objective. <i>Today we will practice the Constructive Conversation Skill of CLARIFY. This skill is important when you are trying to figure out ways to present an idea exactly the way you intend. When you practice with your partner, make sure that you elaborate, explain, question, and paraphrase.</i></p> <p>Conversation Norms Poster <i>Let's Chorally read the Conversation Norms Poster.</i></p> <p>Review Hand Gesture and Phrase- CLARIFY Review Prompt and Response Starters Prompt Starters: Can you elaborate? Tell me more...How do you know?, Why....? Response Starters: I noticed that..., I think it means..., I mean that..., In other words...</p>
MODEL/GUIDED PRACTICE	<p>Introduce Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u> <i>To model what a Constructive Conversation looks like we are going to use the visual text and Listening Task Poster and address the prompt: What is happening in this visual text? How do you know? As we look at the visual text we will share our ideas and CLARIFY.</i></p> <p>Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read the Model Script.</p> <p>Review the Listening Task Poster Teacher refers to Listening Task Poster-CLARIFY and reads each step aloud.</p> <p>PROMPT: <i>What is happening in this visual text? How do you know?</i></p>

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Artist: Jacob Lawrence, **Title:** The Library **Year:** 1960

<http://imgc.allpostersimages.com/images/P-473-488-90/67/6739/4V5Z100Z/posters/jacob-lawrence-parade.jpg>

Model

Student A: I notice that there are a lot of people on the street. I think that the community is having parade.

Student B: How did you come to that conclusion?

Student A: I think that it's a community parade because there are spectators on the side of the streets. There are also people waving from the top windows of the building.

Student B: Yes. I also notice that there are groups of men marching in the middle of the street.

Student A: Can you elaborate on the people marching?

Student B: There are different groups of people. One group is wearing hats with feathers and there is a sword hanging on their left side.

Student A: In other words, you think that it is a parade because there are different groups of people in a procession and each group has their own unique costume or uniform.

Student B: Yes; each group is wearing a different uniform and there is a space that separates the groups in the parade.



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Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a Model Constructive Conversation for the skill of **CLARIFY**. Teacher will then proceed to the **Non-Model** for the skill of **CLARIFY**.

Non-Model:

Student A: There are people marching.

Student B: I see people waving from the sides of the buildings.

Student A: There are groups of people marching in the street.

Student B: The different groups are wearing costumes.

Student A: I see that one group is wearing a black top hat and it looks like they have a stick in their hands.

Student B: The people in the windows look happy because their arms are waving.

Student A: I believe they all look excited.


Student B: Yes. The people marching look serious because they are facing the same direction and not looking at the spectators.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**.

After teacher demonstrates both models, students are asked to address the prompt:
*What makes this a model Conversation for the Skill of **CLARIFY**?*

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STUDENT VISUAL TEXT	 <p>http://www.malcolmfairley.com/admin/gfx/3863%20detail%202.jpg</p>
STUDENT PROMPT	<i>What is happening in this visual text? How do you know?</i>
FORMATIVE ASSESMENT	<p><u>Student Progress Form (SPF)- Constructive Conversation Sample</u> Teacher will focus on 2-4 students to progress monitor using the <u>Student Progress Form (SPF)-Constructive Conversation Sample</u> on the use of the Constructive Conversation Skill of CLARIFY and the Conversation Norms to inform next steps.</p>
USING COMPLEX TEXT	
FOCUS QUESTION	<p>How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity?</p>
OVERVIEW	<p>Students will work first with a partner and then with whole group to understand and explain how adverbials provide details about a familiar activity. The teacher will review knowledge of adverbials. They will then guide students as they analyze the text by looking for adverbials and how they provide details about a familiar activity. Students will use an oral language strategy called “Lines of Communication” to clarify their knowledge of adverbials and orally express their understanding of how adverbials provide details about a familiar activity. Teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they</p>



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met the lesson and ELD objective. Finally, students will self-assess using a “**Stand and Self-Assess**” activity that has them discuss the focus question.

LESSON DETAILS

1. Introduce the Lesson Focus Question.

Today we are going to discuss how adverbials provide details about a familiar activity. This skill will help you when you use adverbials to provide details about a familiar activity. For example, when writing a narrative or an expository piece, you will use adverbials to add details about a familiar activity, such as to indicate when something happened or how often.

2. Teacher taps into students’ prior knowledge of adverbials and how they provide details about a familiar process. Use *Lines of Communication* oral language strategy to facilitate students’ reviewing their knowledge of adverbials.

- “What do you know about adverbials?”
- “What kind of words are they?”
- “Why do we use them?”
- “How do adverbials add details?”

3. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the adverbials in the first paragraph.

- **Reading Task:** *Read the first stanza of “A Poem for My Librarian, Mrs. Long” by Nikki Giovanni. Together, identify and underline the adverbials that provide details about a familiar activity. Have a Constructive Conversation and **CLARIFY** your choices. Remember to explain, elaborate, question and paraphrase. Use these questions to guide your discussion and **CLARIFY** each other’s ideas:*
 - “What are some adverbials that you identified?”
 - “How do you know that the adverbial provides details about a familiar activity?”*Remember to respond in complete and complex sentences such as:*
 - “I know the adverbial ... provides details about ...”

Elicit students’ responses and ask them to share out which adverbials they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. (Projected text is the same text the students have.) Students underline the adverbials they did not identify. Explain that for the next portion of the lesson, they will discuss only the adverbials in **bold** as projected from LCD projector.

4. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the adverbials in the second and third stanza.

Reading Task: *Now read the second and third stanzas of “A Poem for My Librarian, Mrs.*



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Long.” Together, identify and underline the adverbials that provide details about a familiar activity. Remember to explain, elaborate, question and paraphrase. Use these questions to guide your discussion and fortify each other’s ideas:

- *“Let’s look at the ___ sentence. What is the adverbial that you identified?”*
 - *“How do you know that the adverbial provides details about a familiar activity?”*
- Remember to respond in complete and complex sentences such as:*
- *“I know the adverbial ... provides details about ...”*

Elicit students’ responses and ask them to share out which adverbials they marked on their text. In a whole group discussion, students will calibrate their findings with the text being projected on the board. (Projected text is the same text the students have.) Students underline the adverbials they did not identify. Explain that for the next portion of the lesson (tomorrow), they will discuss only the adverbials in **bold** as projected from LCD projector.

FORMATIVE ASSESSMENT

Student Progress Form (SPF)- Constructive Conversation Sample
Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps. Students’ highlight mentor text and self assess.

FORTIFYING COMPLEX OUTPUT

DIFFERENTIATED INSTRUCTION

Small Group (Teacher):
Teacher model of **CLARIFY** Constructive Conversation. Identify **CLARIFYING** prompt and response starters with students. Teacher will chorally read the **Model** with students and have students highlight the fortifying questions from the conversation.

Independent Activity (Students):
Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

WRAP UP

Review ELD Objective
Teacher will review ELD objective and clarifies linguistic feature of the lesson’s focus question.

Stand and Self-Assess
Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.

Chart #1- I understand and can explain to someone else.



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Chart #2- I understand but need more practice.

Ask students the following prompt: *How do adverbials provide details about a familiar activity?*

Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.

Teacher closes lesson and introduces topic for next lesson.

NEXT STEPS

USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:

To what extent are students demonstrating an understanding of how adverbials provide details about a familiar activity? Were the students able to identify the adverbials in the text?

How might your students improve their use of adverbials to provide details about a familiar activity?

How will you use this information to inform your next steps for instruction?

DAY 2 of 3
OVERVIEW/OPENING

OVERVIEW

Constructive Conversation Skill-CLARIFY

Focus Question: How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity?



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	Differentiated Instruction Wrap-up Next Steps NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.
ELD OBJECTIVE	Students will be able to analyze text to understand how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial ... provides details about...</i>) during paired and whole group discussions of a mentor text.
KID FRIENDLY ELD OBJECTIVE	Students will analyze how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial...provides details about...</i>) during paired and group discussion.
FOSTERING ACADEMIC INTERACTIONS	
OPENING	Teacher introduces and clarifies lesson objective. <i>Today we will continue to practice the Constructive Conversation Skill of CLARIFY. This skill is important when you are trying to figure out ways to represent an idea exactly the way you intend. When you practice with your partner make sure that you elaborate, explain, question, and paraphrase.</i> Conversation Norms Poster <i>Let's Chorally read the Conversation Norms Poster.</i> Review Hand Gesture and Phrase- CLARIFY Review Prompt and Response Starters Prompt Starters: Can you explain...?, Tell me more..., How do you know...?, Why...? Response Starters: I noticed that..., I think..., I mean that...
MODEL/GUIDED PRACTICE	Introduce Model and Non-Model Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u> <i>To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: What is happening in the visual text? How do you know? As we look at the visual text we will CLARIFY and share our own ideas.</i> Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script . Review the Listening Task Poster. Teacher refers to the <u>Listening Task Poster-CLARIFY</u> and reads each step aloud.

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<http://www.bcnv.org/storage/vols.jpg>

Model

Student A: I noticed a group of boys reciting the pledge of allegiance.

Student B: Why do you think this?

Student A: I think they are reciting the pledge of allegiance because they have their right hands held over their hearts and their mouths are open, as if they are all talking.

Student B: Yes; there is a boy in the center and he is holding the flag high. I also notice that all of the boys are facing the flag. Many of them are looking up at the flag.

Student A: Where do you think the boys are in the visual text?

Student B: It looks like they are at school because there is a tall building on the right of the visual text. Maybe they are in the courtyard and the school is holding an assembly.

Student A: Can you elaborate on this idea?

Student B: I think they are at school because the students are well dressed and they are gathered together. I believe they are presenting the flag and leading the pledge of allegiance to their school.

Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill **CLARIFY**.

Teacher will then proceed to **Non-Model** for the skill of **CLARIFY**.

Non-Model:

Student A: There are boys reciting the pledge of allegiance.



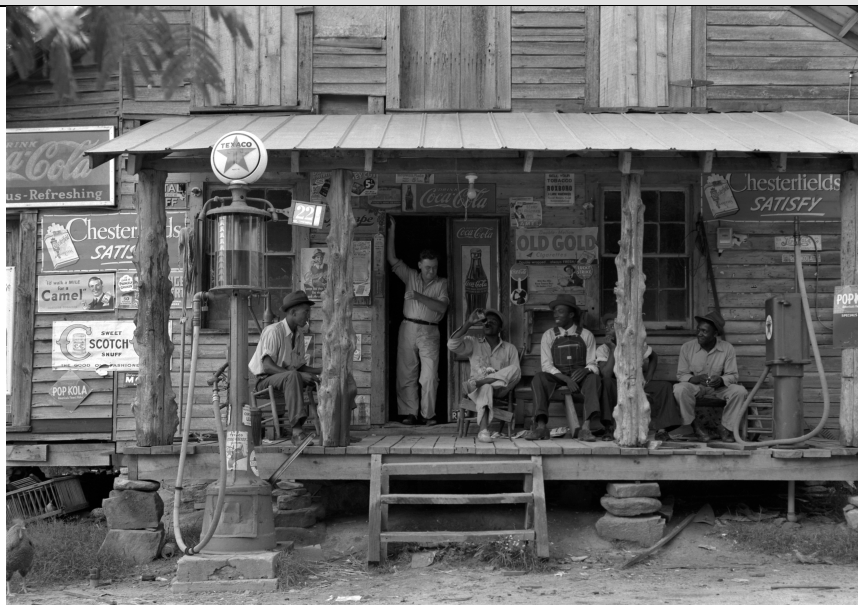
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Student B: They are all boys.
Student A: Yes, they are all saying the pledge of allegiance together.
Student B: I think they are at school.
Student A: It looks like it was a long time ago.
Student B: All of the boys are facing the flag.
Student A: One person is holding the flag in the center.
Student B: They have their right hands held over their hearts.
Teacher will use questions and **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**.

After teacher demonstrates both models, students are asked to address the prompt:
*What makes this a model Constructive Conversation for the skill of **CLARIFY**?*

**STUDENT VISUAL
TEXT**



https://upload.wikimedia.org/wikipedia/commons/0/03/Dorothea_Lange,_Country_store_on_dirt_road,_Gordonton,_North_Carolina,_1939.jpg

**STUDENT
PROMPT**

What is happening in this visual text? How do you know?

**FORMATIVE
ASSESSMENT**

Student Progress Form (SPF)- Constructive Conversation Sample
Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive



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conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.

USING COMPLEX TEXT

FOCUS QUESTION	How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity?
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LESSON DETAILS
DAY 2

Review the Lesson Focus Question.

Yesterday, we discussed how different adverbials provide details about a familiar activity in a text. This skill will help you when you use adverbials to clearly express your ideas orally or in writing. For example, when you write a narrative or an expository piece, adverbials will help you provide details about a familiar activity you are describing.

1. *Yesterday you used Lines of Communication oral language strategy to review your knowledge of connecting words or phrases.*
 - *“What do you know about adverbials?”*
 - *“What kind of words are they?”*
 - *“Why do we use them?”*
 - *“How do adverbials provide details about a familiar activity?”*
2. *Yesterday, you read sentences with your partner. Together, you identified and underlined the adverbials in the sentence.*
 - *“What adverbial did you identify?”*
 - *“How do you know that this is an adverbial?”*
 - *“How does the adverbial provide details about a familiar activity?”*

Elicit students’ responses and ask them to share out what verbs they marked on their text. Explain that for the next portion of the lesson, they will discuss only the adverbials in **bold** as projected from LCD projector. They will also have an opportunity to self-assess using the “**Stand and Self-Assess**” activity.

Teacher facilitates discussion by reading one question at a time. After each question, in pairs, students share their responses.

Guiding Question# 1: *Look at the first two lines in the first stanza. What do you notice about the adverbials? How do these adverbials provide details about a familiar activity?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:
At a time when there was not tv **before 3:00 P.M.**
And **on Sunday** none **until 5:00**

Possible Answer: These adverbials tell the time the activity took place. The adverbials tell when the activity occurred.



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Guiding Question # 2: *Look at the next adverbial that is in bold in the first stanza. How does “On the front porches” provide details about the activity of being in the community? How does it differ from the adverbials that we just analyzed in the lines above?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:
We sat **on the front porches** watching

Possible Answer: The adverbial gives us details about where the activity occurred. The adverbial gives us details about the location of the activity and the adverbials above provided us details about time.

Guiding Question # 3: *Look at the next adverbial that is in bold in the first stanza. How does “On his sermon” provide details about the activity of congratulating the preacher?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:
The neighbors, discussion the political
Situation congratulating the preacher
On his sermon

Possible Answer: The adverbial gives us details about the topic of why the neighbors are congratulating him.

Guiding Question # 4: *Look at the following adverbial that is in bold in the first stanza. How does “songs from wlaac in Nashville” provide details about the activity of listening to the radio?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:
There was always the radio **which brought us**
Songs from wlaac in nashville and what we would now call

Possible Answer: The adverbial gives us details about where the songs originated. The adverbial gives us details about the location of the activity.

Guiding Question #5: *Reread the next three adverbials that are in bold in the first stanza. How do these adverbials provide details about the activity of listening to music?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:
Easy listening or smooth jazz but when I listened
Late at night with my portable (that I was so proud of)
Tucked **under my pillow**
I heard nat king cole and matt dennis, june christy and ella fitzgerald
And sometimes sarah vaughan sing black coffee
Which I now drink
It was just called music

Possible Answer: The adverbial phrase “late at night” gives details about when she



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listens to music. The adverbial phrase “under my pillow,” details about where she put her radio.

Guiding Question #6: *How do these adverbials provide details about the activity?*

Possible Answer: They add details about when, where, why, or how the activity took place.

Students return and respond to lesson focus question.

- *How do adverbials provide details about an activity?*
- Students work with a conversation partner and share their response to the prompt.

Possible Answer: In this mentor text, the adverbials provide details such as when the activity took place.

**FORMATIVE
ASSESSMENT**

Student Progress Form (SPF)- Constructive Conversation Sample

Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.

FORTIFYING COMPLEX OUTPUT

**DIFFERENTIATED
INSTRUCTION**

SMALL GROUP (TEACHER)

Student will have a Constructive Conversation with their partner about the following prompt:

*What **CLARIFY** prompt starters can you use with your partner next time?*

*What **CLARIFY** response starters can you use with your partner next time?*

Independent Activity (Students):

Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

WRAP-UP

Review ELD Objective

Teacher will review ELD objective and clarifies linguistic feature of the lesson’s focus question.

Stand and Self-Assess

Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.



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	<div>I understand and can explain to someone else.</div> <div>I understand but need more practice.</div> <p>Ask students the following prompt: <i>How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time manner) about a familiar activity?</i></p> <p>Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.</p>
NEXT STEPS	<p>USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:</p> <p>To what extent are students demonstrating an understanding of how adverbials provide details about a familiar activity?</p> <p>How might your students improve their use of adverbials to provide details about a familiar activity?</p> <ol style="list-style-type: none">1. Were the students able to identify and explain how the adverbials provide details about a familiar activity?2. Were the students able to ask and answer questions related to how we use adverbials to provide details about a familiar activity? <p>How will you use this information to inform your next steps for instruction?</p>



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CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT – A Poem for My Librarian, Mrs. Long by Nikki Giovanni

DAY 3 of 3 OVERVIEW/OPENING	
OVERVIEW	Constructive Conversation Skill- CLARIFY Focus Question: How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity? Differentiated Instruction Wrap-up Next Steps NOTE: Provide a copy of the Model and Non-Model Script to the volunteer and allow time beforehand for student to review the script.
ELD OBJECTIVE	Students will be able to analyze text to understand how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial ... provides details about...</i>) during paired and whole group discussions of a mentor text.
KID FRIENDLY ELD OBJECTIVE	Students will analyze how adverbials (e.g. adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity using complex sentences (<i>The adverbial...provides details about...</i>) during paired and group discussion.
USING COMPLEX TEXT	
FOCUS QUESTION	How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time, manner) about a familiar activity?
LESSON DETAILS DAY 3	Review the Lesson Focus Question. <i>Yesterday, we discussed how different adverbials provide details about a familiar activity in a text. This skill will help you when you use adverbials to clearly express your ideas orally or in writing. For example, when you write a narrative or an expository piece, adverbials will</i>



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help you provide details about a familiar activity you are describing.

1. *Yesterday you used Lines of Communication oral language strategy to review your knowledge of connecting words or phrases.*

- *“What do you know about adverbials?”*
- *“What kind of words are they?”*
- *“Why do we use them?”*
- *“How do adverbials provide details about a familiar activity?”*

Elicit students’ responses and ask them to share out what verbs they marked on their text. Explain that for the next portion of the lesson, they will discuss only the adverbials in **bold** as projected from LCD projector. They will also have an opportunity to self-assess using the “**Stand and Self-Assess**” activity.

Teacher facilitates discussion by reading one question at a time. After each question, in pairs, students share their responses.

Guiding Question# 1: *Look at the adverbial the second stanza. What do you notice about the adverbial? How do this adverbial provide details about the bookstore?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 2nd stanza:

There was a bookstore uptown **on gay street**
Which I visited and inhaled that wonderful odor
Of new books
Even today I read hardcover as a preference paperback only
As a last resort

Possible Answer: These adverbial tells where the bookstore is located. It explains the smell associated with the bookstore.

Guiding Question # 2: *Look at the next adverbial in the third stanza. How does “on vine street” provide details about the library?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 3rd stanza:

And up the hill **on vine street**
(The main black corridor) sat our carnegie library
Mrs. Long always glad to see you
The stereoscope always ready to show you faraway
Places to dream about

Possible Answer: The adverbial gives us details about where the library is located.

Guiding Question # 3: *Look at the sixth stanza. Which adverbials can you identify? What*



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do these adverbials tell us about what happened after visiting the library?

Mentor Text: A Poem for My Librarian, Mrs. Long, 6th stanza:

But she nonetheless brought the books
Back and I held them to my chest

Close to my heart

And happily skipped **back to grandmother's house**

Where I would sit on the front porch

In a gray glider and dream of a world
Far away

Possible Answer: The adverbial “close to my heart” gives us details about how the books were cherished. The adverbial “back to grandmother’s house where I would sit on the front porch” provides details about where she would go after the library.

Guiding Question # 4: *Look at the seventh stanza. Which adverbial can you identify? What does this adverbial tell us about what happened?*

Mentor Text: A Poem for My Librarian, Mrs. Long, 1st stanza:

I love the world where I was
I was safe and warm and grandmother gave me neck kissed
When I was **on my way to bed**

Possible Answer: The adverbial gives us details about the location.

Students return and respond to lesson focus question.

- *How do adverbials provide details about an activity?*
- Students work with a conversation partner and share their response to the prompt.

Possible Answer: In this mentor text, the adverbials provide details such as when the activity took place.

**FORMATIVE
ASSESSMENT**

Student Progress Form (SPF)- Constructive Conversation Sample

Teacher will focus on 2-4 students to progress monitor using the **Student Progress Form (SPF)-Constructive Conversation Sample** on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.

FORTIFYING COMPLEX OUTPUT

**DIFFERENTIATED
INSTRUCTION**

SMALL GROUP (TEACHER)

Student will have a Constructive Conversation with their partner about the following prompt:

*What **CLARIFY** prompt starters can you use with your partner next time?*



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*What **CLARIFY** response starters can you use with your partner next time?*

Independent Activity (Students):

Students can play Constructive Conversation Game with new visual text to practice the skill of **CLARIFY**.

WRAP-UP

Review ELD Objective

Teacher will review ELD objective and clarifies linguistic feature of the lesson's focus question.

Stand and Self-Assess

Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.

I understand
and can
explain to
someone else.

I understand
but need more
practice.

Ask students the following prompt: *How do adverbials (e.g., adverb phrases, prepositional phrases) provide details (e.g., time manner) about a familiar activity?*

Students will go to the chart that best illustrates their understanding of lesson objective. Students from each area will pair up. Using their individual mentor text, students will clarify their understanding of the lesson objective by explaining specific examples from the text.

NEXT STEPS

USE FORMATIVE ASSESSMENTS TO DETERMINE THE FOLLOWING:

To what extent are students demonstrating an understanding of how adverbials provide details about a familiar activity?

How might your students improve their use of adverbials to provide details about a familiar activity?

3. Were the students able to identify and explain how the adverbials provide details about a familiar activity?
4. Were the students able to ask and answer questions related to how we use adverbials to provide details about a familiar activity?



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How will you use this information to inform your next steps for instruction?

Day 1 Visual Text for Teacher Model

Artist: Jacob Lawrence, **Title:** The Library **Year:** 1960



<http://nooutofbounds.com/wp-content/uploads/2015/04/Library-2.jpg>

Day 1 Student Visual Text



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<http://www.malcolmfairley.com/admin/gfx/3863%20detail%202.jpg>

Day 2 Visual Text for Teacher Model



https://upload.wikimedia.org/wikipedia/commons/e/e5/San_Francisco_California_Flag_of_allegiance_pledge_at_Raphael_Weill_Public_School_Geary_and_Buch...-NARA-_537476.jpg



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Day 2 Student Visual Text



https://upload.wikimedia.org/wikipedia/commons/0/03/Dorothea_Lange,_Country_store_on_dirt_road,_Gordonton,_North_Carolina,_1939.jpg



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Giovanni, Nikki. “A Poem for My Librarian, Mrs. Long.” *Acolytes*. New York: William Morrow, 2007. (2007)

Day 1 and Day 2 Student Text

A Poem for My Librarian, Mrs. Long
(You never know what troubled little girl needs a book)

At a time when there was not tv **before 3:00 P.M.**
And on Sunday none **until 5:00**
We sat **on the front porches watching**
The jfg sign go on and off greeting
The neighbors, discussion the political
Situation congratulating the preacher
On his sermon
There was always the radio **which brought us**
Songs from wlaac in nashville and what we would now call
Easy listening or smooth jazz but when I listened
Late at night with my portable (that I was so proud of)
Tucked **under my pillow**
I heard nat king cole and matt dennis, june christy and ella fitzgerald
And sometimes sarah vaughan sing black coffee
Which I now drink
It was just called music

Day 3 Student Text

There was a bookstore uptown **on gay street**
Which I visited and inhaled that wonderful odor
Of new books
Even today I read hardcover as a preference paperback only
As a last resort

And **up the hill on vine street**
(The main black corridor) sat our carnegie library
Mrs. Long always glad to see you
The stereoscope always ready to show you faraway
Places to dream about

Mrs. Long asking what are you looking for today
When I wanted Leaves of Grass or alfred north whitehead



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She would go to the big library uptown and I now know
Hat in hand to ask to borrow so that I might borrow

Probably they said something humiliating since southern
Whites like to humiliate southern blacks

But she nonetheless brought the books
Back and I held them to my chest

Close to my heart

And happily **skipped back to grandmother's house**

Where I would sit on the front porch

In a gray glider and dream of a world
Far away

I love the world where I was
I was safe and warm and grandmother gave me neck kissed
When I was **on my way to bed**

But there was a world
Somewhere
Out there
And Mrs. Long opened that wardrobe
But no lions or witches scared me
I went through
Knowing there would be
Spring