





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 | Teacher: <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>) | Based on data, teacher: <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>) |
| Teacher: <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 | Teacher: <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 | | | |
| Teacher: <ul style="list-style-type: none">Reviews and clarifies linguistic feature of the lesson's focus question Students: <ul style="list-style-type: none">Self-assess and reflect on ELD objectives Teacher: <ul style="list-style-type: none">Closes lesson and introduces topic for next lessonDevelops follow-up goal and experiences for future lessons | | | |



ELEMENTARY
2ND GRADE DESIGNATED ELD
CONSTRUCTIVE CONVERSATION SKILL-CLARIFY
MENTOR TEXT –Amos & Boris by William Steig

| DAY 1 of 2 OVERVIEW/OPENING | |
|--|---|
| OVERVIEW | Constructive Conversation Skill-CLARIFY Focus Question: How do noun phrases enrich the meaning of sentences and add details about ideas and things? 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 STANDARDS |  Part I: Interacting in Meaningful Ways A. Collaborative. 1.Exchanging Information and Ideas. (Expanding Level) Contribute to class, group, and partner discussions, including <i>sustained dialogue</i> , by following <i>turn-taking rules</i> , <i>asking relevant questions</i> , <i>affirming others</i> , and <i>adding relevant information</i> .  Part II: How English Works B. Expanding and Enriching Ideas. 4.Using nouns and noun phrases. (Expanding Level) Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence. |
| ELD OBJECTIVE | Students will be able to analyze how noun phrases enrich the meaning of sentences , using simple sentences in an oral discussion with a partner and in a whole group setting around a mentor text. |
| STUDENT FRIENDLY ELD OBJECTIVE | I will be able to analyze how noun phrases enrich the meaning of sentences, using simple sentences. |
| FOSTERING ACADEMIC INTERACTIONS | |
| OPENING | 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 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 |



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Prompt Starters: Can you elaborate on the...?, What does that mean?
Response Starters: I think it means..., In other words,...

MODEL/GUIDED PRACTICE

Introduce Model and Non-Model

Display the Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY

*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? Provide evidence from the text.** As we look at the visual text we will share our ideas and **CLARIFY**.*

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read the **Model Script**.

Introduce the Listening Task Poster

Teacher refers to **Listening Task Poster-CLARIFY** and reads each step aloud.

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



<http://www.duskyswondersite.com/wp-content/uploads/2012/07/mixed-species-cat-raccoon.jpg>



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Model

Student A: It looks like the striped kitten is playing with the baby raccoon on the green grass.

Student B: What do you mean that two animals are playing?

Student A: I think they are playing because they both are trying to climb on the wooden log.

Student B: Yes, I think the animals are friends and they are playing too. I think the furry raccoon is trying to stop the orange kitten from climbing the brown log.

Student A: Why do you think this?

Student B: I think the baby raccoon is trying to keep the baby kitten off because he is lying across the round log.

Student A: Maybe the baby raccoon is caught and the soft kitten is trying to pull the little raccoon off the log.

Student B: In other words, you are saying that the kitten is helping the stuck raccoon.

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: The baby kitten is trying to get on top of the wooden log.

Student B: Yes. I agree with you.

Student A: The furry raccoon is lying on the round log.

Student B: The stuck raccoon needs help.

Student A: The baby animals are playing in the green grass.

Student B: The striped kitten is trying to climb.

Student A: The tiny animals are friends.


Student B: The little raccoon is trying to get down.

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>https://s-media-cache-ak0.pinimg.com/736x/37/52/bc/3752bca9cd365259cfaf32d69cd141e1.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 | How do noun phrases enrich the meaning of sentences and add details about ideas and things? |
| OVERVIEW | Students will work first with a partner and then with the whole group to understand and explain how noun phrases enrich the meaning of sentences and add details about ideas and things. First, the teacher will review the students' knowledge of noun phrases. The teacher will guide while students reading mentor text. In pairs, and then, in whole group, students will engage in constructive conversation to orally express their understanding of |



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how noun phrases enrich the meaning of sentences and add details about ideas and things.

Students will use an oral language strategy called “**Lines of Communication**” to clarify their knowledge of connecting words or phrases and orally express their understanding of how noun phrases enrich the meaning of sentences and add details about ideas and things. The teacher will monitor students’ oral language output by listening and documenting, debriefing, and providing feedback on how they 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 noun phrases enrich the meaning of sentences and add details about ideas and things. This skill will help you use noun phrases to clearly express your ideas orally or in writing. For example, when writing a narrative, you use noun phrases to add details about ideas, people, and things.

Teacher taps into students’ prior knowledge of how noun phrases enrich the meaning of sentences and add details about ideas, people, and things. *Lines of Communication* oral language strategy is used to facilitate students’ reviewing their knowledge of noun phrases.

- “What do you know about noun phrases?”
- “What kind of words are they?”
- “Why do we use them?”
- “How do noun phrases add details about ideas and things?”

2. Direct the students to the reading task. Instruct the students to read the mentor text with a partner and to identify all the noun phrases in the first page.

- **Reading Task:** *Read the text from “Amos & Boris.” Together, identify and underline the noun phrases that enrich the meaning of sentences and add details about ideas and things. 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:*

- “Let’s look at the first sentence. What are the noun phrases you identified?”
- “How do you know that the noun phrases enrich the meaning of sentences and add details about ideas and things?”

Remember to respond in complete and complex sentences such as:

- “I know the noun phrase... adds details about...”

Elicit students’ responses and ask them to share out which noun phrases they marked on their text. In a whole group discussion, students will calibrate their findings with the text



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| | <p>being projected on the board. (Projected text is the same text the students have.) Students underline the noun phrases that they did not identify.</p> <p>Explain that for the next portion of the lesson (tomorrow), they will discuss only the noun phrases in bold as projected from LCD projector.</p> |
| FORMATIVE ASSESSMENT | <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. Students' highlighted mentor text and self assess.</p> |
| FORTIFYING COMPLEX OUTPUT | |
| DIFFERENTIATED INSTRUCTION | <p>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 clarifying questions from the conversation.</p> <p>Independent Activity (Students): Students can play Constructive Conversation Game with new visual text to practice the skill of CLARIFY.</p> |
| WRAP UP | <p>Review ELD Objective Teacher will review ELD objective and clarify linguistic feature of the lesson's focus question.</p> <p>Stand and Self-Assess Teacher will set up charts/signs in two different areas in classroom. Students self-assess and reflect on ELD objectives.</p> <div><div>I understand and can explain to someone else.</div><div>I understand but need more practice.</div></div> <p>Ask students the following prompt: <i>How noun phrases enrich the meaning of sentences and add details about ideas and things?</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> |



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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 noun phrases enrich the meaning of sentences and add details about ideas and things? Were the students able to identify the noun phrases in the text?

How might your students improve their use of noun phrases to enrich the meaning of sentences and add details about ideas and things?

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

DAY 2 of 2
OVERVIEW/OPENING



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|--|---|
| OVERVIEW | <p>Constructive Conversation Skill-CLARIFY</p> <p>Focus Question: How do noun phrases enrich the meaning of sentences and add details about ideas and things?</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 OBJECTIVE | Students will be able to analyze how noun phrases enrich the meaning of sentences , using simple sentences in an oral discussion with a partner and in a whole group setting around a mentor text. |
| STUDENT FRIENDLY ELD OBJECTIVE | I will be able to analyze how noun phrases enrich the meaning of sentences, using simple sentences. |
| FOSTERING ACADEMIC INTERACTIONS | |
| OPENING | <p>Teacher introduces and clarifies lesson objective.</p> <p><i>Today we will 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></p> <p>Conversation Norms Poster</p> <p><i>Let's Chorally read the Conversation Norms Poster.</i></p> <p>Review Hand Gesture and Phrase- CLARIFY</p> <p>Review Prompt and Response Starters</p> <p>Prompt Starters: Can you elaborate on the...?, What does that mean?</p> <p>Response Starters: I think it means..., In other words,...</p> |
| MODEL/GUIDED PRACTICE | <p>Introduce Model and Non-Model</p> <p>Display the <u>Visual Text for Teacher Modeling and Listening Task Poster-CLARIFY</u></p> <p><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></p> <p>Teacher introduces Model and asks for a previously selected volunteer to be their partner. Teacher and student read Model Script.</p> <p>Review the Listening Task Poster</p> <p>Teacher refers to the <u>Listening Task Poster-CLARIFY</u> and reads each step aloud.</p> |

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<http://www.socialmoms.com/wp-content/uploads/2012/06/raspberries.jpg>

Model

Student A: I see the brown ants getting the red raspberries.

Student B: I see that the strong ants are getting their food.

Student A: Can you elaborate on why you think they are strong?

Student B: I think the ants are strong because they are pulling down the red raspberry. There are two ants holding the raspberry. What do you think?

Student A: I think they smart ants are working together so they can have a yummy feast.

Student B: Can you clarify why you think they are going to have a feast?

Student A: I think they will have a yummy feast because the raspberry is really big for the hungry ants. There is another ant on the stem in the background that is getting another raspberry. They will have a lot of food for everyone.

Student B: In other words, you think the ants will have a feast because the raspberries are so gigantic.

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 brown ants getting food.

Student B: The brown ants are getting the red raspberries.



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Student A: The strong ants are pulling down the raspberry.
Student B: The ants are working together.
Student A: The ants are hungry.
Student B: The ants are going to have a feast.
Student A: There is another ant in the background.
Student B: The ants are very smart.

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://metrouk2.files.wordpress.com/2012/12/brown-bears-playing-with-a-ball-ay_83753138.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**



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Form (SPF)-Constructive Conversation Sample on the use of the constructive conversation Skill of **CLARIFY** and the Conversation Norms to inform next steps.

USING COMPLEX TEXT

FOCUS QUESTION How do noun phrases enrich the meaning of sentences and add details about ideas and things?

LESSON DETAILS
DAY 2

Review the Lesson Focus Question.

Yesterday, we discussed how noun phrases enrich the meaning of sentences and add details about ideas, people, and things. This skill will help you when you use noun phrases to clearly express your ideas orally or in writing. For example, when writing a narrative, you use noun phrases to add details about ideas, people, and things.

1. *Yesterday you used Lines of Communication oral language strategy to review your knowledge of noun phrases.*
 - *“What do you know about noun phrases?”*
 - *“What kind of words are they?”*
 - *“Why do we use them?”*
 - *“How do noun phrases enrich the meaning of sentences and add details about ideas and things?”*
2. *Yesterday, you read sentences with your partner. Together, you identified and underlined the noun phrases in the sentence.*
 - *“What noun phrases did you identify?”*
 - *“How do you know that they are noun phrases?”*
 - *“How do these noun phrases enrich the meaning of sentences and add details about ideas and things?”*

Elicit students’ responses and ask them to share out which noun phrases they marked on their text. Explain that for the next portion of the lesson, they will discuss only the noun phrases 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: *What do you notice about the first noun phrase, “great speed?” How does it add a detail about the way Boris, the whale, is swimming?*

Mentor Text: Amos & Boris: Swimming along, sometimes at **great speed**, sometimes slowly and leisurely, sometimes resting and **exchanging ideas**, sometimes stopping to sleep, it took them a week to reach Amos’s **home shore**.



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Possible Answer: The noun phrase tells how fast Boris is swimming.

Guiding Question # 2: *Now let's look at the next noun phrase, "exchanging ideas." How does it add a detail about Amos & Boris' conversation?*

Mentor Text: Amos & Boris: Swimming along, sometimes at **great speed**, sometimes slowly and leisurely, sometimes resting and **exchanging ideas**, sometimes stopping to sleep, it took them a week to reach Amos's **home shore**.

Possible Answer: The noun phrase shows that Amos and Boris are talking about their ideas.

Guiding Question #3: *Now let's look at the third noun phrase, "home shore." What type of detail does the noun phrase provide?*

Mentor Text: Amos & Boris: Swimming along, sometimes at **great speed**, sometimes slowly and leisurely, sometimes resting and **exchanging ideas**, sometimes stopping to sleep, it took them a week to reach Amos's **home shore**.

Possible Answer: The noun phrase "home shore," explains that it is where Amos lives.

Guiding Question #4: *Let's look at the second sentence. What is the noun phrase? How does it add details about Amos and Boris' friendship?*

Mentor Text: Amos & Boris: During that time, they developed a **deep admiration** for one another.

Possible Answer: The noun phrase is "deep admiration." It tells that Amos and Boris have a great respect for each other.

Guiding Question #5: *Let's look at the third sentence. What are the noun phrases? How does each noun phrase add detail about Amos, the mouse?*

Mentor Text: Amos & Boris: Boris admired **the delicacy, the quivering daintiness, the light touch, the small voice, the gemlike radiance** of the mouse.

Possible Answer: The noun phrases are "the delicacy, the quivering daintiness, the light touch, the small voice, the gemlike radiance." The noun phrase, "the delicacy," explains that Amos is gentle. The noun phrase, "gemlike radiance," explains that Amos has a soft brightness.

Guiding Question #6: *Let's look at the last sentence. What are the noun phrases? How does*



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each noun phrase add detail about Boris, the whale?

Mentor Text: Amos & Boris: Amos admired **the bulk, the grandeur, the power, the purpose, the rich voice, and the abounding friendliness** of the whale.

Possible Answer: The noun phrases are “the bulk,” “the grandeur,” “the power,” “the purpose,” “the rich voice,” and “the abounding friendliness.” The noun phrase “the power” explains that that Boris is strong. The noun phrase “the abounding friendliness” explains that Boris is kind.

Students return and respond to lesson focus question.

- *How do noun phrases enrich the meaning of sentences and add details about ideas and things?”*
- Students work with a conversation partner and share their response to the prompt.

Possible Answer: In this mentor text, the noun phrases are used to add details about the characters.

**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



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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 noun phrases enrich the meaning of sentences and add details about ideas and things?*

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 noun phrases enrich the meaning of sentences and add details about ideas and things?

How might your students improve their use of noun phrases enrich the meaning of sentences and add details about ideas and things?

1. Were the students able to identify and explain how noun phrases enrich the meaning of sentences and add details about ideas and things?
2. Were the students able to ask and answer questions related to how noun phrases enrich the meaning of sentences and add details about ideas and things?

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

Day 1 Visual Text for Teacher Model



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<http://www.duskyswondersite.com/wp-content/uploads/2012/07/mixed-species-cat-raccoon.jpg>

Day 1 Student Visual Text



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<https://s-media-cache-ak0.pinimg.com/736x/37/52/bc/3752bca9cd365259cfaf32d69cd141e1.jpg>

Day 2 Visual Text for Teacher Model



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<http://www.socialmoms.com/wp-content/uploads/2012/06/raspberries.jpg>

Day 2 Student Visual Text



https://metrouk2.files.wordpress.com/2012/12/brown-bears-playing-with-a-ball-ay_83753138.jpg