USING CONSTRUCTIVE CONVERSATIONS TO BUILD MEANINGFUL INTERACTIONS FOR ENGLISH LEARNERS

CHRIS MASON, ENGLISH LEARNERS EXPERT LAUSD
MICHELLE STAINE, ENGLISH LEARNERS EXPERT LAUSD
AGENDA

INTRODUCTION

CONSTRUCTIVE CONVERSATION SKILLS

START SMART 1.0

START SMART 2.0

START SMART 2.0 ASSESSMENTS

CLOSING & EVALUATION
PREPARING OUR STUDENTS

How do you prepare your students for rich classroom conversations?

During this protected time, ELs are actively engaged in collaborative discussions in which they build their awareness of language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development.

CA ELA/ELD Framework
Chapter 2, p. 115
INTRODUCTION

MICHELLE STAINER
• English Learner Expert with LAUSD
• Former Common Core Math Expert
• 14+ Years Experience K-5

CHRIS MASON
English Learner Expert with LAUSD
Former Local District ELD Expert
22+ Years Experience K-5
How will we get our students ready for the ELPAC?
ACADEMIC CONVERSATIONS WITH ENGLISH LANGUAGE LEARNERS
FOSTERING ACADEMIC INTERACTIONS

• Individually, read and annotate pp. 188-189 from *Common Core Standards in Diverse Classrooms*  Zwiers, Pritchard, O’hara

• In triads:
  • Define each Constructive Conversation skill
  • Share out with whole group
AGENDA

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CLOSING & EVALUATION
Oral Output & Interaction--What’s the Difference?

1. **Oral Output** is one-way, one-time, clear & strong communication of ideas & thinking. (>1 linked sentences)

2. **Conversations** are back-and-forth interactions in which participants build on one another’s ideas to build up ideas that weren’t in their minds before talking.

Think-pair-shares, Answering teacher questions, Jigsaws, Gallery walks, Oral presentations
CONSTRUCTIVE CONVERSATION NORMS AND SKILLS POSTERS

How might these resources support students in having collaborative discussions?

**Conversation Norms**

- Use your think time
- Use the language of the skill
- Use your conversation voice
- Listen respectfully
- Take turns and build on each other’s ideas

**Constructive Conversation Skills**

- Creating
  - Sharing our Ideas
- Clarifying
  - Making our Ideas Clearer
- Fortifying
  - Supporting our Ideas
- Negotiating
  - Making our Ideas Stronger
Constructive Conversation Skills Placemat

Negotiate

Prompt starters:
- How can we decide which is the more idea?
- How does evidence for your argument compare to mine?
- What criteria do we use to evaluate the weight of the evidence?
- How do we compare “apples” of to the “oranges” of?
- Which has the heaviest/strongest evidence?
- What is your opinion? Why?
- How might we take the best from both ideas?
- How is that evidence stronger than this one?

Response starters:
- I think we should use the criteria of because…
- It is very strong evidence because…
- A point of disagreement that I have is…
- Even though it seems that…
- That is a valid point, but…
- I think the negatives of outweigh the positives of…

Fortify/Support

Prompt starters:
- Can you give an example from the text?
- Where does it say that?
- What are examples of other texts?
- What is a real world example?
- Are there any cases of that in real life?
- Can you give an example from your life?
- What is the strongest support for…?
- How does it support the idea?

Response starters:
- For example, in the text it said that…
- Remember in the other story we read that…
- An example from my life is…
- One case that illustrates this is…
- Strong supporting evidence

Create

Prompt starters:
- What is your idea?
- How can we combine these ideas?
- What do we need to do?
- What are other points of view?
- What do you think about…?
- Why…How… I wonder…

Response starters:
- One idea could be…
- My hypothesis is…
- That reminds me of…
- I noticed the pattern of…
- I think it depends on…

Clarify

Prompt starters:
- Can you elaborate on the…?
- What does that mean?
- What do you mean by…?
- Can you clarify the part about…?
- Say more about…
- Why…How…What…When…
- How is that important?
- How do I understand the part about…?
- I want to know…
- Can you be more specific?
- Is what I just said clear?
- Does that make sense?
- Do you know what I mean?
- What do you think?
- I’m not sure if I was clear.

Handout

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

BUILD IDEA(s)
(& if >1 Idea, Choose 1)

COMMON CORE STANDARDS IN DIVERSE CLASSROOMS
Essential practices for developing academic language and disciplinary literacy

© Zwiers, O’Hara, & Pritchard (2014)
Steinhouse Publishers | ALDNetwork.org
AGENDA

INTRODUCTION

CONSTRUCTIVE CONVERSATION SKILLS

START SMART 1.0

START SMART 2.0

START SMART 2.0 ASSESSMENTS

CLOSING & EVALUATION
PREPARING STUDENTS TO HAVE RICH CLASSROOM CONVERSATIONS

## ELD lessons are designed to be taught in this order:

<table>
<thead>
<tr>
<th>Teach Start Smart 1.0</th>
<th>Teach Start Smart 2.0</th>
<th>Teach Disciplinary Discussions Using Text Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach lessons using the Designated ELD Frame of Practice</td>
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</tr>
<tr>
<td>Start Smart 1.0</td>
<td>Start Smart 2.0</td>
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<tr>
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<td></td>
</tr>
<tr>
<td><strong>15 Lessons</strong></td>
<td><strong>25 Lessons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Constructive Conversation Skills</strong>&lt;br&gt;Skills taught in isolation&lt;br&gt;CRAETE, CLARIFY, FORTIFY, NEGOTIATE</td>
<td><strong>Constructive Conversation Skills</strong>&lt;br&gt;Paraphrase, Build on and Prompt is emphasized&lt;br&gt;CRAETE/CLARIFY, FORTIFY, NEGOTIATE</td>
<td></td>
</tr>
<tr>
<td>Visual Texts</td>
<td>Visual Texts&lt;br&gt;Infographics</td>
<td></td>
</tr>
</tbody>
</table>
START SMART VIDEO
GR. 2 STUDENTS PLAY CONSTRUCTIVE CONVERSATION SKILL GAME
Monitoring Tool—SPF 1.0

Multilingual & Multicultural Education Department
2nd grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

Student A: _________________________ Overall CELDT Proficiency Level: __ L: __ S: __ R: __ W: __ Date ________ (TLF 1b1)
Student B: _________________________ Overall CELDT Proficiency Level: __ L: __ S: __ R: __ W: __ Date ________ (TLF 1b1)

Lesson Objective (TLF 1a2 & 3a1):

Teacher Prompt (TLF 3b1 & 2):

STEPS:
1. Transcribe the language sample below.
2. Write the score and a brief rationale for the scores on the back of this form.
3. Refer to the CA ELD Standards and list instructional implications for each student.

DIMENSION 1 Turns build on previous turns to build up an idea (TLF 1b1):
- 4 Half or more of the turns build on previous turns to effectively build up a clear and complete idea.
- 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity.
- 2 Few turns build on previous turns to build up an idea.
- 1 Turns are not used to build up an idea.

DIMENSION 2 Turns focus on the knowledge or skills of the lesson’s objectives/teacher prompt (TLF 1b1):
- 4 Half or more of the turns effectively focus on the lesson’s objectives/teacher prompt and show depth or fostering of the intended learning.
- 3 Half or more of the turns sufficiently focus on the lesson’s objectives/teacher prompt, but this focus may be superficial or lack clarity.
- 2 Few turns focus on the lesson’s objectives/teacher prompt.
- 1 Turns do not focus on the lesson’s objectives/teacher prompt.

STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)

August 17, 2015
Adapted from work by Zwiers, O’Hara, & Pritchard, 2014
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START SMART 1.0

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**ELD lessons are designed to be taught in this order:**

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**Constructive Conversation Skills**  
Skills taught in isolation  
CREATE, CLARIFY, FORTIFY, NEGOTIATE

**Visual Texts**

**Constructive Conversation Skills**  
Paraphrase, Build on and Prompt is emphasized  
CREATE/CLARIFY, FORTIFY, NEGOTIATE

**Visual Texts**  
Infographics
Start Smart 2.0 Conversation Practices LESSON 2

CLARIFY BY PARAPHRASING

GRADE 4
PART 1: SETTING THE FOUNDATION
LESSONS 1-6
In this lesson, we will...

• introduce the Conversation Pattern
• have a Constructive Conversation with a partner based on a visual text
• listen to partner’s ideas
• learn to CLARIFY by paraphrasing a partner’s ideas
Let’s Learn the Conversation Pattern

**Paraphrase:**
This means to listen and then we repeat our partner’s thoughts in our own words. We paraphrase to **CLARIFY** and make sure we understand what our partner said.

**Build on each other’s ideas:**
This means that we listen to what our partner says and add details and other information to their ideas to make a clearer and more complete idea.

**Prompt:**
This means we get more information, ask for clarification or for new ideas to continue the Constructive Conversation. When prompting, we think about what we did understand and what more we need to understand fully.
What does it mean to paraphrase?

Paraphrase

- I heard you say...

Paraphrase to CLARIFY and make sure you understand what your partner said.

- listen actively to your partner
- restate your partner’s thoughts in our own words

Paraphrase Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.

- We know that in order to paraphrase we need to listen to our partner’s ideas.
- Why is it important to listen actively?
What do we say when we paraphrase?

**RESPONSE STARTERS**

<table>
<thead>
<tr>
<th>Paraphrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I heard you say...</td>
</tr>
<tr>
<td>I think you said...</td>
</tr>
</tbody>
</table>

**EXPANDING**

You can use these response starters to help you paraphrase.

**Example**

- Someone says, “I notice that the dog is wagging its tail.”
- Which response starter could you use to help you paraphrase?
Use your think time

Prompt:
• What do you notice in the visual text?
• CLARIFY by paraphrasing what your partner said.
Listen actively to what two partners say to each other.

Student A: *I notice that there are two women holding things in their hands. One is holding a soup ladle while the other is holding a piece of bread.*

Student B: *I heard you say* that there are a couple of ladies and each has an item in their hands.
I notice that Student B paraphrased by using the response starter, “I heard you say...” and restated Student A’s idea.

Let’s use the response starter Student B used and practice using our own words to restate the idea.

**Student A:** I notice that there are two women holding things in their hands. One is holding a soup ladle while the other is holding a piece of bread.

**Student B:** I heard you say that there are a couple of ladies and each has an item in their hands.
Student A: I notice that the boy wearing the hat is holding a tall cup and is watching the woman as well.

Student B: How would you paraphrase what Student A said?
Stand Up, Hand Up, Pair Up

1. **Stand Up** – Look for a partner
2. **Hand Up** – Raise one hand in the air and walk across the room to find a partner
3. **Pair Up** – Connect your hand with your partner
Prompt:
- What do you notice in the visual text?
- **CLARIFY** by paraphrasing what your partner said.
Prompt:
What do you notice in the visual text?

CLARIFY by paraphrasing what your partner said.

Paraphrase
• I heard you say...
In this lesson, we...

✔ had a Constructive Conversation with a partner based on a visual text
✔ listened to a partner’s ideas
✔ learned to CLARIFY by paraphrasing a partner’s ideas

• Think...
  • How did we meet today’s objectives?
  • How did paraphrasing help you and your partner CLARIFY your ideas?

Work with your Constructive Conversation partner to:
• Identify one thing you did to meet today’s objective and one thing you want to improve.
• Share and explain to your partner
How do these lessons prepare your students for rich classroom conversations?

Conversation Pattern

- Paraphrase
  - I heard you say...

- Build on each other’s ideas
  - I would like to add...

- Prompt
  - What can you add?
LESSON 6
CREATE & CLARIFY WITH infographic
Which response starter will you use today?

### Conversation Pattern Guide—SKILL: **CLARIFY**

<table>
<thead>
<tr>
<th><strong>Paraphrase</strong></th>
<th>I heard you say…</th>
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<tbody>
<tr>
<td></td>
<td>I think you said…</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Build on each other’s ideas</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to add…</td>
</tr>
<tr>
<td>Another detail is…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prompt</strong></th>
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<tbody>
<tr>
<td>What can you add?</td>
</tr>
<tr>
<td>How can you add to this idea?</td>
</tr>
</tbody>
</table>
What do you notice in the infographic? Cite details to CLARIFY your ideas.

After the stock market crash of 1929, most banks lost their customer’s money, driving them out of business. Many companies were forced to fire workers in order to remain in business.

Unemployment increased until nearly 25 percent of Americans were living in poverty.

As the economy collapsed in the 1930’s, struggling businesses continued to close and more workers lost their jobs. As a result, families became poorer and couldn’t afford to pay their rent or buy food to eat.

Makeshift encampments like Pipe City in Oakland, CA (pictured left) filled up with unemployed workers and their families who could no longer afford to pay for proper housing. Many of these shantytowns sprung up in areas of unused land, both rural and industrial regions across the state.

Not all people lost their wealth or suffered from poverty. Of those, there were some who contributed to charity and helped organize food donations. Impoverished families waited in “bread lines” to get donated food just to have enough food to eat.
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Not all people lost their wealth or suffered from poverty. Of those, there were some who contributed to charity and helped organize food donations. Impoverished families waited in “bread lines” to get donated food just to have food to eat.
What makes this a model for CLARIFY? What specific language did you hear?

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>I notice the title indicates that the Great Depression lasted for ten years. What do you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>I notice it says that workers lost their jobs and families became poorer. What else do you notice?</td>
</tr>
</tbody>
</table>
What makes this a model for CLARIFY? What specific language did you hear?

<table>
<thead>
<tr>
<th>CONVERSATION CODING KEY</th>
<th>CREATE &amp; CLARIFY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID</td>
<td>INITIAL IDEA</td>
</tr>
<tr>
<td>PAR</td>
<td>PARAPHRASE</td>
</tr>
<tr>
<td>BO</td>
<td>BUILD ON</td>
</tr>
<tr>
<td>PR</td>
<td>PROMPT</td>
</tr>
<tr>
<td>UNDERLINE PROMPT &amp; RESPONSE STARTERS</td>
<td></td>
</tr>
</tbody>
</table>

**Student A1:** *I notice* the title indicates that the Great Depression lasted for ten years. [*ID*] **What do you notice?** [*PR*]

**Student B1:** *I notice* it says that workers lost their jobs and families became poorer. [*ID*] **What else do you notice?** [*PR*]
After the stock market crash of 1929, most banks lost their customer’s money, driving them out of business. Many companies were forced to fire workers in order to remain in business. Unemployment increased until nearly 25 percent of Americans were living in poverty.

The Great Depression in California (1929-1939)

As the economy collapsed in the 1930’s, struggling businesses continued to close and more workers lost their jobs. As a result, families became poorer and couldn’t afford to pay their rent or buy food to eat.

Makeshift encampments like Pipe City in Oakland, CA (pictured left) filled up with unemployed workers and their families who could no longer afford to pay for proper housing. Many of these shantytowns sprung up in areas of unused land, both rural and industrial regions across the state.

Not all people lost their wealth or suffered from poverty. Of those, there were some who contributed to charity and helped organize food donations. Impoverished families waited in “bread lines” to get donated food just to have enough food to eat.
What makes this a Non-Model Conversation?

How would you improve this Non-Model?

| Prompt: What do you notice in the infographic? Cite details to CLARIFY your ideas. |
|---------------------------------|-------------------------------------------------|
| Student A1: There is a picture of a newspaper and the headline reads “GREATEST CRASH”. |
| Student B1: I notice a graph with years at the bottom. What do you notice? |
| Student A2: I think it is about unemployment and how people were poor. What do you think? |
| Student B2: I agree with you. I notice the boy holding a sign that says “Why can’t you give my Dad a job?”. What do you think about this picture? |
| Student A3: I think they are protesting. They are standing holding signs. What else can you add? |
| Student B3: There are people standing in line getting free food. |
| Student A4: I agree. I want to add that impoverished families waited in bread lines. |
| Student B4: Some people donated the food. |
• Work with a partner
• Use one card for the initial idea
• Then 3 cards to cite details as you follow the Conversation Pattern
• Take turns sharing until all cards have been played
• Remember to follow our Constructive Conversation Norms.
CONSTRUCTIVE CONVERSATION GAME WITH THE INFOGRAPHIC

PROMPT:
What do you notice in the infographic?
Cite details to CLARIFY your ideas.
Listen attentively as two of your peers model how to have a Constructive Conversation

- How did they CLARIFY by citing details?
- What language did they use?

**PROMPT:**
What do you notice in the infographic? Cite details to CLARIFY your ideas.
After the stock market crash of 1929, most banks lost their customer's money, driving them out of business. Many companies were forced to fire workers in order to remain in business. Unemployment increased until nearly 25 percent of Americans were living in poverty.

The Great Depression in California (1929-1939)

As the economy collapsed in the 1930's, struggling businesses continued to close and more workers lost their jobs. As a result, families became poorer and couldn't afford to pay for proper housing. Numerous shantytowns sprung up in areas of unused land, both rural and industrial regions across the state.

Not all people lost their wealth or suffered from poverty. Of those, there were some who contributed to charity and helped organize food donations. impoverished families waited in "bread lines" to get donated food just to have enough food to eat.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>3</td>
</tr>
<tr>
<td>1930</td>
<td>8</td>
</tr>
<tr>
<td>1931</td>
<td>16</td>
</tr>
<tr>
<td>1932</td>
<td>23</td>
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<td>1933</td>
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<td>14</td>
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<tr>
<td>1938</td>
<td>19</td>
</tr>
<tr>
<td>1939</td>
<td>17</td>
</tr>
</tbody>
</table>

CREATE and CLARIFY

PROMPT: What do you notice in the visual text? Cite details to CLARIFY your ideas.

PROMPT: How does the infographic CLARIFY your thinking about the visual text?

FORTIFY

PROMPT: What is an important idea in both texts? State your claim and cite evidence.

NEGOTIATE

PROMPT: Which text best support the theme: The Great Depression caused great hardship for people? Begin by stating your claim. Cite evidence from both texts and come to a consensus.
Part II- Create and Clarify

• Lesson 7- Practice Create and Clarify with both texts
• Lesson 8- Code the Model & Revise the Non-Model
• Lesson 9- Write a Conversation Script
• Lesson 10- Craft an Oral Paragraph
• Lesson 11- Write a Paragraph

Part III – FORTIFY and Part IV NEGOTIATE

• Same sequence, new prompts

Part V—Multimedia Project
AGENDA

1. INTRODUCTION
2. IMPLICATIONS OF RESEARCH & ELPAC
3. START SMART 1.0
4. START SMART 2.0
5. START SMART 2.0 ASSESSMENTS
6. CLOSING & EVALUATION
INTRODUCTION

“...the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I.”

CA ELD Standards (Ch.3, p.13)

Oral language is the foundation for literacy. Based on this understanding, the CA ELD Standards first focus on meaning and interaction. This focus is realized in the twelve Part I CA ELD standards. The Multilingual and Multicultural Education Department (MMED) supports and guides educators in effectively teaching the twelve Part I standards by providing Designated ELD Start Smart units. These units have been designed in collaboration with teachers, Title III coaches and MMED staff.

At the core of the Start Smart Units are the four Constructive Conversation Skills: CREATE, CLARIFY, FORTIFY and NEGOTIATE. All the units include a daily formative assessment tool that captures evidence of student language development and supports teachers in providing evidence-based differentiated instruction. These skills provide students with the language needed to participate in standards based lessons in which they simultaneously develop language, content knowledge and analytical practices. The Constructive Conversation Skills are the foundation for collaborative writing activities that promote students to use their oral language skills to develop their writing skills.

START SMART 2.0

This unit builds upon the Constructive Conversation Skills and Norms that have been previously taught in Start Smart 1.0 (Revised). Students must receive instruction with Start Smart 1.0 Revised lessons in the current school year before beginning Start Smart 2.0.

This 25 lesson unit builds upon the students’ knowledge of the Constructive Conversation Skills and addresses both Part I and Part II of the CA ELD Standards. A Conversation Pattern that consists of paraphrasing, building-on and prompting, is introduced and explicitly taught. The Constructive Conversation prompts align to the language and critical thinking demands of SBAC. Two cornerstone learning activities in this unit are the oral and written paragraph that support students in applying their knowledge of informational texts. The culminating activity integrates technology and provides students with an opportunity to practice their oral presentation skills. Formative assessment tools are used in most lessons to capture evidence of student progress in the ELD Standards.

FORMATIVE ASSESSMENTS – STUDENT PROGRESS FORMS (SPFs)

SPF 1.0 – Constructive Conversation Language Sample

This formative assessment is designed to capture evidence of students’ ability to engage in a Constructive Conversation and measures two dimensions:

- Turns build on previous turns to build up an idea
- Turns focus on the knowledge or skills of the conversation objectives/teacher prompt

SPF 2.0 – Constructive Conversation Language Sample

This formative assessment is designed to capture evidence of students’ ability to engage in a Constructive Conversation and build their knowledge of a topic by:

- creating or choosing a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)
- clarifying idea(s) by paraphrasing, defining and/or elaborating
- comparing the strength/relevance and choosing the strongest/best idea
- explaining and/or negotiating final decisions
- fortifying ideas using evidence, examples and/or explanations
- evaluating the strength/relevance of the evidence of each idea
STUDENT CONVERSATION SAMPLE—FORTIFY (SPF 2.0)

• What are the students doing well?
• What are they still working on?
• Score for Dimension 1
AGENDA

INTRODUCTION → IMPLICATIONS OF RESEARCH & ELPAC → START SMART 1.0

START SMART 2.0

START SMART 2.0 ASSESSMENTS

CLOSING & EVALUATION
REFLECTION

• How will you use what you have learned today to prepare your students for rich classroom conversations?

• What actions will you take in the next week?
USING CONSTRUCTIVE CONVERSATIONS TO BUILD MEANINGFUL INTERACTIONS FOR ENGLISH LEARNERS

Chris Mason
christopher.mason@lausd.net

Michelle Staine
mstaine@lausd.net
From Access to Ownership: Integrated ELD/Math Workshop Thursday at 4:45!
Thank you for your Participation!