

Third Grade Module Vignette DD

Ms. Solis' third grade class is starting its rituals and routines unit which focuses introducing and establishing academic conversation protocols and skill, and will address the CCSS Literacy Standards and ELD Standards listed below:

[CCSS.ELA-LITERACY.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.3.1.B](#)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.3.1.C](#)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.3.1.D](#)

Explain their own ideas and understanding in light of the discussion.

CAELD Part I.A.3.1

Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.

CAELD Part I.B.3.5

Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.

For this unit, Ms. Solis has planned and developed a sequence of lessons to introduce and teach the “Rules for Conversation” (insert rules here) and the “Conversation Skills (create, clarify, fortify and negotiate). Ms. Solis has set for herself as a profession goal to focus on developing her knowledge and skill of how to support students, especially ELD students, in grappling with discipline specific vocabulary. The visual texts are of 3rd grade science content, habitats, so that while students are focused on the protocols/routines and conversation skills they can also practice integrating and grappling with new vocabulary.

The focus of the lesson is teaching students academic conversation protocols and conversation skills specifically the skill of create. A protocol the students have been using the learning partners. The students have four learning partners, one for each of the four conversation skills (create, clarify, fortify and negotiate)

She begins today's lesson by explaining the learning target. “We have been working on using the rules for conversation and the conversation skill of create to contribute to academic conversations in order to develop new knowledge about a topic. Today we will focus on the conversation rule of “listen actively” and the conversation skill of CREATE. She projects the standards in student friendly statements:

I will:

- Use the conversation skill of create to share and explain my ideas.
- Actively listen to my partners ideas to build our ideas and new knowledge.
- Ask questions to check our understanding of the information.

She reads the standard statements aloud. Let's review what we learned about the conversation skill of create. Work with the person next to you and discuss what you know about the conversation skill of create. Use the sentence frames, "The conversation skill of create is" and "An example of when I used the conversation skill of create is" I will walk around and actively listen for how you are using the sentence frames and what you know about the skill of create. Please take at least two turns each for this conversation. Ms. Solis monitors the students' conversations and uses a clipboard to capture evidence and examples of students' language use and development. She uses these notes and evidence to provide written feedback to individual students. Her goal is to provide specific and written feedback to each student at least once every two days.

Let's share some of your ideas. Ximena share, "The conversation skill of create is sharing our original ideas. "Javier shares, "The conversation skill of create is sharing ideas based on the prompt. For this prompt we use observations, not inferences."

The learning target for the lesson is to have students participate and contribute to an academic conversation by making claims/statements based on observations and analysis of a visual text and prompting their partners to continue the conversation.

Ms. Solis projects a visual text for the students to examine. Then she introduces the Model conversation. She projects the "Model Conversation" slide. This Model conversation is what it sounds like when we use the skill of create to read and analyze the visual text. You will listen actively to the recorded reading of the model. When we listen actively we listen for a purpose and for specific information. For this academic conversation, we will listen for:

How are the students making claims based on observation and analysis?

How are students using academic vocabulary?

How are students taking turns and prompting?

Ms. Solis posts a chart with these questions for the students to reference.

After we actively listen to the recorded model conversation you will work with a partner to discuss these questions.

Model

Prompt: What are your observations and analysis of the visual text?

Student A: I observed that there are two parts to the visual text. The top part has land, tree and animals. What did you observe?

Student B: I observed that in the bottom part there are fish, fish eggs and tadpoles in the water. My analysis is that they need water to live. What else did you observe?

Student A: I observed that in the top part there is a racoon, four different types of birds and a turtle. My analysis is that these animals need land to live. What else did you observe?

Student B: I observed that in the bottom part there are magnifying glasses to show worms and plants that live there. What is your analysis?

Student A: My analysis is that these are two habitats. In one habitat the animals live under the water. What is your analysis?

Student B: I agree that the visual text shows two habitats. In the other habitat the animals live on the land, and air and near the water. What else did you observe?

Student A: I observed that there is a river and then a damn built by beavers. There is a beaver and the visual text. The water from the river becomes the pond. What is your analysis?

Student B: I think this is one habitat where some animals live on land or on the water and some animals live below the water.

We have actively listened to the Model conversation. Work with your fortify learning partner and discuss the three questions you used to guide your listening. I will actively listen for how you discuss the questions and use specific language and examples from the model conversation. Some of you will receive written feedback tomorrow when you get to class.

Now it is your turn. You will work with your negotiate partner to have an academic conversation about a visual text. You will use four 'create' cards to remind you to each take four turns to build new knowledge. Once you have made a create statement and prompted your partner, place a create card on the desk between you and your partner. This will remind you of your turns and will help me see who might need feedback or help from me. We will begin by taking time to closely examine the visual text and gather our thoughts.

Students discuss the same prompt with a new visual text. Ms. Solis selects two students to engage in a fishbowl activity. Now Xiomara and Martha will model their conversation for the class. As they model we will actively listen for:

How did they address the prompt?

How did they take turns and build on each other's ideas?

How did they use academic language and new vocabulary?

As the two students model for the class, Ms. Solis records/transcribes their conversation. The next day, she will use this transcription for an activity where students revise the conversation to make it stronger and clearer. Meet with your clarify partner to discuss and analyze the model conversation that Xiomara and Martha modeled. I will read the active listening guiding questions. Each partner needs to answer and give an example for each question. At minimum each partner will take three turns.

We have listened to and analyzed two model conversations. We will use what we have learned to revise a Non-Model conversation. A non-model is what a conversation should not sound like. By revising the non-model we apply what we are learning about using academic conversations to learn and build new knowledge. We will actively listen to the recorded non-model so that we can discuss why it is a non-model.

Non-Model

Prompt: What are your observations and analysis of the visual text?

Student A: I see animals.

Student B: I see animals too.

Student A: I see birds and water.

Student B: I see trees and plants.

Student A: I saw one of these at the zoo. Anything else?

Student B: No.

Students listen to non-model conversation. Ms. Solis uses the same questions used to analyze the model to guide students through an analysis of the non-model conversation. The first question is, How did they address the prompt? Work with your partner and each one of you give a response. Let's listen to some of your responses. In the non-model, the students did not use the prompt to make a sentence starter. They only say, I see, I see, I see. Another student shares, there are only three exchanges and we know that we have to have at least four exchanges to build new knowledge. The non-model is missing two exchanges.

Prompt: Why is this a non-model?

We have discussed how and why this is a non-model. I am going to model how to revise the first two turns of the non-model. Then we will revise two turns together and then you and a partner will revise the last two turns. This will prepare us for tomorrow's activity in which you will work in triads to revise a non-model.

First, I will read the non-model. Someone shared that the non-model did not use the prompt as a sentence frame. I agree. We have learned to use the prompt to frame our responses. I am going to cross out, "I see" and instead write I observed. We have also learned to use precise language to share our observations. Student A says animals, which is not specific or precise. When I analyze the visual text, I notice an owl and a snake so I will cross out animals and write owl and snake. Let me read the final sentence. I observed an owl and a snake. Student A does not prompt her partner so I will add the question, what did you observe. Student B repeats Student A's statement and agree. Student B does not address the prompt. I will revise and write, I observed a sloth and a toucan. What else did you observe?

Discuss the next two turns with your partner and decide how you will revise. Be prepared to share your thinking with the whole group. Remember that each partner has to share at least one idea and both partners have to agree to the revisions. Students engage in discussion and then share whole class. Ms. Solis takes student response and revises next to exchanges with whole class. Now you and your partner will revise the last four lines. We discussed that one reason this is a non-model is because it only has three exchanges and a model conversation must have four exchanges. Ms. Solis distributes one copy of non-model to each pair. Each pair collaboratively revises the non-model. Then they share their revisions with another pair.

Ms. Solis invites a pair of students to come to the front of the class and share their revised non-model.

She concludes the lesson by having students engage in an "I am Aware" three corners activity. Three "I am Aware" statements are posted in different corners of the room. The three statements are: I understand the conversation skill of create and can teach it to a partner (statement 1), I am working on understanding the skill of create and need support to build my knowledge (statement 2), I don't understand the skill of create and cannot think of an example (statement 3).

She reads the three statements to the students and then asks them to use their think time to decide which statement best describes their knowledge at this time. Once you have decided which statement best describes where you are in your learning raise your hand. After all hands are raised, Ms. Solis asks to work with a partner and explain what statement they selected and why. She raises her hand to get the students attention. The students walk to the corner with the statement that best describes their learning.

At your corner, work with a partner to explain the skill of create and provide an example. Now I want you to get in triad or pairs. A triad must have a team member from each corner and a pair must have members from statements 1 and 2. Use the sentence frames to support each other in your learning of the conversation skill of create.

Statement 3: Sentence Frames

I don't understand the skill of CREATE because

Statement 2: Sentence Frames:

I need support to better understand the skill of CREATE because

Statement 1: Sentence Frames:

One thing I understand about the skill of CREATE is.... Or An example of the skill of CREATE is

Statement 3 person goes first, then statement 2 person and finally statement person 1. In triads or pairs, the students engage in activity. Ms. Solis gathers language samples from each group to provide written feedback to individual students and to monitor their growth in their language development and understanding of the conversation skill of create.