Purpose
This session emphasizes intentional planning for student interaction. We know that students learn best when they are engaged by their peers to bridge what they can do independently and expand their understanding of concepts, language, and cognition. Our work during this will focus on a three moments lesson design for student learning. By the end of today’s session, each participant will develop and share one lesson that illustrates how to plan for student interaction focusing on all levels of English Learners with use of the Louisiana Guide Books.

Learning Outcomes
● Participants will be able to:
  ○ Design a lesson from the Louisiana Guidebooks with intention for student interaction that includes scaffolds for preparing the learner, interacting with text, and extending learning.

<table>
<thead>
<tr>
<th>Modality</th>
<th>Content Area Practices</th>
<th>Standards for Language Features</th>
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</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>ELP 1 - Negotiate input for meaning</td>
<td>ELP 8 - Vocabulary in context</td>
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<tr>
<td>Productive</td>
<td>ELP 4 - Argumentation</td>
<td>ELP 9</td>
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<td>ELP 7 - Audience, task, and purpose</td>
<td>ELP 10</td>
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<tr>
<td>Interactive</td>
<td>ELP 2 - Discourse</td>
<td>Language Functions</td>
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<td>ELP 6 - Counterclaims</td>
<td>Language Forms</td>
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<tr>
<td>Agenda Items</td>
<td>Agenda Descriptions &amp; Resources</td>
<td>Notes</td>
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<tr>
<td><strong>1. Introductions and Materials</strong></td>
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<td><em>Education Northwest</em>: Who we are and what we do.</td>
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<tr>
<td><strong>2. Louisiana Connectors and LA Guidebooks</strong></td>
<td><strong>How familiar are you with the Louisiana Connectors for ELs and the LA Guidebooks?</strong>&lt;br&gt;Turn and talk to your partner.&lt;br&gt;Introduce yourself and share why you are here today.&lt;br&gt;Be prepared to participate in the informal survey, below.:&lt;br&gt;1 (no idea)            3 (good idea)      5 (expert)&lt;br&gt;● On a scale of 1 to 5 (Fist-to-Five), what is your current level of familiarity with the LA Connectors for ELs and LA Guidebooks?&lt;br&gt;● How comfortable are you implementing the LA Connectors in your classroom?&lt;br&gt;● Have you used the LA Guidebooks as part of your teaching practice?&lt;br&gt;&lt;em&gt;Think → Pair→ Share→ Show Fist-to-Five to whole group&lt;/em&gt;</td>
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<tr>
<td><strong>3. Video on the Three moments</strong>  (Moment 1)</td>
<td>Watch <a href="#">video</a> for on three moments&lt;br&gt;With use of this video viewing chart</td>
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</table>
### 4. Dictagloss

**Dictagloss of the three moments**

Accessing the Louisiana Guidebooks.

First, you need to log in or sign up to Zillion. This is where you will access all of the Guidebook materials.

In a group of 4, read the information presented by the LDOE [How to use the Guidebooks](#) and [How to adapt Guidebooks for diverse learners](#).

Please also refer to the new [English Learner Guidebook](#). After reading the information, your group will create a tri-fold informational brochure about the guidebooks. Here are some suggestions of information to include, but please include what you think is most helpful.

- What materials are available?
- What grade levels are offered?
- Where are the Standards mentioned?
- Where are the assessments?
- Where can you find the instructional tools?
- Are there supplemental materials? If so, what are they?

_Small group → 2 groups share → whole group whip around_

### 5. Louisiana Guidebooks

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### 6. The Three Moments (QTEL)

A well-scaffolded lesson can be conceptualized in **three moments**.

**The Three Moments(slides)**

There are particular **instructional purposes** inherent in these three moments.

### 7. A Sample Lesson with the Three Moments

Soooo, what does this all look like in a lesson? This [sample lesson](#) serves as an example of how to integrate scaffolds for student interaction.

- *How can we build deliberate scaffolds that promote access for our newcomer students?*
- *How can we emphasize student interaction?*
Short presentation → small group analysis and discussion → whole group consensus

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<tr>
<td>8. Lesson Planning</td>
<td>To synthesize the steps for intentional planning for student interaction, we are pleased to present <a href="#">this lesson planning template</a>.</td>
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<tr>
<td>Break</td>
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</tbody>
</table>
| 9. Lesson Analysis and Thinking Chart (10:30-12:00) | Now it is your turn to analyze a lesson and create a Thinking Chart. Turn to the [materials for Chapter 2](#). You can access the materials on [Zillion](#).  
- Log in or sign in to Zillion.  
- Go to English Language Arts.  
- Guidebooks 2.0.  
- Choose 6th grade units.  
- Select The Hatchet.  
- Scroll down to see the lessons.  
Think about:  
- **Connect the tasks to the ELA and ELP standards.**  
- **Identify the Three Moments (preparing the learner, interacting with text, extending understanding).**  
- **What ideas or thoughts did you consider to scaffold learning for ELs?**  
In your group (try to make your group no more than 5), fold your chart paper into four quadrants. Record your responses on the chart paper.  
**First Column:**  
- **Connect the tasks to the ELA Standards** | If time or maybe we go straight to allowing them time to create a lesson in three moments |
and LA Connectors. List each standard(s) and connector(s) being addressed.

**Second Column:**
- Identify the Three Moments (preparing the learner, interacting with text, extending understanding).

**Third Column:**
- What ideas or thoughts did you consider to scaffold learning for ELs?

*Small group lesson analysis → small group Thinking Chart → whole group discussion*

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| 10. Lesson Workshop with the Moment One (1:00-2:30) | With the lesson plan template as a guide, gather at your table in groups to develop a lesson for your ELs. You can choose:  
1. Work on a new chapter of *The Hatchet*  
2. Use your own materials if you have access to them  
3. OR review our collaborative Thinking Chart work by re-creating it in the lesson plan template and modifying it as you see fit.  
Please choose whichever option is most helpful and useful to you as the learner.  
Here is the link to Zillion where you can access all of the ELA Guidebook materials.  
Use this lesson planning template if you like.  
Here is a list of strategies that we have used during our time together. |       |
| 11. Lesson sharing                                | Each team will present their sample lesson to a small groups of colleagues.                                                                                                                                                     |       |
12. Reflection

Discuss at your table how the process went.
Share your ideas and thoughts on the lesson planning process.

- What are the benefits?
- What did you find helpful? Useful? Replicable?
- What did you find challenging? Confusing? Non-replicable?
- What support would you need from the LDOE?

Small group→ whole group discussion

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10. Survey
(3:45-4:00)

Please provide us feedback on this session.

Thank you!

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Helpful Resources

Contact Details
- Rosie Santana
- Angela Sandino
- About Education Northwest

ELP Resources, Instructional Tools, Articles, etc.
- MOOCs for ELP Standards
  - Supporting ELs under New Standards
  - Constructive Classroom Conversations
  - Learning as Evidence: Improving ELLs’ Argumentation Skills through Formative Assessment Practices
- Constructive Conversations Tools
• ELPA 21 PD Modules
• Louisiana ELP Connectors
• LA Connectors, grades 6-8
• Louisiana Guidebooks
• English Learner Guidebook
• ELP Standards Matrices
• ELP Standards Articles
• Sample lesson The Hatchet
• Strategies from our time together
• lesson planning template