

Start Smart 2.0 - Conversation Practices

Lesson 1: Review Norms & Skills

ELD
OBJECTIVE

Students will be able to engage in a Constructive Conversation to discuss their understanding of the Constructive Conversation Norms and Skills with a partner and then in a group of four.

STUDENT
FRIENDLY
ELD OBJECTIVE

In this lesson, we will...

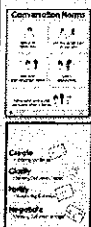
- share what we know about Constructive Conversations
- have a conversation with a partner and in a small group

OPENING

In this lesson we will review what we know about Constructive Conversations. In the past we have engaged in Constructive Conversations using visual texts and have learned about the Constructive Conversation Norms and Skills. Today, we will begin to learn how to use those norms and skills in a more complex way. But first, we will review what we already know about Constructive Conversations.

REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX



Review Artifacts

NOTE: artifacts may include Constructive Conversation Norms Poster, Constructive Conversations Skills Poster, Constructive Conversation Game Cards, Listening Task Posters, and additional artifacts such as student-created posters from Start Smart 1.0 Lesson 14 to use as a reference as they engage in a review of norms and skills.

Display the Constructive Conversation artifacts and ask the following question:

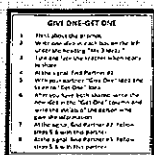
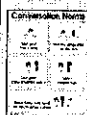


What do we already know about the Constructive Conversation Norms and Skills? Turn and talk to your partner.

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

MODEL/
GUIDED
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.11 EX

GIVE ONE-GET ONE
DIRECTIONSCONVERSATION
NORMS
POSTERModel/Guided Practice—Give One-Get One
Review Constructive Conversation Norms

Now you will work with your partners to review all you know about the Constructive Conversation Norms. We will use the Give One-Get One Graphic Organizer to think and take notes about the following prompt:

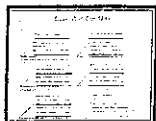
What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?

Distribute the Give One-Get One Graphic Organizer to students. Display the directions for the Give One-Get One Protocol. Refer to directions (projected or charted) as you model steps 1-6 for the class.

Let's review the directions for the Give One-Get One Protocol as I model how to do it. The first step is, "Think about the prompt."

GIVE ONE-GET ONE

1. Think about the prompt.
2. Write one idea in each box on the left under the heading "My 3 Ideas."
3. Turn and face the teacher when ready to share.
4. At the signal, find Partner #1.
5. With your partner "Give One" idea and listen to "Get One" idea.
6. After you have both shared, write the new idea in the "Get One" column and write the initials of the person who gave the information.
7. At the signal, find Partner #2. Follow steps 5-6 with this partner.
8. At the signal, find Partner #3. Follow steps 5-6 with this partner.

MODEL/
GUIDED
PRACTICE
(CONTINUED)GIVE ONE-GET ONE
GRAPHIC
ORGANIZER

Hmmm. So, the prompt is: **What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?** I'm going to use the artifacts to remind me of what I know about the Norms (point to Norms poster). One thing I know is that I need to use my think time just like I'm doing right now.

Display the **Give One-Get One Graphic Organizer**.

Step 2 is to write one idea in each box on the left under the heading, "My 3 Ideas." I will write my ideas here (point to the first box in the graphic organizer and complete the statement, "One thing I know about..." the norms is that I need to use my think time to gather ideas).

Now, you think of 3 ideas you have about the Constructive Conversation Norms. Write one idea in each box. Turn and face me when you're ready to share.

On the signal, I find Partner #1. I look for someone who does not have a partner and is ready to share. Model following steps 5 and 6 from the Give One, Get One directions with a student.

Debrief with the students and review steps 7 and 8.

STUDENT
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX

GIVE ONE-GET ONE
GRAPHIC
ORGANIZER

Student Practice—Give One-Get One Review Constructive Conversation Norms

Now it's your turn. We've already done steps 1-3 and we've reviewed all the other steps. We are on step 4. Find Partner #1 and begin. Remember to address the prompt.



What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?

Once everyone has given and received information, lead students in a whole-group discussion of the information they have shared. Students should annotate/edit their notes when ideas are incorrect, such as drawing a line through them.

MODEL/
GUIDED
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.11 EX

GIVE ONE-GET ONE
GRAPHIC
ORGANIZER

Model/Guided Practice—Give One-Get One Review Constructive Conversation Skills

Now we will use the **Give One-Get One Graphic Organizer** to review the Constructive Conversation Skills. Turn your papers over. We will review the directions for the Give One-Get One Protocol as I model how to do it with a different prompt.

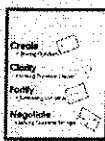


The first step is, "Think about the prompt." The prompt is: **What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?** Hmmm. So, I'm going to use the artifacts to remember what I know about the skills (point to skills poster). One thing I know is that when I **FORTIFY** I support my ideas with evidence from the text. I can say, "In the text it says..." or "I know because..."

Display the other side of the **Give One-Get One Graphic Organizer**.

Step 2 is to write one idea in each box on the left under the heading "My 3 Ideas." I will write my ideas here (point to the first box in the graphic organizer and complete the statement, "One thing I know about..." the Skills is when I **FORTIFY**, I support my ideas with evidence from the text. I can say, "In the text it says...").

Now, you think of 3 ideas you have about the Constructive Conversation Skills. Write one idea in each box. Turn and face me when you're ready to share.

CONSTRUCTIVE
CONVERSATION
SKILLS POSTER

STUDENT
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX

Student Practice—Give One-Get One Protocol

Review Constructive Conversation Skills

Now it's your turn. We've already done steps 1-3. We are on step 4. Find Partner #1 and begin. Remember to address the prompt.

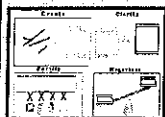


What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?

Once everyone has given and received information, lead students in a whole-group discussion of the information they have shared. Students should annotate/edit their notes when ideas are incorrect, such as drawing a line through them.

STUDENT
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.12 EX



CONSTRUCTIVE
CONVERSATION
GAME CARDS

Constructive Conversation Game

Place students in groups of four to play the Constructive Conversation Game using the **Game Cards**. Give each student two cards for **CREATE, CLARIFY, and FORTIFY**. *You are now going to have the opportunity to practice the Constructive Conversation Skills while playing the game. You will have two cards for each skill of CREATE, CLARIFY, and FORTIFY. Remember to use the norms and the skills as you play the Constructive Conversation Game.*



Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

Formative Assessment



Monitor students as they play the game and select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief Whole Group Discussion - Fishbowl

Facilitate a whole group discussion using the following questions:

- *How did you demonstrate the use of the Conversation Norms?*
- *How did you demonstrate the use of the Conversation Skills?*

FORMATIVE
ASSESSMENT

SPF 1.0

Student Progress Form (SPF) 1.0-Constructive Conversation Sample



Select two students to Fishbowl Model (For directions refer page 3) a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt:



What do you know about Constructive Conversations? What do they look like and sound like?

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

WRAP-UP

ELD.PI.3.1 EX

Review ELD Objective and Self-Assess*In this lesson, we*

- *shared what we know about Constructive Conversations*
- *had a conversation with a partner and in a small group*

Teacher will ask students:

- *How did we meet the lesson objectives?*
- *How did the Norms and Skills help us to have a Constructive Conversation?*
- *Work with your partner to do the following:*

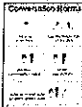
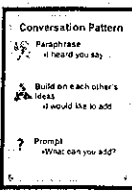


- *Identify one thing that you did to meet today's objective and one thing you want to improve*
- *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

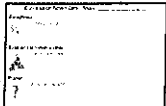
Start Smart 2.0 - Conversation Practices

Lesson 7: Practice CREATE & CLARIFY with Both Texts

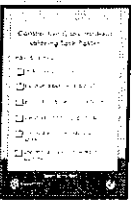
| | |
|--|---|
| ELD OBJECTIVE | Students will be able to engage in a Constructive Conversation focused on CREATE and CLARIFY in paired and whole group discussions using both a visual text and an infographic. Note: Students will begin working with a new partner and continue with that partner for lessons 7-11. |
| STUDENT-FRIENDLY ELD OBJECTIVE | In this lesson, we will... <ul style="list-style-type: none"> review the Conversation Pattern listen to a Model and Non-Model for CREATE and CLARIFY practice CREATE and CLARIFY using a visual text and an infographic have a Constructive Conversation with a partner and in a small group |
| <p>OPENING</p> <p>ELD.PI.3.1 EX ELD.PI.3.5 EX</p>  <p>CONVERSATION NORMS POSTER</p> | <p>Establish partnerships for lessons 7 through 11.</p> <p><i>In this lesson, we will review the Constructive Conversation Skills-CREATE and CLARIFY. When we CREATE we say what we think or notice about something. When we CLARIFY we make our ideas clearer for ourselves and our partners. We CLARIFY each other's ideas by paraphrasing, building on, and prompting. We can use our Conversation Pattern Guides to help us. We are going to use what we know about creating and clarifying ideas using a visual text and an infographic. During your conversations remember to follow our conversation norms (point to poster).</i></p> <div data-bbox="289 919 370 1014"> </div> <p>Which conversation norm will help us to CREATE and CLARIFY? Turn and talk to your partner. Give students 1 minute to talk to a partner.</p> <p>Affirm all responses and say: <i>I heard many of you say that you would "Use your think time" (point to poster) to notice the details in both texts.</i></p> |
| <p>REVIEW</p> <p>ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX</p>  <p>CONVERSATION PATTERN POSTER</p> | <p>Review the Conversation Pattern</p> <p>Use the Conversation Pattern Poster to review each subskill. <i>In the last few lessons, we focused on how to CREATE (model and have students do gesture) and CLARIFY (model and have students do gesture) your ideas by using the Conversation Pattern.</i></p> <p><i>Who can help us review the pattern together?</i> Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.</p> <div data-bbox="289 1465 370 1560"> </div> <p>How does each part of the Conversation Pattern help us to CLARIFY our ideas? Turn and talk to your partner. Have one or two students share out.</p> <div data-bbox="289 1581 370 1665"> </div> <p>Teacher Think Aloud: We know the pattern helps us to CLARIFY, but if we haven't shared our idea, we have nothing to CLARIFY. So, the very first step of a Constructive Conversation is to CREATE and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.</p> |
| <p>MODEL/GUIDED PRACTICE</p> <p>ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX</p> | <p>Model—Review Prompt & Response Starters</p> <p>NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students.</p> <p><i>Today you are going to engage in a Constructive Conversation for the Skills-CREATE and CLARIFY using an Infographic. Do your best to follow the Conversation Pattern as you CLARIFY your ideas. You will use the Conversation Pattern Guide to remind you of the pattern.</i></p> |

**MODEL/GUIDED
PRACTICE
(CONTINUED)**

ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX



**CONVERSATION
PATTERN GUIDE**



**CONSTRUCTIVE
CONVERSATIONS
LISTENING TASK
POSTER**



**TEACHER VISUAL
TEXT &
INFOGRAPHIC**

Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and have students add to their Guides.

| PROMPT & RESPONSE STARTERS | | |
|--|---|--|
| PARAPHRASE | | |
| I heard you say... Your idea is... | I think you said... So what you are saying is... | In other words, ... To paraphrase,... |
| BUILD ON | | |
| I would like to add... I also notice... | Another detail is... In addition,... | Additionally, ... To elaborate,... |
| PROMPT | | |
| What else...? What can you add? | How can you add to this idea? What other details can you cite? | Can you CLARIFY what you mean by...? How could you elaborate on...? |
| EMERGING | EXPANDING | BRIDGING |

Review the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we...

- acknowledge a partner's ideas?
- build on a partner's ideas?
- prompt a partner to **CLARIFY** ideas?
- use evidence to support ideas?
- use academic words (notice, in other words, etc.) to convey ideas?
- use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?

Introduce Visual Text & Infographic Model—CREATE & CLARIFY

Display the **Teacher Visual Text and Infographic**. In past lessons we used a visual text and Infographic. From now on we will use both the visual text and infographic when we engage in Constructive Conversations.

As we **CREATE** and **CLARIFY** our ideas we will use the Conversation Pattern to help **CLARIFY** our ideas by **paraphrasing, building on, and prompting**. Let's listen to a model Constructive Conversation using the visual text to address the following prompt:

How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. I will be Partner A and _____ will be Partner B.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Model consulting the **Conversation Pattern Guide** to follow the paraphrase, build on, prompt pattern. (See **Coded Model and Conversation Coding Key** for your reference.)
- **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

| CONVERSATION CODING KEY CREATE/CLARIFY | |
|--|--------------|
| ID | INITIAL IDEA |
| PAR | PARAPHRASE |
| BO | BUILD ON |
| PR | PROMPT |
| UNDERLINE PROMPT & RESPONSE STARTERS | |



**MODEL/GUIDED
PRACTICE
(CONTINUED)**
Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

- Student A1:** My idea is that the visual text is an example of people growing fresh vegetables in a local community farm. [ID] I would like to add that a community farm is an example of growing food locally. [BO] This infographic helps me understand the idea that "...it Feels Better At The Farmers' Market" just like the title says. [BO] What can you add to this idea? [PR]
- Student B1:** My idea is that the visual text is an example of where people in the community can buy fresh vegetables from City Slicker Farms. [ID] Additionally, this infographic gives us reasons to buy at farmers' markets just like the one in the visual text. [BO] What else can you add? [PR]
- Student A2:** I heard you say that the infographic encourages us to buy fresh produce from local farmers' markets. [PAR] In addition, I read a heading that says: "Support Local Farmers". In the visual text it says "Get Involved" which is one way to support local farmers' markets. [BO] What other details can you cite? [PR]
- Student B2:** So what you are saying is that both texts communicate the idea of supporting your community farmers' market. [PAR] You can get involved by growing the vegetables or buying them. Another detail I read is that local produce travels less distance than food that comes from far away. [BO] This means the local produce is fresher. [BO] How can you elaborate on this idea? [PR]
- Student A3:** To paraphrase, the local produce from nearby farmers' markets is fresher. [PAR] In addition, the infographic says local produce travels less and uses less fossil fuel. [BO] How does the infographic CLARIFY your idea? [PR]
- Student B3:** In other words, you now understand that the community farm uses less fossil fuels because the farmers don't have to travel far to sell the food. [PAR] I also read that fresher food is good for our health. [BO] In the visual text, people in the community farm grow vegetables and people in the community can buy their fresh vegetables. [BO] This is an example of getting fresh food that it is good for your health. [BO] What else from the infographic clarifies your thinking of the visual text? [PR]
- Student A4:** So you are saying that fresh produce is better for people. [PAR] The infographic says that in farmers' markets people can talk to local farmers and learn about their food. [BO] Can you tell me more about how the infographic clarifies your thinking about the visual text? [PR]
- Student A5:** Your idea is that people can learn more about their food at the farmers' markets. [PAR] The infographic also says that farmers' markets are a way to connect with people in their community and make new friends. [BO] In the visual text the sign on the fence asks people to "Get Involved" in the community farm. [BO] That is a way to connect with people in their community.

Debrief the Model Conversation

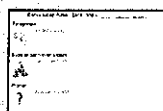
Guide students through an analysis of what makes this a **Model Constructive Conversation** for the skills of **CREATE** and **CLARIFY**. (See **Coded Model** and **key for your reference**) Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference. (See **Coded Model** and **Conversation Coding Key for your reference**.)



PAIRS What makes this a model for **CLARIFY**? What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer to the **Conversations Listening Task Poster** and the **Conversation Pattern Guide**. Have one or two students share out.



PART II Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) How did they add details? Turn and talk to your partner. Have one or two students share out.


**CONSTRUCTIVE
CONVERSATIONS
LISTENING TASK
POSTER**

**CONVERSATION
PATTERN GUIDE**

**MODEL/GUIDED
PRACTICE
(CONTINUED)**

Introduce Visual Text and Infographic Non-Model--CREATE & CLARIFY

Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

Non-Model Conversation

- Student A1:** The infographic tells us about farmers' markets.
- Student B1:** The title is "Why it feels better at the farmers' market".
- Student A2:** It has different pictures about farmers' markets.
- Student B2:** It also has different reasons to buy at farmers' markets.
- Student A3:** Yeah, like supporting local farmers.
- Student B3:** Or to keep our planet happy.
- Student A4:** I read that it creates community spirit because you can talk to the farmers and make friends.
- Student B4:** (No turn taken)

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY**. Use the Conversations Listening Task Poster and the Conversation Pattern Guide as a reference.



What makes this a non-model conversation? How would you improve this model? Use your think time. Remember to refer the Listening Task Poster and Conversation Pattern Guide (point to resources) Now, turn and talk to your partner.



How can you expand noun phrases to add details? What adjectives or other details would you add to CLARIFY ideas? Use your think time. Now, turn and talk to your partner. Have one or two students share out.

**STUDENT
PRACTICE**

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX



**CONVERSATION
PATTERN GAME
CARDS**



**STUDENT VISUAL
TEXT & STUDENT
INFOGRAPHIC**

Constructive Conversation Game with Both Texts

Organize students into quads and distribute Conversation Pattern Game Cards. Now you are going to play the *Constructive Conversation Game*. Your conversations will focus on the skills of **CREATE** and **CLARIFY** using both texts. You will be in a group of four. Each of you will have one card for your initial idea and 3 cards to cite details as you follow the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our conversation norms and use the Constructive Conversations Listening Task Poster.

Begin by stating your idea. Cite details to CLARIFY your ideas and use the Conversation Pattern.

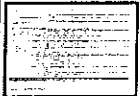



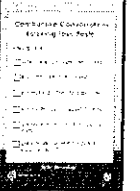

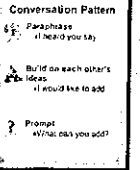


Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

Formative Assessment



Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

| | |
|---|---|
| FORMATIVE ASSESSMENT | Student Progress Form (SPF) 2.0-Constructive Conversation Sample |
|  |  After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: |
| SPF 2.0 |  How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas. Collect a language sample from the two students using the SPF 2.0 . The language sample must be at least four turns in length. |
| DIFFERENTIATED INSTRUCTION | Differentiated Instruction  Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – (Teacher Group) - Practice Conversation Pattern with teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for CLARIFY to include the Conversation Pattern . Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0. |
| WRAP-UP ELD.PI.3.1 EX | Review ELD Objective and Self-Evaluate In this lesson, we... <ul style="list-style-type: none"> • reviewed the Conversation Pattern • listened to a Model and Non-Model for CREATE and CLARIFY • practiced CREATE and CLARIFY using a visual and an infographic • had a Constructive Conversation with a partner and in a small group Ask students the following: <ul style="list-style-type: none"> • <i>How did we meet our lesson objectives?</i> • <i>How did the Conversation Pattern help us to have a Constructive Conversation?</i> • <i>Look at the <u>Conversation Listening Task Poster</u> and work with your partner to do the following:</i> <ul style="list-style-type: none"> ○ <i>Identify one thing that you did well and one thing you want to improve</i> ○ <i>Share and explain to your partner</i> After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |
|  |  |
| CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER |  |
| CONVERSATION PATTERN POSTER | |

Start Smart 2.0 - Conversation Practices

Lesson 10: Craft an Oral Paragraph

ELD
OBJECTIVE

Students will be able to collaboratively construct an oral paragraph focused on the skills of **CREATE** and **CLARIFY**.

STUDENT-
FRIENDLY
ELD OBJECTIVE

In this lesson, we will...

- use notes to organize information for an oral paragraph
- practice an oral paragraph with multiple partners
- give and receive feedback to revise an oral paragraph

OPENING

ELD.PI.3.1 EX
ELD.PI.3.5 EX

In previous lessons, we focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson we will apply our knowledge of the topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will learn a new strategy called Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.



For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why do we use our Think Time? Why do we listen respectfully? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX

Review - Constructive Conversation Script, Infographic and Visual Text

Display and distribute both **Student Texts** and distribute student's completed **Conversation Script Tool**. *In the last lesson, we focused on how to **CLARIFY** our ideas by using the Conversation Pattern to organize our ideas in a conversation. In this lesson, we will focus on using key information to organize our oral paragraphs.*

What was some key information from your script? Have partners review their scripts and circle key information about the topic.



*What was some key information from your script? How does it help you **CLARIFY** your thinking about the topic? Turn and talk to your partner. Give students 2 minutes to talk to a partner and have one or two students share out. Affirm all responses. So, we will use this information and consult both texts as we craft our oral paragraph.*

MODEL/GUIDED
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PI.3.9 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

Introduce – Paragraph Criteria Chart and Paragraph Guide

Display the **Paragraph Criteria Chart**.

*We have practiced talking about this topic in previous lessons, but today will be different. The challenge will be that you will have to share your response to the prompt in the form of an oral paragraph on your own. First, let's review the structure of a strong oral paragraph (Refer to **Paragraph Criteria Chart**).*



*According to the **Paragraph Criteria Chart**, what does a strong paragraph include? Allow students time to review document. Turn and talk to your partner. Have one or two students share out. Affirm all responses.*

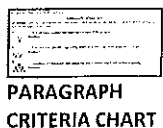
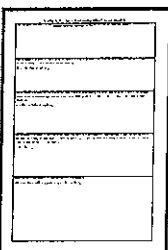


Differentiation Opportunity – Additional Support

*For students performing at the **Emerging Level**, explain each visual and how it relates to each criterion of a strong and organized paragraph.*

*I heard many of you say that the Criteria Chart tells what you need to include, or criteria, for your paragraph (Point to **Paragraph Criteria Chart** and read each criterion chorally with students).*

PARAGRAPH
CRITERIA CHART

**MODEL/GUIDED
PRACTICE
(CONTINUED)**

**PARAGRAPH
CRITERIA CHART**

MPP-GO

Display the **Paragraph Guide (EX-BR)** to the class.

Here is a structure we can use to help us craft a strong and well organized oral paragraph. Let's read it together (Refer to Pre-Charted Paragraph Guide).



*What connections can you make between the **Paragraph Guide** and the **Paragraph Criteria Chart**? Allow students time to review both documents. Turn and talk to your partner. Have one or two students share out. Affirm all responses.*

*I heard many of you notice that the **Criteria Chart** tells you what you need to include in your oral paragraph. The **Paragraph Guide** provides examples of language you may use. It also models how you might organize and connect your sentences to **CREATE** and **CLARIFY**.*

Model/Guided Practice - Multiple Partner Protocol

Pair students up. Display and distribute the **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to the class. Have a previously selected student come up to model with you.

The Multiple Partner Protocol will give you an opportunity to practice crafting an oral paragraph. Refer to the Paragraph Guide if you need help.

*Let's review the directions for the **Multiple Partner Protocol** as _____ and I model how to do it. The **first step** is, "Decide who is Partner A and Partner B. I will be Partner A and you will be Partner B (point to student volunteer). Ok, let's write it on our paper. Then, we need to use your Think Time to consider the prompt and consult resources."*

*So, the prompt is: **How does the infographic CLARIFY your thinking about the visual text?** What key information will we use from the **Conversation Script** and the texts? Model thinking and pointing to both texts and the script with the student volunteer.*

Display the **Multiple Partner Protocol Graphic Organizer**.



Step 2 is to write complete sentence(s) in the first box. My partner and I will write our ideas here (point to the first box in the graphic organizer) using the **Paragraph Guide** (point to the Paragraph Guide) and write the statement, "The infographic clarifies my thinking because the infographic states that..."

Now it's your turn. With your partner do steps 1 and 2. Provide students with sufficient time to complete steps 1 and 2. Circulate and support students as needed. Select two partner pairs to model the next steps.

Let's review what you will do next. At the signal, each partner pair will find another partner pair. Have the partner pairs model steps 3 and 4. At the signal, each partner pair will find a different partner pair. Have the partner pairs model steps 5 and 6 by finding a different partner pair.



Process As Given/Process As Understood: Who can restate what we are about to do? Have one or two student volunteers restate the directions

PARAGRAPH GUIDE (EX-BR)

The infographic clarifies my thinking about the visual text by...

For example, the visual text...

Additionally, the infographic...

In other words, ...

Finally, ...

PARAGRAPH GUIDE (EM-EX)

My idea is...

For example, ...

Another example is...

I also think, ...

Finally, ...

MULTIPLE PARTNER PROTOCOL

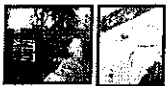
1. Decide who is Partner A and Partner B. Then, use your Think Time to consider the prompt and consult resources.
2. With your partner, use the information from the resources to write complete sentences in the first box.
3. At the signal, find another Partner Pair and decide which Partner Pair will go first. Partner A's share and Partner B's listen and take notes.
4. At the signal, talk with your partner about the notes.
5. At the next signal, find a different Partner Pair. Partner B's share and Partner A's listen and take notes.
6. At the signal, talk with your partner about the notes.
7. With your partner, take turns sharing your oral paragraphs. Do not use your notes.

MODEL/GUIDED PRACTICE (CONTINUED)

ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX



PARAGRAPH CRITERIA CHART



TEACHER VISUAL TEXT & STUDENT INFOGRAPHIC

Call attention to the specific instructions with each step. Give students sufficient time to complete steps 3-6, stopping to signal each time. Circulate and support students as needed.

*Let's review step 7. For step 7, you and your partner will take turns sharing your oral paragraphs without using any notes. Please hand in your papers now. I will give them back to you in the next lesson when we work on writing a paragraph. Collect **Multiple Partner Protocol Graphic Organizers** from students. Keep them for use in the next lesson.*

Teacher Oral Paragraph – Giving & Receiving Feedback

Display the Teacher Visual Text and Infographic and the **Paragraph Criteria Chart**. *Now we will talk about how to give and receive feedback to improve our paragraphs.*

Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

Have students listen to the Teacher Oral Paragraph. Do not display it at this time as the focus is on listening. *Listen to me share my Teacher Oral Paragraph. Listen actively for these three things (point to **Paragraph Criteria Chart**).* Read the Teacher Oral Paragraph and debrief with students.

Teacher Oral Paragraph

The infographic clarifies my thinking about the visual text by giving more information about growing food locally. One example is the visual text that shows a local community farm. In addition, the infographic suggests that we use less fossil fuels when we buy locally. In other words, both farmers and customers use less gas. Additionally, the infographic states that produce from the farmers' market is more fresh. The visual text is an example of produce that is more fresh because it is grown locally. In conclusion, both texts provide information about growing food locally.



Display the Teacher Oral Paragraph and elicit feedback from students. *How did my Oral Paragraph meet the criteria? What feedback might you have? Turn and talk to your partner.* Have one or two students share out. Validate all responses.

STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.9 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX

Stand Up, Hand Up, Pair Up – Oral Paragraph Share

NOTE: Cover or remove the Paragraph Guide.



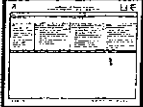




Distribute and display both Student Texts. Students will meet with a new partner to give and receive feedback. Distribute **Paragraph Criteria Chart** for students to provide feedback to their partners.



You will now meet with a new partner to share your oral paragraphs. Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same.

Decide who is Partner A and Partner B. Partner A will share to receive feedback. Partner B will listen to give feedback using the Paragraph Criteria Chart.

NOTE: Collect a language sample using the OOAT while all students are sharing. Collect an additional sample during the Fishbowl Model (SEE BELOW).

| | |
|---|--|
| STUDENT PRACTICE (CONTINUED) | <p>Formative Assessment</p>   <p>Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the OOAT to collect a Language Sample as s/he models in front of the class.</p> <p>Debrief the Model: Whole-Group Discussion of Student Model</p> <p>Facilitate a whole-group discussion to debrief:</p> <ol style="list-style-type: none"> 1. <i>How did her oral paragraph meet the criteria?</i> 2. <i>What feedback might you have?</i> <p>Have one or two students share out. Affirm all responses.</p> |
| <p>FORMATIVE ASSESSMENT</p>  <p>OOAT</p> | <p>Student Progress Form (SPF) - Oral Output Assessment Tool</p>  <p>Select 1-2 students to progress monitor using the OOAT based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt:</p>  <p>How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.</p> <p>NOTE: In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond</p> |
| DIFFERENTIATED INSTRUCTION | <p>Differentiated Instruction</p>  <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – (Teacher Group) – Practice crafting an oral paragraph.</p> <p>Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.</p> <p>Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner.</p> <p>Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.</p> |
| <p>WRAP-UP</p> <p>ELD.PI.3.1 EX</p> | <p>Review ELD Objective and Self-Assess</p> <p><i>In this lesson, we ...</i></p> <ul style="list-style-type: none"> • <i>used notes to organize information for an oral paragraph</i> • <i>practiced crafting an oral paragraph with multiple partners</i> • <i>received and provided feedback to revise an oral paragraph</i> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> • <i>How did you meet the objectives?</i> • <i>What helped you craft your oral paragraph?</i> • <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> • <i>Identify one thing that you did to meet today's objective and one thing you want to improve</i> • <i>Share and explain to your partner</i>  <p>After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.</p> |

Start Smart 2.0 - Conversation Practices

Lesson 11: Write a Paragraph

ELD
OBJECTIVE

Students will be able to collaboratively construct a written paragraph focused on the skills of **CREATE** and **CLARIFY**.

STUDENT-
FRIENDLY
ELD OBJECTIVE

In this lesson, we will...

- use notes to organize information for a written paragraph
- collaborate with a partner to write a paragraph
- receive and provide feedback to revise a paragraph

OPENING

ELD.PI.3.1 EX
ELD.PI.3.5 EX

*In previous lessons, we focused on using the Conversation Pattern to help us **CREATE** and **CLARIFY** with our partners. We applied our learning to construct an oral paragraph to write about our topic. We also used the Multiple Partner Protocol to craft our oral paragraph using the Paragraph Guide and the Paragraph Criteria Chart to make and organize ideas in a clear way.*

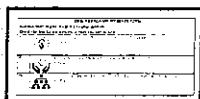
Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.



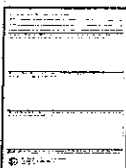
For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner. Have one or two students share out. Affirm all responses.

REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX



PARAGRAPH
CRITERIA CHART



MPP-GO

Review - Multiple Partner Protocol Graphic Organizer

Display and distribute both **Student Texts** and distribute student's completed Multiple Partner Protocol Graphic Organizer (MPP-GO).

In the last lesson, we focused on using the information we have to review, organize and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you write your paragraph.

We are first going to review the oral paragraph we created yesterday. With your partner, you will use your MPP-GO to recreate your oral paragraph. Let's review the Paragraph Criteria Chart and the Paragraph Guide to review what a strong paragraph should include.

Allow students to use the MPP-GO to share/review their oral paragraph with their partner.



Invite a student pair to Fishbowl Model their oral paragraph with the class and highlight the following:



- Multiple Partner Protocol Graphic Organizer (MPP-GO) to help you with the information and ideas
- Paragraph Criteria Chart to know what to include and how to organize the information
- Paragraph Guide to provides you with sample language that you can use as you are crafting and connecting your ideas.

Formative Assessment Opportunity



Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the OOAT to collect a Language Sample as s/he models in front of the class.

REVIEW
(CONTINUED)**Debrief the Fishbowl Model**

Facilitate a whole-group discussion to debrief:

1. *How did her oral paragraph meet the criteria?*
2. *What feedback might you have?*

MODEL/GUIDED
PRACTICE

ELD.PI.3.1 EX

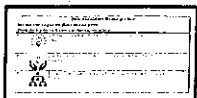
ELD.PI.3.4 EX

ELD.PI.3.5 EX

ELD.PI.3.7 EX

ELD.PII.3.1 EX

ELD.PII.3.2 EX

PARAGRAPH
CRITERIA CHART**Model/Guided Practice - Collaborative Writing**

You are now going to work on writing a paragraph using the ideas and details that you used as you created the oral paragraph.

Display and distribute the **Teacher Written Paragraph** to partner pairs. Display and use the **Paragraph Criteria Chart** and the **Paragraph Coding Key** to guide the students as you analyze and code the model. *What do you notice about the Paragraph Criteria Chart and the Paragraph Coding Key?*

We will use this Paragraph Criteria Chart to highlight the structure of the paragraph. We will also use the Paragraph Coding Key to analyze and code the Model.

| PARAGRAPH CODING KEY | |
|----------------------|-----------------|
| MI | MAIN IDEA |
| E/D | EVIDENCE/DETAIL |
| T | TRANSITION |
| C | CLOSING |

Guide students through an analysis of the first two sentences in the paragraph. Use the **Paragraph Criteria Chart** to highlight the following:

- *Does my first sentence explain the main idea or topic of the paragraph?*
- *Do the next sentences provide details or evidence about the main idea or topic?*
- *Are my sentences organized and connected with transition words and include a closing sentence?*

Display the **Teacher Written Paragraph** and read it to the whole class.

Let's look at a teacher written paragraph to find evidence of the elements that make this a model paragraph.

Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

Model Written Paragraph:

The infographic clarifies my thinking about the visual text by giving more information about growing food locally, which helps the Earth. [1] One example is the visual text, which shows a local community farm that grows food. [2] In addition, the infographic states that we should support local farmers because local produce uses less fossil fuels. [3] In other words, both farmers and customers travel less and use less gas to sell and buy fruits and vegetables. [4] Additionally, the infographic states that fruits and vegetables from the farmers' market are fresher. [5] The visual text is an example of fruits and vegetables that are fresher because they are grown locally. [6] In conclusion, both texts provide information about growing and buying produce in a local community farm. [7]

Let's look at the teacher written paragraph to find evidence for each of the elements on the Paragraph Criteria Chart. Listen actively as I read what the Model shows. I will pause after each sentence, so that you have time discuss what element(s) you notice.

MODEL/GUIDED
PRACTICE
(CONTINUED)

The infographic clarifies my thinking about the visual text by giving more information about growing food locally, which helps the Earth. [MI]



Using the **Paragraph Criteria Chart** and the **Paragraph Guide** will help me focus on the elements that I need to include in my written paragraph. Now I will look closely at what this sentence shows. The sentence begins by addressing the prompt. I will underline where it says: "The infographic clarifies my thinking about the visual text by" and mark it with a "MI" because that is the language that signals the main idea.

| PARAGRAPH CODING KEY | |
|----------------------|-----------------|
| MI | MAIN IDEA |
| E/D | EVIDENCE/DETAIL |
| T | TRANSITION |
| C | CLOSING |

Let's read the second sentence together. "One example is the visual text, which shows a local community farm that grows food."



How would you mark this? Why? Use your Think Time. Pause to give students Think Time. Now, turn and talk to you partner. Give students 1 minute to Turn and Talk. Have 1 or 2 students share and justify their responses.



I heard many of you say you would mark it "D" because the sentence provides details about the main idea. I also heard some of you say you would mark it with "T" because the sentence has a transition phrase One example is...

GUIDED PRACTICE

Let's read the third sentence in the paragraph:

In addition, the infographic states that we should support local farmers because local produce uses less fossil fuels. [3]



How would you mark this? Why? Use your Think Time. Pause to give students Think Time. Now, turn and talk to you partner. Give students 1-2 minutes to Turn and Talk. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.



Now you and your partner will work together to code sentences 4-7 using the Paragraph Coding Key. Remember to say why you think you should mark each a certain way. Give students enough time to code at least one or two additional turns and circulate to provide support as needed. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

STUDENT
PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX






Student Practice – Collaboratively Written Paragraph

Students will collaboratively write their paragraph with their partners using notes from their **Multiple Partner Protocol Graphic Organizer (MPP-GO)**, which they completed in the previous lesson. They may refer to the **Paragraph Guide** and the **Paragraph Criteria Chart** for support.



Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address the prompt: **How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.**

Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed.

| | |
|--|---|
| <p>STUDENT PRACTICE (CONTINUED)</p> | <p>Student Practice - Giving & Receiving Feedback</p> <p>Distribute a <u>Paragraph Criteria Chart</u> to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. <i>Now you will meet with another partner pair to give and receive feedback using the <u>Paragraph Criteria Chart</u>.</i></p> <p> One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will give to the other partner pair.</p> <p><i>I will walk around and help anyone that needs it. Give students time to give and receive feedback. Circulate and provide support as needed.</i></p> <p><i>Now you will use the feedback you received to make any needed revisions to your paragraph. Give students time to make any last revisions to their paragraphs based on the feedback they received.</i></p> <p>Formative Assessment</p> <p> Monitor students as they write their individual paragraphs. <i>You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will show what you know by writing your own paragraph to address the same prompt: How does the infographic CLARIFY your thinking about the visual text? I will collect your paragraphs when you're done.</i></p> |
| <p>FORMATIVE ASSESSMENT</p> <p></p> <p>WOAT</p> | <p>Student Progress Form (SPF) - Written Output Assessment Tool</p> <p> Collect all writing samples and score them using the <u>WOAT</u> (SEE PREVIOUS SECTION). Students will address the following prompt:</p> <p>How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.</p> |
| <p>DIFFERENTIATED INSTRUCTION</p> | <p>Differentiated Instruction</p> <p> Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – (Teacher Group) – Continue working on the Written Paragraph with teacher.</p> <p>Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text.</p> <p>Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair.</p> <p>Group 4 – Play Constructive Conversation Game with a or other theme-related visual text.</p> |
| <p>WRAP-UP</p> <p>ELD.PI.3.1 EX</p> | <p>Review ELD Objective and Self-Evaluate</p> <p><i>In this lesson, we</i></p> <ul style="list-style-type: none"> <i>used notes to organize information for a written paragraph</i> <i>collaborated with a partner to write a paragraph</i> <i>received and provided feedback to revise a paragraph</i> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> <i>How did we meet our objectives in this lesson?</i> <i>What helped you craft your written paragraph?</i> <i>Work with your conversation partner to do the following:</i> |



- *Identify one thing that you did to meet today's objective and one thing you want to improve*
- *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

You have worked with the same partner for the last six lessons. Think about the following:

- *What did you do to support your partner's learning? How did this help you both?*
- *What is one thing you would like to improve for your next partnership?*