Give One–Get One About

Your Ideas

My 3 Ideas

From Partner #1, I learned that…

From Partner #2, I learned that…

From Partner #3, I learned that…

One thing I know about…

Another thing I know about…

A third thing I know about…

Multilingual and Multicultural Education Department
Elementary English Learner Instruction
mmed.lausd.net

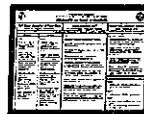# Start Smart 2.0 – Conversation Practices

Grade 3

ELD lessons are designed to be taught in this order:

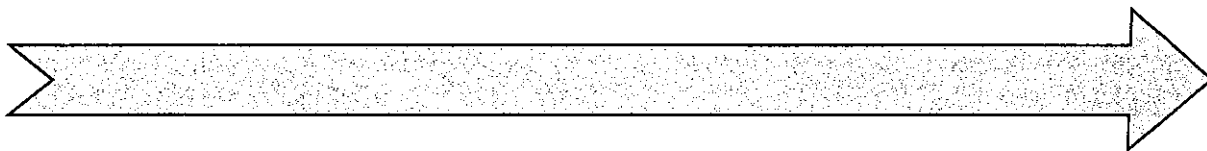| Teach Start Smart 1.0 | Teach lessons using the Designated ELD Frame of Practice | Teach Start Smart 2.0 | Teach lessons using the Designated ELD Frame of Practice | Teach Disciplinary Discussions Using Text Sets | Teach lessons using the Designated ELD Frame of Practice |

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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

SPF – OOAT (Oral Output Assessment Tool)
This formative assessment tool is designed to capture evidence of three key dimensions of effective oral output in lessons. The three key dimensions are: DIMENSION 1: First sentence is a clear topic sentence, claim, or initial idea, DIMENSION 2: Next sentences clarify and/or support the initial idea or claim and DIMENSION 3: Sentences are logically organized and connected. The expectation is that students respond to complex prompts in oral paragraphs.

SPF – WOAT (Written Output Assessment Tool)
This formative assessment tool is designed to look closely at how oral language development supports writing development through the application of the Constructive Conversation Skills. Additionally, it captures evidence of how students apply their knowledge of informational writing as addressed in the three key dimensions.

STRATEGIES AND SCAFFOLDS

- **Give One-Get One Protocol** – Students meet with various partners to give or share ideas and get or collect ideas from others. The purpose of the protocol is to provide students with a structured opportunity to share and build up their ideas about a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources.

- **Constructive Conversation Game** – Students use cards to take turns as they engage in a Constructive Conversation in pairs or quads in response to a prompt given by the teacher. The purpose of this protocol is to provide students with a structured opportunity to practice using the language of the skills and the conversation norms.

- **Fishbowl Model** – The teacher selects a pair or group of students to demonstrate how to complete a specific task while the rest of the class listens and observes. The teacher debriefs the model, which provides students with specific feedback of what is expected. This is also an opportunity for the teacher to collect a language sample for the students who are providing the Fishbowl Model. The purpose of this protocol is to provide students with a structured opportunity to develop active listening skills.

- **Stand Up, Hand Up, Pair Up** – This is a strategy for pairing students up with a different conversation/learning partner. Students stand up, raise one hand in the air, and walk across the room in search of a partner. Students then simulate a "silent high five" to indicate that they have selected a partner. The purpose of this protocol is to provide students with a structured opportunity to engage with diverse partners and practice learning from others.

- **Multiple Partner Protocol** – This protocol provides students an opportunity to work as a pair with other pairs as they take turns listening and sharing their ideas to build up their collective understanding of a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources. The purpose of this protocol is to provide students with a structured opportunity to engage with diverse partners while developing their knowledge of a topic or prompt.

- **Prompt & Response Starters** – These formulaic expressions are provided in the lessons for the teacher to select based on the proficiency level of most of the students in the class. One or two new prompt or response starters should be introduced and provided to students as a scaffold they may choose to utilize should they need it. The purpose of this protocol is to provide students with a structured opportunity to practice the language of participation so they can focus on meaning making and creating new knowledge.

- **Model Conversations** – These are provided for students to listen to and analyze for the specific language required to meet the demands of the task and ultimately build the academic language required for academic discourse across content areas. A coded model is provided to support the teacher to guide students as they discuss and highlight specific language in the model. The purpose of this protocol is to provide students with a structured opportunity to actively listen to examples of academic language that introduce academic vocabulary and concepts.

- **Non-Model Conversations** – These are provided for students to listen to and analyze in contrast to the model. Students have an opportunity to discuss and highlight areas for improving the conversation. The purpose of this protocol is to provide students with a structured opportunity to enhance their knowledge of the conversation skills and constructive conversations by revising non-model conversations.

PART I – SETTING THE FOUNDATION		

LESSON 1—REVIEW NORMS & SKILLS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Share what we know about Constructive Conversations • Have a conversation with a partner and in a small group	• Turn & Talk • Teacher Think Aloud • Give One-Get One Protocol • Constructive Conversation Game— **CREATE, CLARIFY, FORTIFY & NEGOTIATE** • Fishbowl Model	• Conversations Skills & Norms Posters and Artifacts from 1.0 • Give One—Get One Protocol Directions • Give One—Get One Graphic Organizer (Copy Double Sided) • Constructive Conversation Game Cards

Assessment (SPF 1.0) - Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

LESSON 2—CLARIFY BY PARAPHRASING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Introduce Conversation Pattern • Have a Constructive Conversation with a partner based on a visual text • Listen to a partner's ideas • Learn to **CLARIFY** by **paraphrasing** a partner's ideas	• Turn & Talk • Paraphrase – Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by paraphrasing what your partner said.

LESSON 3—CLARIFY BY BUILDING ON

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Have a Constructive Conversation with a partner based on a visual text • Practice clarifying by adding details • Learn to **CLARIFY** by **building on** our own and our partner's ideas	• Turn & Talk • Build On – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by building on each other's ideas.

LESSON 4—CLARIFY BY PROMPTING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Have a Constructive Conversation with a partner based on a visual text • Practice Clarifying by **prompting** • Learn to **CLARIFY** by **prompting** our partner	• Turn & Talk • Prompting – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by prompting your partner.

LESSON 5—PRACTICE CREATE & CLARIFY WITH VISUAL TEXT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice the skills of **CREATE** and **CLARIFY** using a visual text • Have a conversation with a partner and in a small group • Learn to **CLARIFY** by prompting	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Visual Text—**CREATE & CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts • Visual Text Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? Cite details to **CLARIFY** your ideas.

LESSON 6—PRACTICE CREATE & CLARIFY WITH INFOGRAPHIC

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE & CLARIFY** • Practice **CREATE & CLARIFY** with an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Infographic— **CREATE & CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Infographics • Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the infographic? Cite details to **CLARIFY** your ideas.

PART II – CREATE & CLARIFY		

LESSON 7—PRACTICE CREATE & CLARIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE & CLARIFY** • Practice **CREATE & CLARIFY** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **CREATE & CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 8—CODE THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **CREATE & CLARIFY** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 9—WRITE A CONVERSATION SCRIPT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review and apply the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback for the conversation script	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 10—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners • Receive and provide feedback to revise an oral paragraph	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer (MPP-GO) • Teacher Oral Paragraph—**CREATE & CLARIFY**

Assessment (SPF-OOAT) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 11—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• 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	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph—**CREATE & CLARIFY**

Assessment (SPF-WOAT) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

PART III – FORTIFY		

LESSON 12— PRACTICE FORTIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and Non-Model for **FORTIFY** • Practice **FORTIFY** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **FORTIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

LESSON 13— CODE THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **FORTIFY** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

LESSON 14—WRITE A CONVERSATION SCRIPT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review and use the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback • Use feedback to revise our work	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 15—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Recount our ideas using the skill of **FORTIFY** • Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer (MPP-GO) • Teacher Oral Paragraph— **FORTIFY**

Assessment (SPF-OOAT) - Prompt: What is an important idea in both texts? State your claim and cite your evidence.

LESSON 16—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• 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	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph— **FORTIFY**

Assessment (SPF-WOAT) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

PART IV –NEGOTIATE		
LESSON 17— PRACTICE NEGOTIATE WITH BOTH TEXTS		
Lesson Objectives:	**Strategies/Scaffolds:**	**Materials:**
• Review the Constructive Conversation Pattern • Listen to a Model and Non-Model for **NEGOTIATE** • Practice **NEGOTIATE** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **NEGOTIATE** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 18—CODE THE MODEL & REVISE THE NON-MODEL		
Lesson Objectives:	**Strategies/Scaffolds:**	**Materials:**
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **NEGOTIATE** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 19—WRITE A CONVERSATION SCRIPT		
Lesson Objectives:	**Strategies/Scaffolds:**	**Materials:**
• Review and apply the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback for the conversation script	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 20—CRAFT AN ORAL PARAGRAPH		
Lesson Objectives:	**Strategies/Scaffolds:**	**Materials:**
• Recount our ideas using the skill of **NEGOTIATE** • Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer • Teacher Oral Paragraph— **NEGOTIATE**

Assessment (SPF-OOAT) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 21—WRITE A PARAGRAPH		
Lesson Objectives:	**Strategies/Scaffolds:**	**Materials:**
• 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	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph— **NEGOTIATE**

Assessment (SPF-WOAT) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

PART V– MULTIMEDIA PROJECT & ORAL PRESENTATION

LESSON 22—INTRODUCE THE PROJECT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Listen to an oral multimedia presentation • Discuss the criteria for our presentations • Collaborate with our teammates to plan our presentations	• Triad Turn & Talk • Teacher models presentation • Process As Given/Process As Understood (PAG/PAU) • Constructive Conversation Game— Negotiate the presentation title • Fishbowl model	• Student Visual Text & Infographic • Completed Student Written Paragraphs • Multimedia Presentation Criteria Chart • Teacher PPT Model GR 2-5 • Teacher PPT Model GR 2-5 Annotated • Multimedia Planning Tool • Constructive Conversation Game Cards

Assessment (SPF-2.0) - Prompt: What title and image would make a powerful opening for your presentation? Why?

LESSON 23—WORK ON THE PROJECT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Continue discussing the criteria for our presentations • Collaborate with our teammates to finish our presentations • Research an additional multimedia source to include in our presentations	• Teacher models giving feedback • Triad Turn & Talk • PAG/PAU • Teacher Think Aloud • Constructive Conversation Game— Negotiate the conclusion for the presentation • Fishbowl model	• Multimedia Presentation Criteria Chart • Multimedia Presentation Checklist • Student Completed Multimedia Planning Tool—Slides 1-4 • Teacher PPT Model GR 2-5 Annotated • Multimedia Planning Tool—Slides 5-7 • Constructive Conversation Game Cards • PPT Tutorial GR 2-5 (As needed)

Assessment (SPF-2.0) - Prompt: What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?
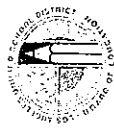
LESSON 24—REVISE THE PROJECT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Discuss the criteria for the oral presentations • Give and receive feedback to revise our presentations • Collaborate with our teammates to rehearse our presentations	• Triad Turn & Talk • PAG/PAU • Triads Squared to give and receive feedback on multimedia • Teacher models oral presentation • Triads Squared to give and receive feedback	• Multimedia Presentation Criteria Chart • Multimedia Presentation Checklist • Student Completed Multimedia Planning Tool • Oral Presentation Criteria Chart • Oral Presentation Checklist • Teacher PPT Model GR 2-5

(No Assessment)

LESSON 25—FINAL PRESENTATIONS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Discuss the criteria for the oral multimedia presentations • Give and receive feedback on final presentations • Collaborate with our teammates to present	• PAG/PAU • Triad Turn & Talk • Triads Squared to give and receive feedback	• Oral Presentation Criteria Chart • Multimedia Presentation Criteria Chart • Teacher PPT Model GR 2-5 • Multimedia Presentation Checklist • Oral Presentation Checklist

Assessment: Final Multimedia Projects and Oral Presentation

Multilingual & Multicultural Education Department

3rd Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

Student A:

Student B:

Conversation Objective (TLF 3a1):   (TLF 1b1)

Overall CELDT Proficiency Level:	L:	S:	R:	W:	Date:
Overall CELDT Proficiency Level:	L:	S:	R:	W:	Date:

Teacher Prompt (TLF 3b1 & 2):

STEPS:

1. Transcribe the language sample below & list date.

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 guiding questions to develop instructional implications for each student.

DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):

- **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 conversation objectives/teacher prompt (TLF 3a1 & 4)

- **4** Half or more of the turns effectively focus on the conversation objective/teacher prompt and show depth or fostering of the intended learning.
- **3** Half or more of the turns sufficiently focus on the conversation objective/teacher prompt, but this focus may be superficial or lack clarity.
- **2** Few turns focus on the conversation objective/teacher prompt.
- **1** Turns do not focus on the conversation objective/teacher prompt.

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

Date:

Adapted from work by Zwiers, O'Hara, & Pritchard, 2014

Multilingual & Multicultural Education Department

3rd Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

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STEP 2 – Score and Rationale (TLF 1b1): *Provide a brief rationale for each dimension*

DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):

Score	

DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

Score	

STEP 3 – Instructional Implications (TLF 1a2 , 1b1, & 5a2): *Refer to the CA ELD Standards and list instructional implications for each student*

GUIDING QUESTIONS - *Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.*

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

A.   COLLABORATIVE

EMERGING	EXPANDING	BRIDGING
1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.		
1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short relevant information.	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.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).		
4. Recognize that language choices vary according to social setting with substantial support from peers or adults.	4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or adults.	4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.

DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)

B.   INTERPRETIVE

EMERGING	EXPANDING	BRIDGING
6. Reading/viewing closely (TLF 3b2 & 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.		
6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

C.   PRODUCTIVE

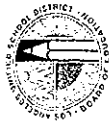| EMERGING	EXPANDING	BRIDGING
12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.		
12. Use a select number of general academic and domain-specific words to add detail while speaking and writing.	12. Use a growing number of general academic and **domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.**	12. Use **a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.**

Instructional Implications for Student A:

Instructional Implications for Student B:

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STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)

Student A: Overall CELDT Proficiency Level: L: S: R: W: Date:

Student B: Overall CELDT Proficiency Level: L: S: R: W: Date:

Conversation Objective (TLF 3a1): Teacher Prompt (TLF 1b1) (TLF 3b1 & 2):

STEPS:

1. Transcribe the language sample below & list date.

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 guiding questions to develop instructional implications for each student.

DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):

4	• Students create or choose a relevant initial idea(s) that is *effectively* focused on the prompt and/or learning objective(s) • Students *meaningfully/consistently* clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using *well-connected* evidence, examples and/or explanations
3	• Students create or choose a relevant initial idea(s) that is *sufficiently* focused on the prompt and/or learning objective(s) • Students *adequately* clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using *consistent* evidence, examples and/or explanations
2	• Students create or choose a relevant initial idea(s) that is *somewhat* focused on the prompt and/or learning objective(s) • Students *inconsistently* clarify idea(s) by paraphrasing, defining and/or elaborating • Students *inconsistently* fortify ideas using *loosely connected* evidence, examples and/or explanations
1	• Students *do not* create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) • Students *do not* clarify idea(s) by paraphrasing, defining and/or elaborating • Students *do not* fortify ideas using evidence, examples and/or explanations

DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4)

4	• Students *effectively* evaluate the strength/relevance of the evidence of each idea • Students *effectively* compare the strength/relevance and choose the strongest/best idea • Students *effectively* explain and/or negotiate final decisions
3	• Students *sufficiently* evaluate the strength/relevance of the evidence of each idea • Students *sufficiently* compare the strength/relevance and choose the strongest/best idea • Students *sufficiently* explain and/or negotiate final decisions
2	• Students *inconsistently* evaluate the strength/relevance of the evidence of each idea • Students *inconsistently* compare the strength/relevance and choose the strongest/best idea • Students *inconsistently* explain and/or negotiate final decisions
1	• Students *do not* evaluate the strength/relevance of the evidence of each idea • Students *do not* compare the strength/relevance and choose the strongest/best idea • Students *do not* explain and/or negotiate final decisions

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

COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.

DATE:

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STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)

STEP 2 – Score and Rationale (TLF 1b1): *Provide a brief rationale for each dimension*

DIMENSION 1 *Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):*	
Score	
DIMENSION 2 *If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4):*	
Score	

STEP 3 – Instructional Implications (TLF 1a2 , 1b1, & 5a2): *Refer to the CA ELD Standards and list instructional implications for each student*

GUIDING QUESTIONS - *Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.*

Instructional Implications for Student A:	Instructional Implications for Student B:

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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)

Student Name: **Date:**

ELD/Language Objective: **Overall CELDT Proficiency Level:**   L: S: R: W:

Complex Prompt:

STEPS:

1. Write or attach an oral language sample and list date.

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 guiding questions to develop instructional implications.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

- **4** First sentence clearly helps listeners understand what the idea will be
- **3** First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity
- **2** First sentence vaguely gives listeners and idea of what the idea will be
- **1** First sentence is unclear

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

- **4** Next sentences effectively clarify and/or use evidence to support the first sentence
- **3** Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity
- **2** Next sentences vaguely clarify and/or use evidence to support the first sentence
- **1** Next sentences do not clarify and/or use evidence to support the first sentence

DIMENSION 3 Sentences are logically organized and connected:

- **4** Sentences are effectively organized and connected (e.g., using transitions)
- **3** Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity
- **2** Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity
- **1** Sentences are not organized nor connected (e.g., using transitions)

STEP 1 – Write what a student expresses in response to a complex prompt in this section. *(Attach additional pages if needed.)*

Adapted from work by Zwiers, O'Hara, & Pritchard, 2014

November 29, 2016

STEP 2 – Score and Rationale: *Provide a brief rationale for each dimension.*

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:	
Score	
DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:	
Score	
DIMENSION 3 Sentences are logically organized and connected:	
Score	

STEP 3 – Instructional Implications: *Refer to the CA ELD Standards and list instructional implications for each student.*

GUIDING QUESTIONS - *Consider the language the student produced: What is the student able to do? How did the student address each dimension? What instruction does the student need to progress? What prompts or models might I consider?*

Instructional Implications for Student:

Multilingual & Multicultural Education Department

STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)

Student Name: _____ **Date:** _____

ELD/Language Objective:

Overall CELDT Proficiency Level: L: ____ S: ____ R: ____ W: ____

Complex Prompt:

STEPS:

1. Write or attach a writing sample and list date.

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 guiding questions to develop instructional implications.

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:

- 4 First sentence clearly helps listeners understand what the idea will be
- 3 First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity
- 2 First sentence vaguely gives listeners and idea of what the idea will be
- 1 First sentence is unclear

DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:

- 4 Next sentences effectively clarify and/or use evidence to support the first sentence
- 3 Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity
- 2 Next sentences vaguely clarify and/or use evidence to support the first sentence
- 1 Next sentences do not clarify and/or use evidence to support the first sentence

DIMENSION 3 Sentences are logically organized and connected:

- 4 Sentences are effectively organized and connected (e.g., using transitions)
- 3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity
- 2 Sentences are vaguely organized and connected (e.g., using transitions), with some lack of clarity
- 1 Sentences are not organized or connected and lack clarity

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STEP 1 – Analyze and attach student writing in response to a complex prompt.

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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)

STEP 2 – Score and Rationale: *Provide a brief rationale for each dimension.*

DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:	
Score	
DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:	
Score	
DIMENSION 3 Sentences are logically organized and connected:	
Score	

STEP 3 – Instructional Implications: *Refer to the CA ELD Standards and list instructional implications for each student.*

GUIDING QUESTIONS - *Consider the language the student produced: What is the student able to do? How did the student address each dimension? What instruction does the student need to progress? What prompts or models might I consider?*

Instructional Implications for Student: