

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 FOUNDATIO	N
LESSON 1—REVIEW NORMS & SKILLS		
Lesson Objectives:	Strategies/Scaffolds:	Materials:
Share what we know about	Turn & Talk	Conversations Skills & Norms Posters and
Constructive Conversations	Teacher Think Aloud	Artifacts from 1.0
Have a conversation with a partner	Give One-Get One Protocol	 Give One—Get One Protocol Directions
and in a small group	Constructive Conversation Game	• Give One—Get One Graphic Organizer (Copy
	CREATE, CLARIFY, FORTIFY & NEGOTIATE	Double Sided)
	Fishbowl Model	 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	Turn & Talk	Conversation Norms Poster
Have a Constructive Conversation with a	Paraphrase – Response Starters	Conversation Pattern Poster & Guide
partner based on a visual text	Teacher Think Aloud	Teacher Visual TextConversation Pattern
 Listen to a partner's ideas 	Stand Up, Hand Up, Pair Up Conversation	Student Visual Text—Conversation Pattern
Learn to CLARIFY by paraphrasing a	Fishbowl Model	
partner's ideas	1	1
	you notice in the visual text? CLARIFY by parap	hrasing what your partner said.
LESSON 3—CLARIFY BY BUILDING ON		
Lesson Objectives:	Strategies/Scaffolds:	Materials:
Have a Constructive Conversation with	Turn & Talk	Conversation Norms Poster
a partner based on a visual text	Build On – Prompt & Response Starters	Conversation Pattern Poster & Guide
Practice clarifying by adding details	Teacher Think Aloud	Teacher Visual TextConversation Pattern
Learn to CLARIFY by building on our	Stand Up, Hand Up, Pair Up Conversation	Student Visual Text—Conversation Pattern
own and our partner's ideas	Fishbowl Model	
Assessment (SPF 1.0) - Prompt: What do	you notice in the visual text? CLARIFY by buildir	g on each other's ideas.
LESSON 4—CLARIFY BY PROMPTING		
Lesson Objectives:	Strategies/Scaffolds:	Materials:
Have a Constructive Conversation with	Turn & Talk	Conversation Norms Poster
a partner based on a visual text	Prompting – Prompt & Response Starters	 Conversation Pattern Poster & Guide
 Practice Clarifying by prompting 	Teacher Think Aloud	 Teacher Visual TextConversation Pattern
Learn to CLARIFY by prompting our partner	 Stand Up, Hand Up, Pair Up Conversation 	 Student Visual Text—Conversation Pattern
	Fishbowi Model	
	ou notice in the visual text? CLARIFY by prompt	ing your partner.
LESSON 5—PRACTICE CREATE & CLARIFY	The second secon	
Lesson Objectives:	Strategies/Scaffolds:	Materials:
 Review the Conversation Pattern 	Turn & Talk Talk	Conversation Norms Poster
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	Prompt & Response Starters	Conversation Pattern Poster & Guide
 Practice the skills of CREATE and CLARIFY using a visual text 	Prompt & Response Starters Model/Non-Model Conversation	
CLARIFY using a visual text	· · · · · · · · · · · · · · · · · · ·	Conversation Pattern Poster & Guide
 Practice the skills of CREATE and CLARIFY using a visual text Have a conversation with a partner and in a small group 	Model/Non-Model Conversation	Conversation Pattern Poster & Guide Constructive Conversations Listening Task
CLARIFY using a visual text ◆ Have a conversation with a partner and in a small group	Model/Non-Model Conversation Constructive Conversation Game with	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster
CLARIFY using a visual text Have a conversation with a partner	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts
 CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting 	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas.
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do you	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLAR	 Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards
CLARIFY using a visual text ◆ Have a conversation with a partner and in a small group ◆ Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do your second or contact the contact with the contact the contact with the contact the	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model notice in the visual text? Cite details to CLAR VITH INFOGRAPHIC Strategies/Scaffolds:	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas.
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do you concern the content of the	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model notice in the visual text? Cite details to CLAR VITH INFOGRAPHIC Strategies/Scaffolds:	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas.
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do your service create & CLARIFY VLESSON 6—PRACTICE CREATE & CLARIFY VLESSON Objectives: Review the Conversation Pattern	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLAR VITH INFOGRAPHIC Strategies/Scaffolds: Turn & Talk	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials:
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do your service create & CLARIFY VLESSON 6—PRACTICE CREATE & CLARIFY VLESSON Objectives: Review the Conversation Pattern	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLARIFY INFOGRAPHIC Strategies/Scaffolds: Turn & Talk Prompt & Response Starters	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials: Conversation Norms Poster
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do you lesson 6—PRACTICE CREATE & CLARIFY V Lesson Objectives: Review the Conversation Pattern Listen to a Model and Non-Model for CREATE & CLARIFY	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLARIFY INFOGRAPHIC Strategies/Scaffolds: Turn & Talk Prompt & Response Starters	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials: Conversation Norms Poster Conversation Pattern Poster & Guide
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do your service create & CLARIFY by Lesson Objectives: Review the Conversation Pattern Listen to a Model and Non-Model for	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLARIFY INFOGRAPHIC Strategies/Scaffolds: Turn & Talk Prompt & Response Starters Model/Non-Model Conversation Constructive Conversation Game with	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials: Conversation Norms Poster Conversation Pattern Poster & Guide Constructive Conversations Listening Task
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do you lesson 6—PRACTICE CREATE & CLARIFY V Lesson Objectives: Review the Conversation Pattern Listen to a Model and Non-Model for CREATE & CLARIFY Practice CREATE & CLARIFY with an	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLARIFY INFOGRAPHIC Strategies/Scaffolds: Turn & Talk Prompt & Response Starters Model/Non-Model Conversation Constructive Conversation Game with Student Infographic—CREATE & CLARIFY	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials: Conversation Norms Poster Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster
CLARIFY using a visual text Have a conversation with a partner and in a small group Learn to CLARIFY by prompting Assessment (SPF 1.0) - Prompt: What do you contain the conversation Pattern Lesson Objectives: Review the Conversation Pattern Listen to a Model and Non-Model for CREATE & CLARIFY Practice CREATE & CLARIFY with an infographic	Model/Non-Model Conversation Constructive Conversation Game with Student Visual Text—CREATE & CLARIFY Fishbowl Model unotice in the visual text? Cite details to CLAR VITH INFOGRAPHIC Strategies/Scaffolds: Turn & Talk Prompt & Response Starters Model/Non-Model Conversation Constructive Conversation Game with Student Infographic—CREATE & CLARIFY Fishbowl Model	Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Visual Texts Visual Text Model & Non-Model Conversation Pattern Game Cards FY your ideas. Materials: Conversation Norms Poster Conversation Pattern Poster & Guide Constructive Conversations Listening Task Poster Teacher & Student Infographics

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:

- 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

Strategies/Scaffolds:

- Turn & Talk
- Prompt & Response Starters
- Model/Non-Model Conversation
- Constructive Conversation Game with both Student texts— CREATE & CLARIFY
- Fishbowl Model

Materials:

- · 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:

- Review the Constructive Conversation Pattern
- Listen to a Model and code it using the Conversation Pattern
- Revise a Non-Model using the Conversation Pattern

Strategies/Scaffolds:

- · 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

Materials:

- · 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:

- Review and apply the Constructive Conversation Pattern
- Write a conversation script
- Give and receive feedback for the conversation script

Strategies/Scaffolds:

- Turn & Talk
- Prompt & Response Starters
- Teacher Think Aloud
- · Collaborative script writing
- Fishbowl Model
- Quads

Materials:

- 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:

- 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

Strategies/Scaffolds:

- Turn & Talk
- Multiple Partner Protocol
- Teacher Think Aloud
- Stand Up, Hand Up Oral Paragraph Share
- Fishbowl Model

Materials:

- 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:

- 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

Strategies/Scaffolds:

- Turn & Taik
- Fishbowl Model
- Collaborative Writing
- Teacher Think AloudQuads

Materials:

- 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.

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LESSON 12— PRACTICE FORTIFY WI		Makaviala
Lesson Objectives: 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	• Fishbowl Mode!	Teacher & Student Visual Text & Infographic Visual Text & Infographic Model & Non-Model Conversation Pattern Game Cards
LESSON 13— CODE THE MODEL & RE	· · · · · · · · · · · · · · · · · · ·	
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 Assessment (SPF 2.0) - Prompt: What LESSON 14—WRITE A CONVERSATION Lesson Objectives:	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 an important idea in both texts? States	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 e your claim and cite evidence. Materials:
 Review and use the Constructive 	Turn & Talk	Conversation Norms Poster
Conversation Pattern	Prompt & Response Starters	Conversation Pattern Poster & Guide
	1 T	Company and the Administration Continue Total
• Write a conversation script	Teacher Think Aloud	Constructive Conversation Script Tool
 Write a conversation script Give and receive feedback Use feedback to revise our work 	Collaborative script writing Fishbowl Model	Conversation Pattern Listening Tool
 Write a conversation script Give and receive feedback Use feedback to revise our work 	Collaborative script writing	•
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment)	Collaborative script writing Fishbowl Model Quads	Conversation Pattern Listening Tool
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 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 	Collaborative script writing Fishbowl Model Quads	Conversation Pattern Listening Tool
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds:	Conversation Pattern Listening Tool Materials:
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: Recount our ideas using the skill of FORTIFY 	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk	 Conversation Pattern Listening Tool Materials: Conversation Norms Poster
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRAMESSON Objectives: Recount our ideas using the skill of 	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud	 Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: Recount our ideas using the skill of FORTIFY Use notes to organize information for an oral paragraph	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral	 Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: Recount our ideas using the skill of FORTIFY Use notes to organize information for an oral paragraph 	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share	 Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share	Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC) Teacher Oral Paragraph— FORTIFY
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Wha	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model	Conversation Pattern Listening Tool Materials: 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
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Wha	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? Stand	Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC Teacher Oral Paragraph — FORTIFY ate your claim and cite your evidence.
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Whatesson Objectives:	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? Stategies/Scaffolds: Turn & Talk	Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC Teacher Oral Paragraph — FORTIFY ate your claim and cite your evidence.
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Wha ESSON 16—WRITE A PARAGRAPH esson Objectives: Use notes to organize information	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? States	Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC) Teacher Oral Paragraph — FORTIFY ate your claim and cite your evidence. Materials:
Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Wha ESSON 16—WRITE A PARAGRAPH esson Objectives: Use notes to organize information for a written paragraph	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? Stategies/Scaffolds: Turn & Talk Fishbowl Model	 Conversation Pattern Listening Tool Materials: 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 ate your claim and cite your evidence. Materials: Conversation Norms Poster
• Write a conversation script • Give and receive feedback • Use feedback to revise our work • No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 ssessment (SPF-OOAT) - Prompt: Wha esson Objectives: Use notes to organize information for a written paragraph Collaborate with a partner to write	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? States and idea in both texts?	Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC Teacher Oral Paragraph — FORTIFY ate your claim and cite your evidence. Materials: Conversation Norms Poster Student Visual Text & Infographic
 Write a conversation script Give and receive feedback Use feedback to revise our work No Assessment) ESSON 15—CRAFT AN ORAL PARAGRA esson Objectives: 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 	Collaborative script writing Fishbowl Model Quads APH Strategies/Scaffolds: Turn & Talk Multiple Partner Protocol Teacher Think Aloud Stand Up, Hand Up Oral Paragraph Share Fishbowl Model t is an important idea in both texts? Stand Up, Talk Strategies/Scaffolds: Turn & Talk Fishbowl Model Collaborative Writing Teacher Think Aloud	 Conversation Pattern Listening Tool Materials: Conversation Norms Poster Student Visual Text & Infographic Completed Conversation Script Tool Paragraph Criteria Chart & Guide Multiple Partner Protocol & Graphic Organizer (MPP-GC Teacher Oral Paragraph — FORTIFY ate your claim and cite your evidence. Materials: Conversation Norms Poster Student Visual Text & Infographic Completed MPP-GO

PART IV - NEGOTIATE LESSON 17— PRACTICE NEGOTIATE WITH BOTH TEXTS Lesson Objectives: Strategies/Scaffolds: Materials: · Review the Constructive Turn & Talk Conversation Norms Poster Conversation Pattern • Prompt & Response Starters Conversation Pattern Poster & Guide Listen to a Model and Non-Model Model/Non-Model Conversation • Constructive Conversations Listening Task Poster for **NEGOTIATE** • Constructive Conversation Game Teacher & Student Visual Text & Infographic • Practice **NEGOTIATE** using a visual with both Student texts- Visual Text & Infographic Model & Non-Model and an infographic **NEGOTIATE** · Conversation Pattern Game Cards • Have a Constructive Conversation Fishbowl Model with a partner and in a small group 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 • Turn & Talk · Conversation Norms Poster Conversation Pattern Prompt & Response Starters · Conversation Pattern Poster & Guide · Listen to a Model and code it using • Teacher Think Aloud Constructive Conversations Listening Task Poster the Conversation Pattern • Code the Model & Revise Non-• Teacher & Student Visual Texts & Infographics Revise a Non-Model using the Model Conversation Coding Key- NEGOTIATE Conversation Pattern • Stand Up, Hand Up, Pair Up Visual Text & Infographic Model & Non-Model Conversation with both Student • Non-Model Revision Tool Conversation Pattern Game Cards Fishbowl Model 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 • Turn & Talk Conversation Norms Poster Conversation Pattern • Prompt & Response Starters · Conversation Pattern Poster & Guide Write a conversation script · Teacher Think Aloud · Constructive Conversation Script Tool · Give and receive feedback for the Collaborative script writing Conversation Pattern Listening Tool conversation script • Fishbowl Model • Quads (No Assessment) LESSON 20-CRAFT AN ORAL PARAGRAPH Lesson Objectives: Strategies/Scaffolds: Materials: · Recount our ideas using the skill of • Turn & Talk · Conversation Norms Poster NEGOTIATE • Multiple Partner Protocol • Student Visual Text & Infographic • Use notes to organize information • Teacher Think Aloud • Completed Conversation Script Tool for an oral paragraph • Stand Up, Hand Up Oral Paragraph · Paragraph Criteria Chart & Guide • Practice crafting an oral paragraph Share • Multiple Partner Protocol & Graphic Organizer with multiple partners Fishbowl Model • 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 그 시간 회사는 내 보지가 잘 잠꾸게 Strategies/Scaffolds: Materials:

Lesson Objectives:

- 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 Strategies/Scaffolds: Lesson Objectives: · Listen to an oral multimedia Triad Turn & Talk Student Visual Text & Infographic • Completed Student Written Paragraphs presentation • Teacher models presentation • Process As Given/Process As Understood • Multimedia Presentation Criteria Chart · Discuss the criteria for our presentations (PAG/PAU) • Teacher PPT Model GR 2-5 Collaborate with our teammates to plan • Constructive Conversation Game-• Teacher PPT Model GR 2-5 Annotated our presentations Negotiate the presentation title • Multimedia Planning Tool · Fishbowl model 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 · Teacher models giving feedback Multimedia Presentation Criteria Chart • Multimedia Presentation Checklist presentations • Triad Turn & Talk · Collaborate with our teammates to • Student Completed Multimedia Planning PAG/PAU finish our presentations • Teacher Think Aloud Tool-Slides 1-4 • Teacher PPT Model GR 2-5 Annotated • Research an additional multimedia • Constructive Conversation Gamesource to include in our presentations Negotiate the conclusion for the • Multimedia Planning Tool—Slides 5-7 presentation Constructive Conversation Game Cards Fishbowl model 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** Strategies/Scaffolds: **Lesson Objectives:** Materials: • Multimedia Presentation Criteria Chart • Discuss the criteria for the oral Triad Turn & Talk • Multimedia Presentation Checklist presentations PAG/PAU · Give and receive feedback to revise our · Triads Squared to give and receive Student Completed Multimedia Planning presentations feedback on multimedia · Collaborate with our teammates to • Teacher models oral presentation • Oral Presentation Criteria Chart rehearse our presentations • Triads Squared to give and receive · Oral Presentation Checklist feedback Teacher PPT Model GR 2-5 (No Assessment) **LESSON 25—FINAL PRESENTATIONS** Strategies/Scaffolds: Materials: **Lesson Objectives:** Discuss the criteria for the oral PAG/PAU • Oral Presentation Criteria Chart multimedia presentations • Multimedia Presentation Criteria Chart Triad Turn & Talk Give and receive feedback on final · Triads Squared to give and receive • Teacher PPT Model GR 2-5 presentations feedback • Multimedia Presentation Checklist Collaborate with our teammates to Oral Presentation Checklist present

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:	Overall CELDT Proficiency Level: L: S: R: W: Date:
Conversation Objective (TLF 3a1):	
STEPS: DIMENSION 1 Turns build on previous times to 1.1.	

¥ _	DIMENSION 2 Tirms forms on the learning of the
1. Transcribe the language sample below & list date. 2. Write the score and a brief rationale for the scores on t	ule pack of this form.

IMEN 4 Hal	 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 objectives/teacher prompt (TLF 3a1 & 4)
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• 3 Half or more of the turns sufficiently focus on the conversation objective/teacher prompt, but this focus may be superficial or lack clarity. ely focus on the conversation objective/teacher prompt and show depth or fostering of the intended learning.

2 Few turns focus on the conversation objective/teacher prompt.

Standards and guiding

3. Refer to the CA ELD

questions to develop

for each student.

 1 Turns do not focus on the conversation objective/teacher prompt. instructional implications

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

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



Multilingual & Multicultural Education Department



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

DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2): STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension 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.

age choices (TLF 3a4 & 3c1): g varied and precise vocabulary tures to effectively convey ideas.	closely (TLF 3b2 & 3c1): 2TY and informational texts and to determine how meaning is nd implicitly through language.	DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)	4. Recognize that language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based according to social setting woon task, purpose, audience, and text type). 4. Recognize that language choices (TLF 3a4 & 3b2): 4. Recognize that language contexts (based according to social setting woon task, purpose, audience, and text type).	ıgh ocial &	on and ideas (TLF 3b1 & 3b2):	A. COLLABORATIVE
12. Use a select number of general academic and domain-specific words to add detail while speaking and writing.	EMERGING 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.		4. Recognize that language choices vary according to social setting with substantial support from peers or adults.	ideas by asking and answering yes-no and wh- questions and responding using short phrases.	1. Contribute to conversations and express	
EXPANDING 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.	EXPANDING 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.	CALLED.	4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, and adding relevant information.	EXPANDING	
BRIDGING 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.	BRIDGING 6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of gradelevel texts and viewing of multimedia with light support.		providing useful feedback. 4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.	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 response.	BRIDGING	

Instructional Implications for Student A:

Instructional Implications for Student B:



Multilingual & Multicultural Education Department



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

							CONTRACTOR SAIMIFILE 2.0 (SPF-CCLS)	V
Student A: Overal	II CELDT	Overall CELDT Proficiency Level:	ت	ÿ	ë	, W	Date	
Student B: Overal	II CELDT	Overall CELDT Proficiency Level:	ت	ن	å	.787.	(TLF 1b1)	
Conversation Objective (TLF 3a1):	(TLF 3a1				-		Uate:	_ -
	•					eacher Pror	Teacher Prompt (TLF 3b1 & 2):	
STEPS:	DIMEN	DIMENSION 1 Turns build on previous turns to build	previous t	IIrne to b	7			
 Transcribe the language sample 	4	Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and Students meaningfully/consistently clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using moll.comp.	a relevant init	ial idea(s) th	nat is <i>effecti</i> paraphrasi	vely focused on ng, defining and	Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and/or learning objective(s) Students meaningfully/consistently ciarity idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas is incompleted.	
below & list date. 2. Write the score and a brief rationale for the	۴	 Students create or choose a relevant initial idea(s) that is sufficiently focused on Students adequately clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using consistent evidence examined. 	a refevant init y idea(s) by pa	ial idea(s) the raphrasing, ideara	at is sufficie defining an	and/or explana: ently focused or d/or elaborating	Students create or choose a relevant initial idea(s) that is <i>sufficiently</i> focused on the prompt and/or learning objective(s) Students <i>adequately</i> clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using <i>consistent</i> evidence examples and a superior of the prompt and a superior of the superior o	
scores on the back of this form. 3. Refer to the CA ELD	7	 Students create or choose a relevant Students inconsistently clarify idea(s) Students inconsistently fortify ideas. 	a relevant init rify idea(s) by tify ideas usin	ial idea(s) the paraphrasing gloosely con	lat is somewas, defining a	initial idea(s) that is <i>somewhat</i> focused on the by paraphrasing, defining and/or elaborating Ising <i>Joosely connected wirdows</i>	Students create or choose a relevant initial idea(s) that is <i>somewhat</i> focused on the prompt and/or learning objective(s) Students <i>inconsistently</i> clarify idea(s) by paraphrasing, defining and/or elaborating Students <i>inconsistently</i> fortify ideas using <i>loosely connected evidence</i>	
Standards and guiding questions to develop instructional	H	 Students do not create or choose a relevant initial idea(s) that is focused on Students do not clarify idea(s) by paraphrasing, defining and/or elaborating Students do not fortify ideas using evidence, examples and/or evaluations 	choose a releva(s) by paraphas using evider	rant initial id rasing, defin	ea(s) that is ling and/or	focused on the	Students <i>do not</i> create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) Students <i>do not</i> clarify idea(s) by paraphrasing, defining and/or elaborating Students <i>do not</i> fortify ideas using evidence, examples and/or explanation	
implications for each student.	DIMEN	Students effectively evaluate the strength/relevance of the evidence of each idea	or more ite the strengt	competii h/relevance	ng ideas, of the evid	students b	re competing ideas, students build them up and try to choose one (TLF 3a1 & 4)	
	•	Students effectively compare the strength/relevance and choose the strongest/best idea Students effectively explain and/or negotiate final decisions	are the streng n and/or nego	th/rejevance tiate final de	and choose	e the strongest/	best idea	
	ю	• 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 negociate final Applications.	ate the streng are the streng n and/or new	th/refevance th/relevance stiate final d	e of the evice and choos	dence of each id	lea /best idea	
	7	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 nearthists final Applications.	aluate the stre mpare the stre	angth/releva	nce of the e	evidence of each	ı idea est/best idea	
	H	 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 negotions final and choose the strongest/best idea 	he strength/re he strength/re d/or negotiate	elevance of t	he evidence	e of each idea e strongest/best	idea	
STEP 1 — Write a complete transcription of the conversation in this section complete Transcription of the conversation in this section	olete tu N OF CO	ranscription of the co Inversation on This Fo	INVERSATION ORM. ATTA	on in this	ons Section FIONAL P		(Attach additional pages if needed)	
DATE:						11:	טבט.	

DATE:

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



Multillingual & Multicultural Education Department

3.0

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

instructional implications for Student A:	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 of 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 2 If there are two or more competing ideas, students build them up and try to choose one	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
Instructional Implications for Student B:	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.	d try to choose one (TLF 3a1 & 4):	dimension



Multilingual & Multicultural Education Department STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



Student Name:	Date.		
FID/Language Officers		Overall CELDT Proficiency Level:	· · ·
LLD/ Language Objective:		Complex Prompt:	
STEPS:	DIMENSION 1 First sentence is a clear		
1. Write or attach an oral language sample and liet date.	topic sentence, claim, or initial idea:	bilylensiON 2 Next sentences clarify and/or support the initial idea or claim:	DIMENSION 3 Sentences are logically
מובי מעובי	First sentence clearly helps listeners	A Northwest and A	organized and connected:
2. Write the score and a brief	understand what the idea will be	exidence to compare to clarify and/or use	Sentences are effectively organized and
rationale for the scores on the	• 3 First sentence satisfactorily helps listeners	Note that the first sentence	connected (e.g., using transitions)
back of this form.	understand what the idea will be, with some		 Sentences are satisfactorily organized and
3. Refer to the CA ELD Standards	• 2 First sentence various discussions	some lack of clarity	connected (e.g., using transitions), with some
and guiding questions to	idea of what the idea will he	• 2 Next sentences vaguely clarify and/or use	• 2 Sentencerare communications
develop instructional	• 1 First sentence is unclear	evidence to support the first sentence	Connected (e.g., Using transitions) with
implications.	-	 1 Next sentences do not clarify and/or use 	clarity clarity
		evidence to support the first sentence	• 1 Sentences are not organized nor connected
STEP 1 - Write what a stude	STEP 1 - Write what a childent ownscare :		(e.g., using transitions)
and a second	eilt expresses in response to a complex p	plex prompt in this sociation	
		Attach additional	Danes if needed 1



STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT) Multilingual & Multicultural Education Department





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 wish.	STEP 3 - Inst GUIDING QUE does the stude
DIMENSION 3 Sentences are logically organized and connected: Score	DIMENSION 3 Score
DIMENSION 2 Next sentences clarify and/or support the initial idea or claim: Score	DIMENSION 2 Score
DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea: Score	DIMENSION 1 I Score

does the student need to progress? What prompts or models might I consider?

Instructional Implications for Student:

November 29, 2016



STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT) Multilingual & Multicultural Education Department







Student Name: D	Date:			八八百
ELD/Language Objective:		Overall CELDT Proficiency Level:	ė d	
		Complex Prompt:		
CTEDG.				
1 100	DIMENSION 1 First sentence is a clear topic	DIMENSION 2 Next source		
 Write or attach a writing sample and list date. 	• 4 First sentence clearly helper lists.	Support the initial idea or claim;	DIMENSION 3 Sentences are logically organized and connected.	
2. Write the score and a being	understand what the idea will be	A Next sentences effectively clarify and/or use	• A S-	
rationale for the scores on	S First sentence satisfactorily helps listeners	evidence to support the first sentence	 Sentences are effectively organized and connected (2) 	
the back of this form.	understand what the idea will be, with some	 3 Next sentences satisfactorily clarify and/or use 	Sentences are satisfactorily contained.	
3. Refer to the CA ELD	• 2 First sentence yearingly all the	evidence to support the first sentence, with some lack of clarity.	connected (e.g., using transitions), with some	nd Some
Standards and guiding	of what the idea will be	• 2 Next sentences vaguely clarify and for	lack of clarity	
questions to develop	• 1 First sentencé is unclear	evidence to support the first sentence		
instructional implications.		1 Next sentences do not clarify and/or use	lack of clarity	some
		evidence to support the first sentence	• 1 Sentences are not organized or see	
STEP 1 – Analyze and atta	STEP 1 - Analyze and attach student weiter		and lack clarity	e G
	stage it willing in response to a comple	a complex prompt .		•

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



Multilingual & Multicultural Education Department STUDENT PROGRESS FORM — Written Output Analysis Tool (WOAT)





STEP 2 - Score	and Rationale: Provide a brief with
	The second second less revide a brief rationale for each dimension.
DIMENSION 1 F	
Score	The second country of illinated and illinated an
DIMENSION 2 N	DIMENSION 2 Next sentences clarify and/or support the initial idea or claim.
Score	To the second control of the second control
DIMENSION 3 S	DIMENSION 3 Sentences are logically organized and connected:
Score	
. 41 ° 52 °	
STEP 3 - Inct	
שיבו שי ווואנ	The instructional implications: Refer to the CA FLD Standards and list instructional inclinations.

does the student need to progress? What prompts or models might I consider? GUIDING QUESTIONS - Consider the language the student produced: What is the student able to do? How did the student address each dimension? What instruction as and list instructional implications for each student.

Instructional Implications for Student: