# 5th Grade

## Start Smart 1.0
## Revised

# Resources



Conversation Norms



Constructive Conversation Skills
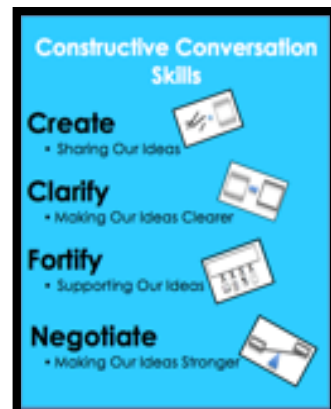
# Start Smart-Conversation Practices Resources Lessons 1-3

1. Conversation Norms Poster
2. Listening Task Poster--**CREATE**
3. Visual Text for Teacher Modeling-Lessons 1 and 2
4. Visual Text for Student Practice-**CREATE**-Lessons 1 & 2
5. Model/Non-Model Script-Lessons 1 & 2
6. Constructive Conversation Game-**CREATE** Cards
7. Visual Text for Teacher Modeling- Lesson 3
8. Model/Non-Model Script-Lesson 3
9. Visual Text for Student Practice-Lesson 3
10. Self-Assess Poster

11. Student Progress Form & Poster Sample (at the end of resources)

# <u>Conversation Norms</u>

**1.** Use your think time

**2.** Use the language of the skill

**3.** Use your conversation voice

**4.** Listen respectfully

**5.** Take turns and build on each other's ideas

# LISTENING TASK FOR CREATE

## *HOW DID EACH PARTNER?*

- state his/her ideas?

- take turns sharing their ideas?

- stay on topic?

- build on each other's ideas?

# Visual Text for Teacher Modeling-Lessons 1- 2

# Visual Text for Student Practice Lessons 1-2

# Model and Non-Model Scripts-Lessons 1-2

**PROMPT:** *What do you notice in the visual text?*

## MODEL:

**Student A:** I notice people in a place where everything is destroyed.  What do you notice? **CR**

**Student B:** I notice a wrecked house.  I notice a man going into the wrecked house.  What do you notice? **CR**

**Student A:** I notice a lady with her hands out in front of her. What do you notice? **CR**

**Student B:** I notice the white house.  It is leaning on its side. What do you notice? **CR**

**Student A:** I notice a girl holding a baby's hand. The baby is in the dirt. What do you notice? **CR**

**Student B:** I notice a car next to the dead tree.  There is a pipe hanging from it.  There is a suitcase under it.  There is another tree with leaves behind it. What do you notice? **CR**

**Student A:** I notice a puddle and cracked mud and dirt everywhere.  It is flat and yellow and brown everywhere.  What do you notice? **CR**

**Student B:** It is a place where everything is thrown around. **CR**

## NON-MODEL:

**Student A:**    Everything is destroyed.

**Student A:**    I notice a wrecked house**.**

**Student B:**    I notice a lady**.**

**Student B:**    The baby is in the dirt.

**Student A:**    I notice a car

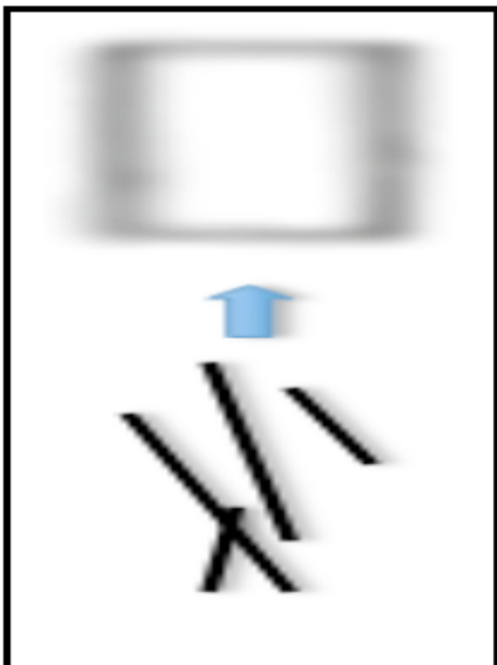**Student B:**    I notice the white house. What do you notice?

**Student A:**    I notice a puddle.

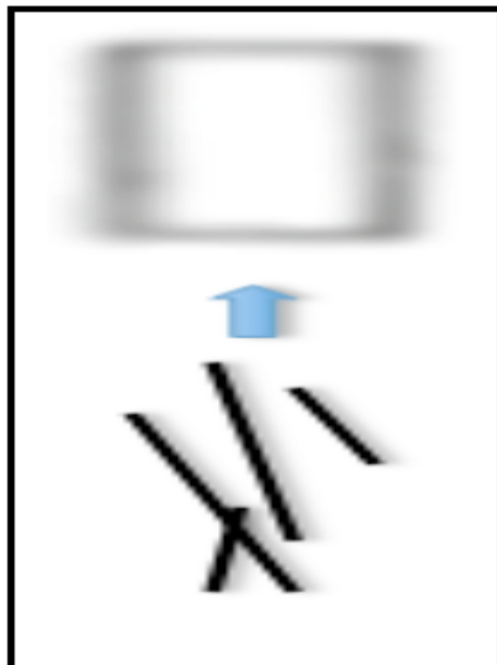**Student B:**    Everything is thrown around.

# Constructive Conversation Game-CREATE

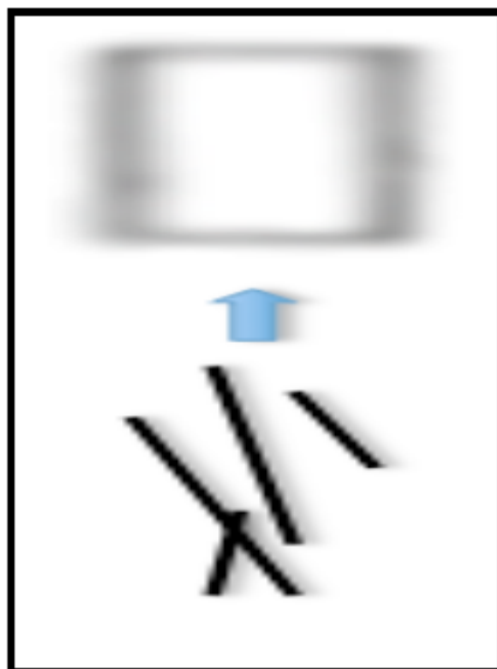# <u>Visual Text for Teacher Modeling Lesson 3</u>

# <u>Model and Non-Model-Lesson 3</u>

**PROMPT*: What do you notice in the visual text?***

**<u>Model:</u>**

**<u>Student A:</u>**  I notice the men are building cars while the people watch.  What do you notice?

**<u>Student B:</u>**  I notice there are two groups of workers.

**<u>Student A:</u>**  I notice that there are four workers on the left. They are wearing glasses.  The man with the baseball cap is using a hammer.  One person is holding a pipe.  What do you notice?

**<u>Student B:</u>**  I notice that there is another group of men on the right.  They are bent down working on the car.  What do you notice?

**<u>Student A:</u>**  I notice that they are holding the steering

wheel.  There is a hook holding the car. There are tires hanging.  What do you notice?

**Student B:**  I notice the other people are standing and watching the workers.  They are wearing their dress up clothes. What do you notice?

**Student A:**  I notice there are two little boys watching, too.  What do you notice?

**Student B:**  I notice the men are building the cars while the other people stand and watch.

## **Non-Model:**

**Student A:**  There are workers. The people are watching.

**Student A:**  There are two groups.

**Student A:**  I notice that there are four workers. There are glasses.  The man is using a hammer.

**Student B:**  I notice that there is another group.  They are working.

**Student A:**  I notice the steering wheel.  There are tires.

**Student B:**  I notice the other people.

**Student A:**  I notice there are two little boys.

**Student B:**  I notice the men are building the cars.

# Visual Text for Student Practice-Lesson 3

# <u>Self-Assess</u>

1. I am still learning the Constructive Conversation Skill

2. I need more practice using the Constructive Conversation Skill

3. I understand but need more practice using the Constructive Conversation Skill

4. I understand but I am not ready to explain the Constructive Conversation Skill

5. I understand and I can explain the Constructive Conversation Skill

# Start Smart-Conversation Practices Resources Lessons 4-6

1. Conversation Norms Poster-Lessons 4-6
2. Listening Task Poster--**CLARIFY**
3. Visual Text for Teacher Modeling-Lessons 4-6
4. Visual Text for Student Practice- **CLARIFY** - Lessons 4-6
5. Model/Non-Model Script- Lessons 4-6
6. Constructive Conversation Game- **CLARIFY** Cards
7. Visual Text for Teacher Modeling-Lesson 6
8. Model/Non-Model Script- Lesson 6
9. Visual Text for Student Practice- Lesson 6
10. Self-Assess Poster

# **<u>Conversation Norms</u>**

**1.** Use your think time

**2.** Use the language of the skill

**3.** Use your conversation voice

**4.** Listen respectfully

**5.** Take turns and build on each other's ideas

# _Listening Task- CLARIFY_

## _How did each partner:_

- state his/her ideas?
- take turns sharing their ideas?
- make their ideas clearer?
- stay on topic?
- build on each other's ideas?

# Visual Text for Teacher Modeling - Lessons 4-5

# Visual Text for Student Practice - Lesson 4-5

# Model and Non-Model Scripts-Lessons 4-5

**PROMPT:** *What do you notice in the visual text? Provide details.*

**Model**

| | | |
|---|---|---|
| **Student A:** | I notice people in a place where everything is destroyed and wrecked.  What can you add? | **CL** |
| **Student B:** | I notice a wrecked house. I notice a man looking in the wrecked house.  Tell me more. | **CL** **CL** |
| **Student A:** | I notice that the house is missing a corner and is leaning over.  Tell me more about the man and the wrecked house. | **CL** **CL** |
| **Student B:** | I notice the man is putting his hand on the wall as he looks in the opening.  The house does not have a roof.  I notice the sky through the top window.  The house is leaning to the side that is missing the wall.  What can you add? | **CL** |
| **Student A:** | I notice a lady standing in front of the house with her hands out in front of her. | **CL** |
| **Student B:** | It looks like she is asking for something.  What else can you add about the lady and what she | **CL** |

is doing?

**Student A:** I notice that she is turned toward the house **CL**
and the man. She is leaning toward them.
What can you add?

**Student B:** I notice a girl holding a baby's hand. The baby **CL**
is in the dirt.  It looks like she is helping the
baby get to get up.  Tell me more.

**Student A:** I notice an old car next to the dead tree.  The **CL**
car's hood is open.  There is a board on top of
it.  There is a pipe hanging from the tree.
There is a suitcase that is sitting sideways
under it.  There is another tree with leaves
behind it, but one branch is hanging down like
it is broken.  What details can you add?

**Student B:** I notice a puddle and cracked mud and dirt **CL**
everywhere.  There is a board thrown on the
ground and a white pole under it.  I notice that
around the houses, it looks like a desert.  It is
flat and yellow and brown everywhere.   Tell
me more.

**Student A:** It is a place where everything is thrown **CR**
around.

**Non-Model:**

**Student A:**  Everything is destroyed and wrecked.

**Student B:**  I notice a lady standing.

**Student A:**  I notice a wrecked house. What do you notice?

**Student B:**  Tell me more.

**Student A:**  It does not have a roof.  I notice the sky.  The house is leaning.

**Student B:**  What else can you add about the lady?

**Student A:**  She is leaning over.

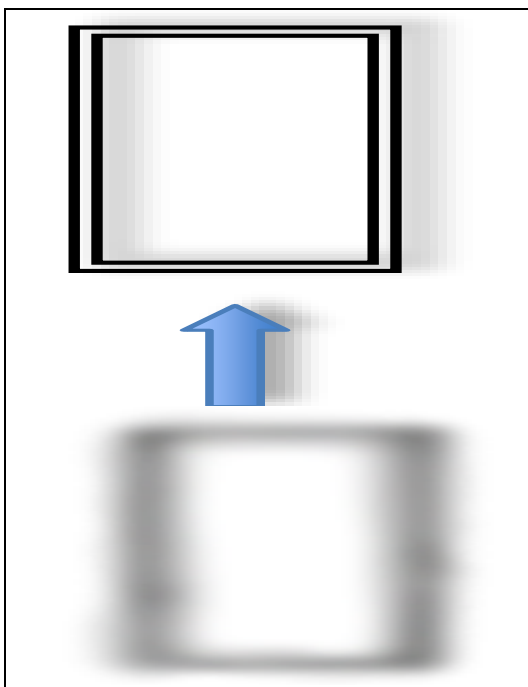**Student B:**  The baby is in the dirt. What do you notice?

**Student A:**  I notice an old car.  There is a board.  There is a pipe. There is a suitcase. What do you notice?

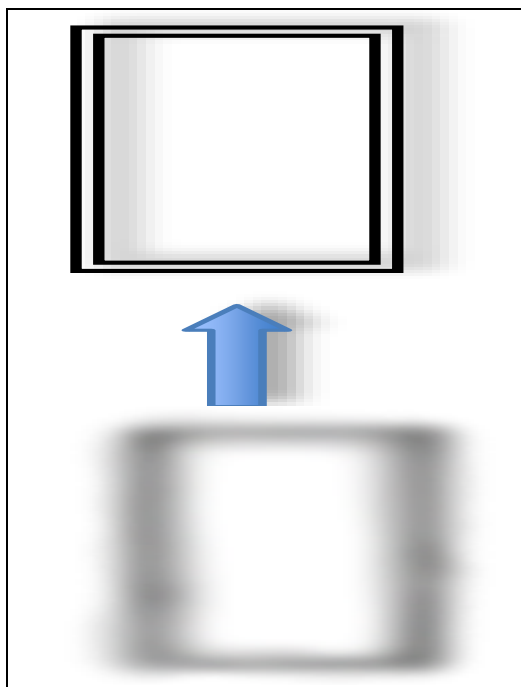**Student B:**  I notice a puddle.  Around the houses, it looks like a desert. What do you notice?

**Student A:**  Everything is thrown around.
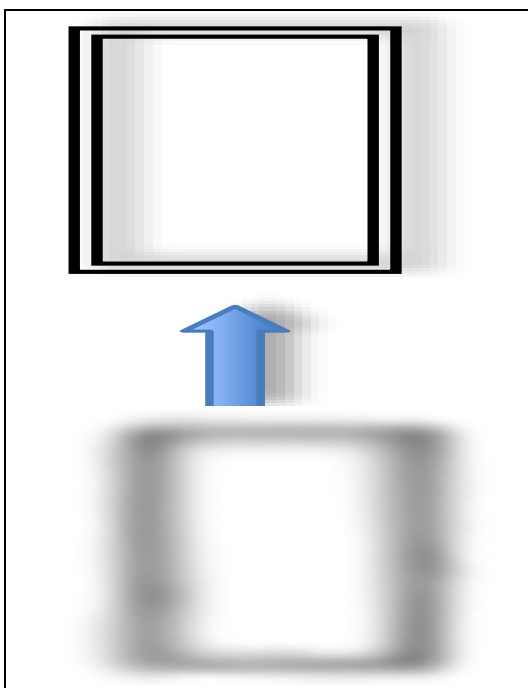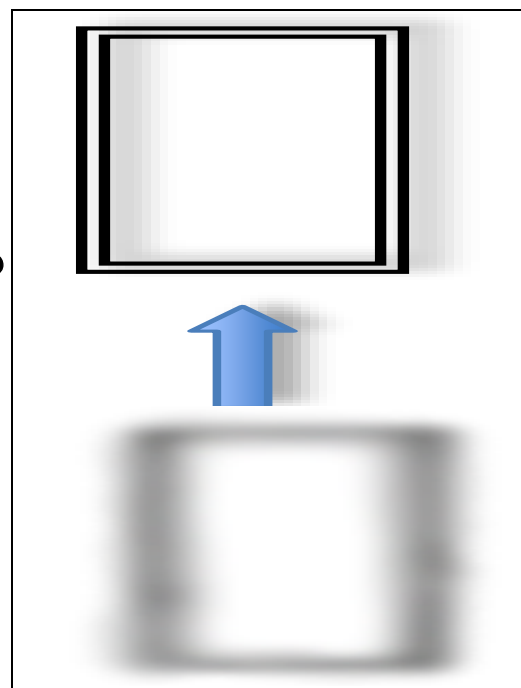
# Constructive Conversation Game- CLARIFY

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**Clarify**

**Clarify**

**Clarify**

**Clarify**

# Visual Text for Teacher Modeling Lesson 6

# <u>Model and Non-Model Scripts- Lesson 6</u>

**Prompt:** *What is happening in this visual text? How do you know?*

<u>Model:</u>

**Student A:** I notice the workers are building cars while the people stand and watch.  **CR**

**Student B:** I notice there are two groups of workers.  Four are working together on the left. There are four on the right.  **CR**

**Student A:** I notice that the workers on the right are bent down over the cars.  Tell me more about the workers on the left.  **CL**

**Student B:** I notice that they are wearing glasses to protect their eyes.  The man with the baseball cap is swinging a big hammer.  One man is wearing a hat that says, "We want."  Another person is holding a giant silver pipe.  What can you add about the other workers on the other side?  **CL**

**Student A:** I notice that they are holding the steering wheel.  There is a hook on the pulley holding the car chassis.  There are tires hanging from the conveyor belt.  What do you notice about  **CL**

the people who are watching?

**Student B:** The other people are standing and looking at the workers. There are men and women. **CL**

**Student A:** Tell me more about the people watching and what they are doing. **CL**

**Student B:** I notice that the adults are wearing their dress up clothes and hats. They seem to be standing still. The two little boys are hanging over the wall. They appear to be looking at the workers. I notice the men are working hard building the cars while the other people stand and watch. **CL**

**Non-Model**

**Student A:** There are workers building cars. The people are watching.

**Student B:** Tell me more.

**Student A:** There are two groups of workers.

**Student B:** I notice that there are four workers on the left. There are glasses. The man is using a hammer.

**Student A:** I notice that there is another group. They are

working on the car.

**Student B:**   I notice the workers are holding the steering wheel. There are tires.

**Student A:**   I notice there are lots of people and two little boys watching.

**Student B:**   I notice the men are building the cars.

# Visual Text for Student Practice Lesson 6

# Self -Assess

**1** – I am still learning the Constructive Conversation Skill

**2** – I need more practice using the Constructive Conversation Skill

**3** - I am confident but need more practice using the Constructive Conversation Skill

**4** – I am confident but I am not yet ready to explain the Constructive Conversation Skill

**5** – I am confident and I can explain the Constructive Conversation Skill

## Start Smart-Conversation Practices Resources Lessons 8-10

1. Conversation Norms Poster

2. Listening Task Poster--**FORTIFY**

3. Visual Text for Teacher Modeling-Lessons 8-10

4. Visual Text for Student Practice- **FORTIFY** - Lesson 10

5. Model/Non-Model Script-Lessons 8-10

6. Constructive Conversation Game- **FORTIFY** Cards

7. Visual Text for Teacher Modeling- Lesson 10

8. Model/Non-Model Script-Lesson10

9. Visual Text for Student Practice-Lesson 10

10. Self-Assess Poster

# <u>Conversation Norms</u>

**1.** Use your think time

**2.** Use the language of the skill

**3.** Use your conversation voice

**4.** Listen respectfully
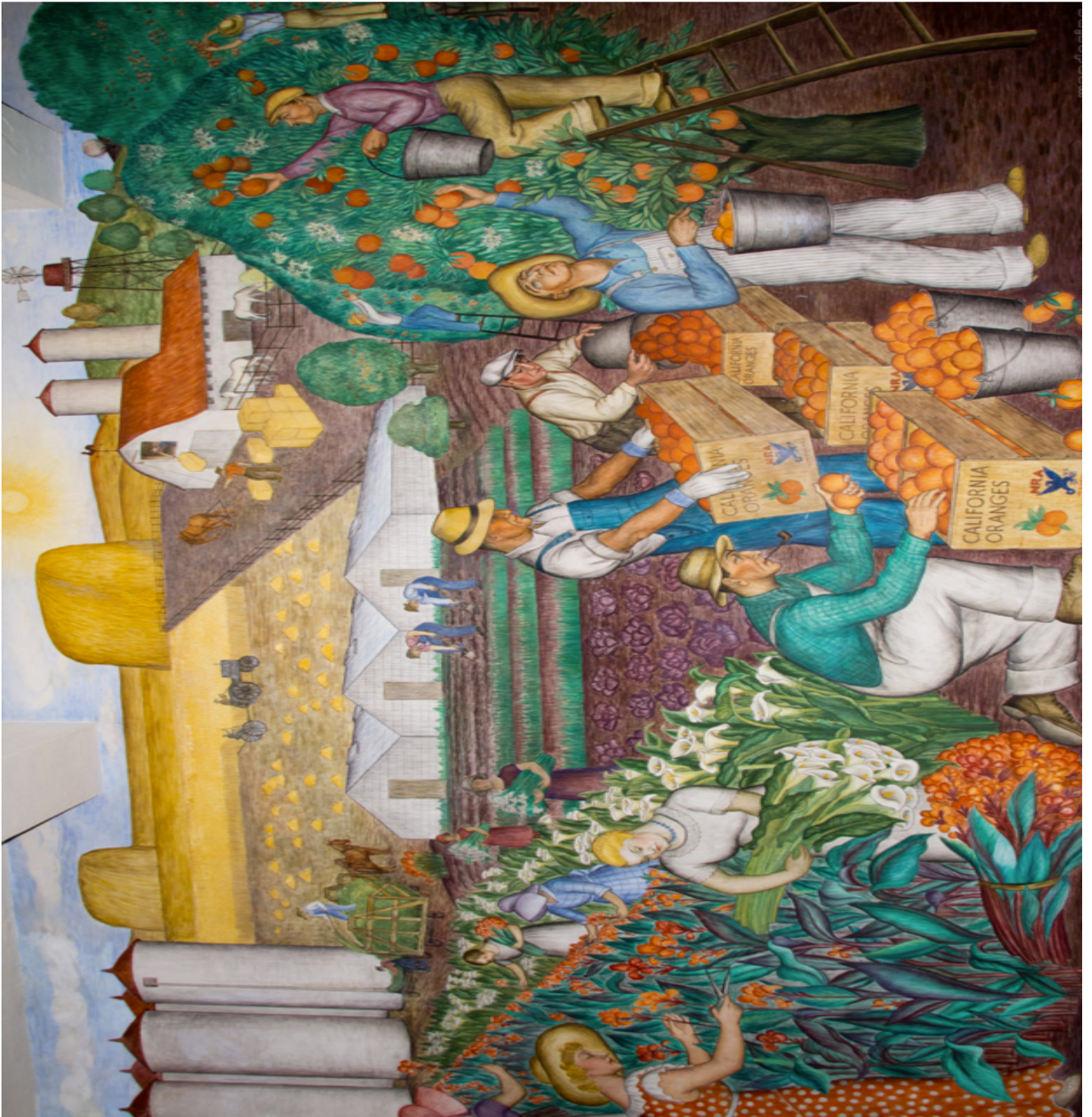
**5.** Take turns and build on each other's ideas

# <u>Listening Task for **FORTIFY**</u>

*How did each partner:*

- state his/her ideas?

- take turns sharing their ideas?

- support their ideas with evidence?

- stay on topic?

- build on each other's ideas?

# Visual Text for Teacher Modeling-Lessons 8-9

# <u>Visual Text for Student Practice-Lessons 8-9</u>

# <u>Model and Non-Model - Lessons 8-9</u>

**Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).***

**MODEL:**

| | | |
|---|---|---|
| **Student A:** | I think what is happening is that the farm workers in California are harvesting crops.  What do you think is happening in the visual text? | **CR** |
| **Student B:** | I think what is happening is that the all the workers on the farm are doing their specific job. What can you add to your claim? | **CR** |
| **Student A:** | I notice that there are six people picking flowers from the flowerbed and there are seven people picking oranges from the trees.  They are in California because the crate says "California Oranges." What evidence can you use to support your claim? | **F** |
| **Student B:** | I notice that the people you just talked about have specific jobs.  Some are picking the farm products and others are collecting them.  For example, the men in front are picking the oranges and putting them in small buckets. | **F** |

|  | Another man is dumping a large bucket into the crates.  One man is carrying crates.  And the man in front appears to be checking the oranges.  What evidence can you use to support your claim? |  |
|---|---|---|
| **Student A:** | They are gathering flowers.  There are four women in in the flowerbed picking flowers with their hands. It also seems that the two women in the back are waiting to collect the flowers.  What can you add to your claim? | **F** |
| **Student B:** | I agree with you that they are picking flowers.  I notice that the women are harvesting either red or white flowers and the two women in the brown dresses are waiting and collecting them because they have specific jobs, too.   Now what do you think is happening in the visual text? | **F** |
| **Student A:** | I think what is happening is that the farm workers in California are harvesting fruit and flowers by working together.  What do you think is happening in the visual text? | **CR** |
|  | I think what is happening is that each farm worker is doing their specific job that depends on the crop that they are harvesting. | **CR** |

## NON-MODEL:

**Student A:** The workers are doing their job.  What is happening?

**Student B:** The farm workers are harvesting.  What claim?

**Student A:** The people in the text have jobs.  Some are picking the farm products and others are collecting them.  The men in front are picking the oranges.  A man is dumping a large bucket.  What evidence can you use?

**Student B:** There are six people picking.  They are in California.  What evidence can you use?

**Student A:** They are harvesting flowers.  I notice that the women are harvesting either red or white flowers.
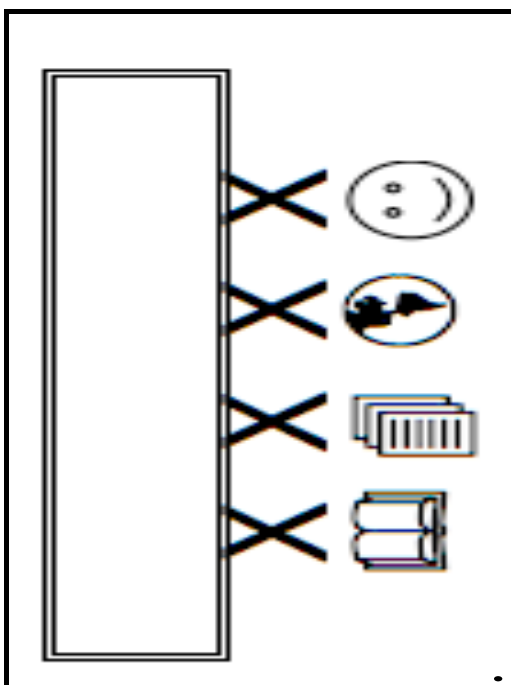
**Student B:** There are four women in in the flowerbed.

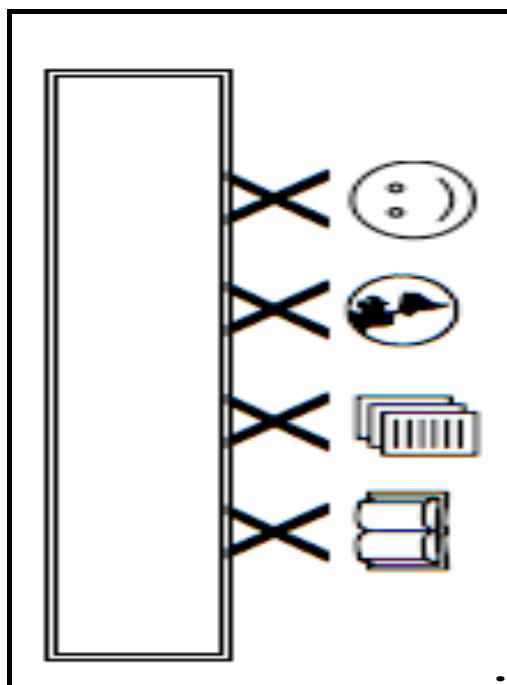**Student A:** Each farm worker is doing his specific job.  Now what is happening?

**Student B:** The farm workers in California are harvesting.

# Constructive Conversation Game- FORTIFY

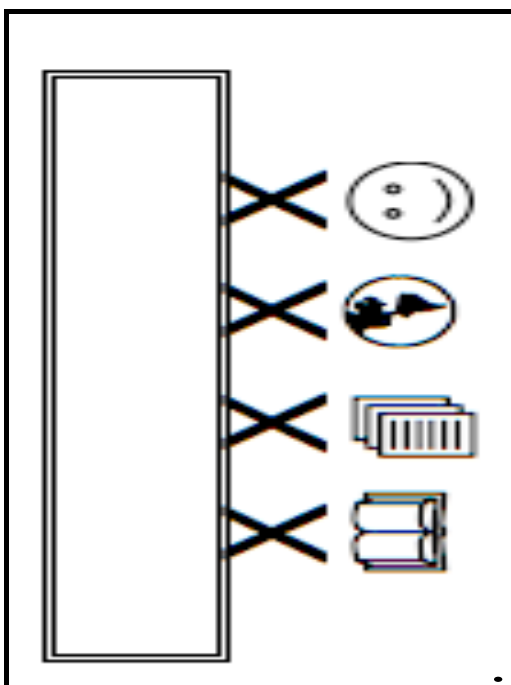© Zwiers, O'Hara, & Pritchard (2014)
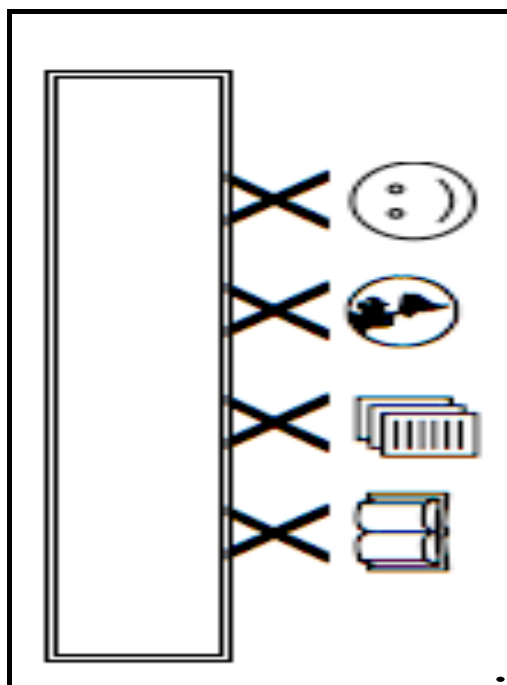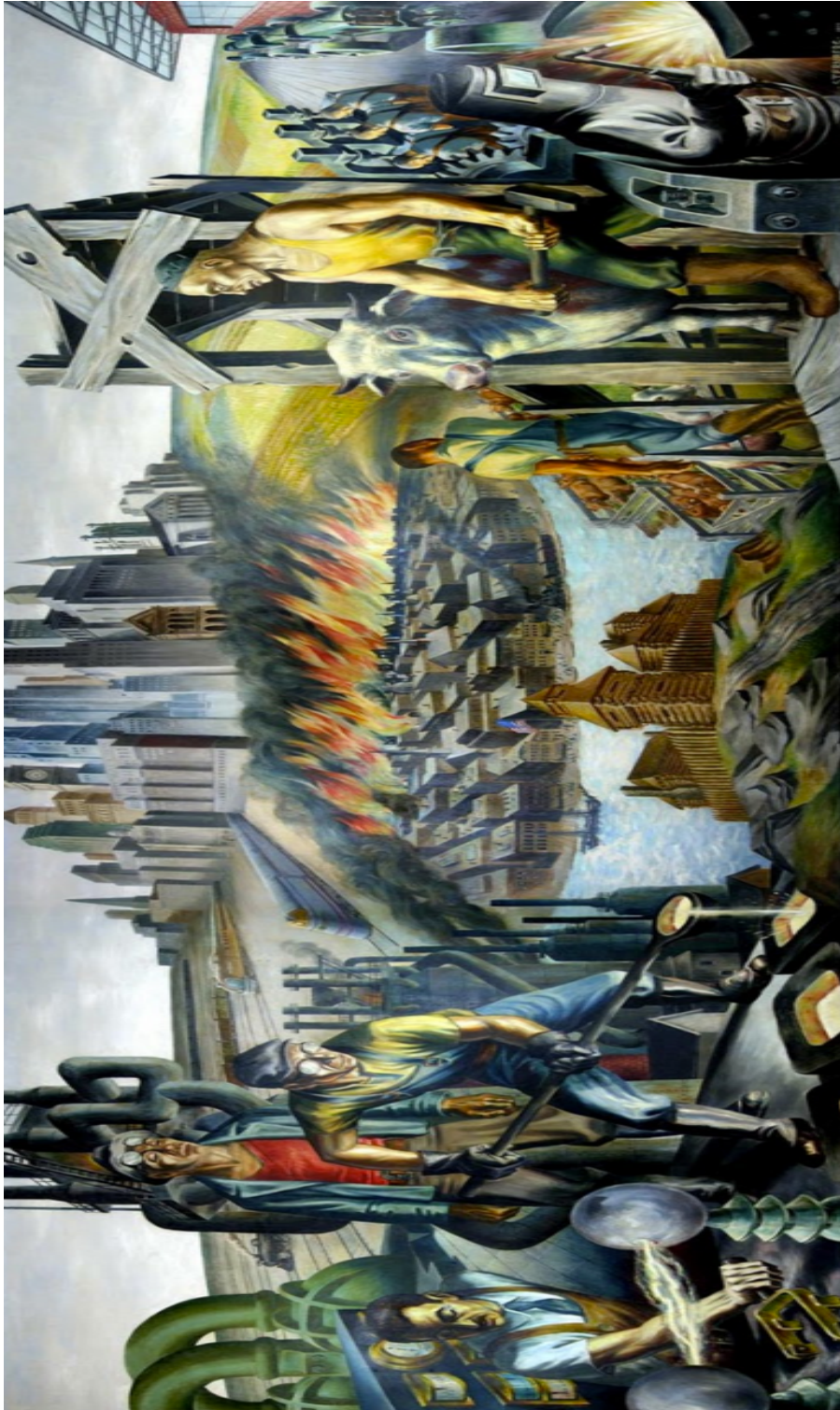
**Fortify**

**Fortify**

**Fortify**

**Fortify**

# <u>Visual Text for Teacher Modeling Lesson 10</u>

# Model and Non-Model-Lesson 10

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim)*

## MODEL:

**Student A:** My claim about what is happening is that the city is changing over time.  What do you think is happening in the visual text? **CR**

**Student B:** My claim is that people are building things to help the community.  How can you support your claim? **CR**

**Student A:** I notice the city changing from a little town of one fort with two buildings and a tower of logs with no roads to a city with two and four story buildings with many streets. What evidence can you use to support your claim? **F**

**Student B:** The text shows people working together to help the community.  A man is using a hammer to build the pens for the many cows.  I notice that men are working at machines and a person is welding something together. They are building tractors.  What other evidence can you use to support your claim? **F**

| | | |
|---|---|---|
| **Student A:** | I know that the city is changing because in the center, the city is on fire and burning.  Then on the top, I think the city has been rebuilt.  The new city has skyscrapers. The city keeps growing.  Tell me about your claim that people help by building things. | **F** |
| **Student A:** | On the other side of the mural, men are smelting metal and putting it in molds to make a product for the community. And a man is flipping a switch to make electrical current to run machines and lights.  Now what do you think is happening in the visual text? | **F** |
| **Student B:** | I think what is happening is that the city is developing and rebuilding larger each time. People help this by building new machines and products. | **CR** |
| **Student A:** | I think what is happening is that the people are helping the community to develop by building things like machines that help provide food and make products and electricity. | **CR** |

# Non-Model:

**Student A:** The city is changing over time.

**Student B:** People are building things to help the community. How can you support?

**Student A:** The city is changing from a little town of one fort with two buildings and a tower of logs with no roads to a city with two and four story buildings with many streets. What can you use?

**Student B:** People are working together.  A man is using a hammer to build.  Men are working. What other things?

**Student A:** The city is developing and rebuilding larger. People help this.

**Student B:** The people are helping by building.

**Student A:** **(No turn taken)**
**Student B:** **(No turn taken)**

# Visual Text for Student Practice-Lesson 10

# <u>Self -Assess</u>

**1** – I am still learning the Constructive Conversation Skill

**2** – I need more practice using the Constructive Conversation Skill

**3** - I am confident but need more practice using the Constructive Conversation Skill

**4** – I am confident but I am not yet ready to explain the Constructive Conversation Skill

**5** – I am confident and I can explain the Constructive Conversation Skill

# Start Smart-Conversation Practices Resources Lessons 11-13

1. Conversation Norms Poster

2. Listening Task Poster--**NEGOTIATE**

3. Visual Text for Teacher Modeling-Lessons 11-12

4. Visual Text for Student Practice - **NEGOTIATE** - Lessons 11-12

5. Model/Non-Model Script-Lessons 11-12

6. Constructive Conversation Game-**NEGOTIATE** Cards

7. Visual Text for Teacher Modeling - Lesson 13

8. Model/Non-Model Script- Lesson 13

9. Visual Text for Student Practice- Lessons 13

10. Self-Assess Poster

# <u>Conversation Norms</u>

**1.** Use your think time

**2.** Use the language of the skill

**3.** Use your conversation voice

**4.** Listen respectfully

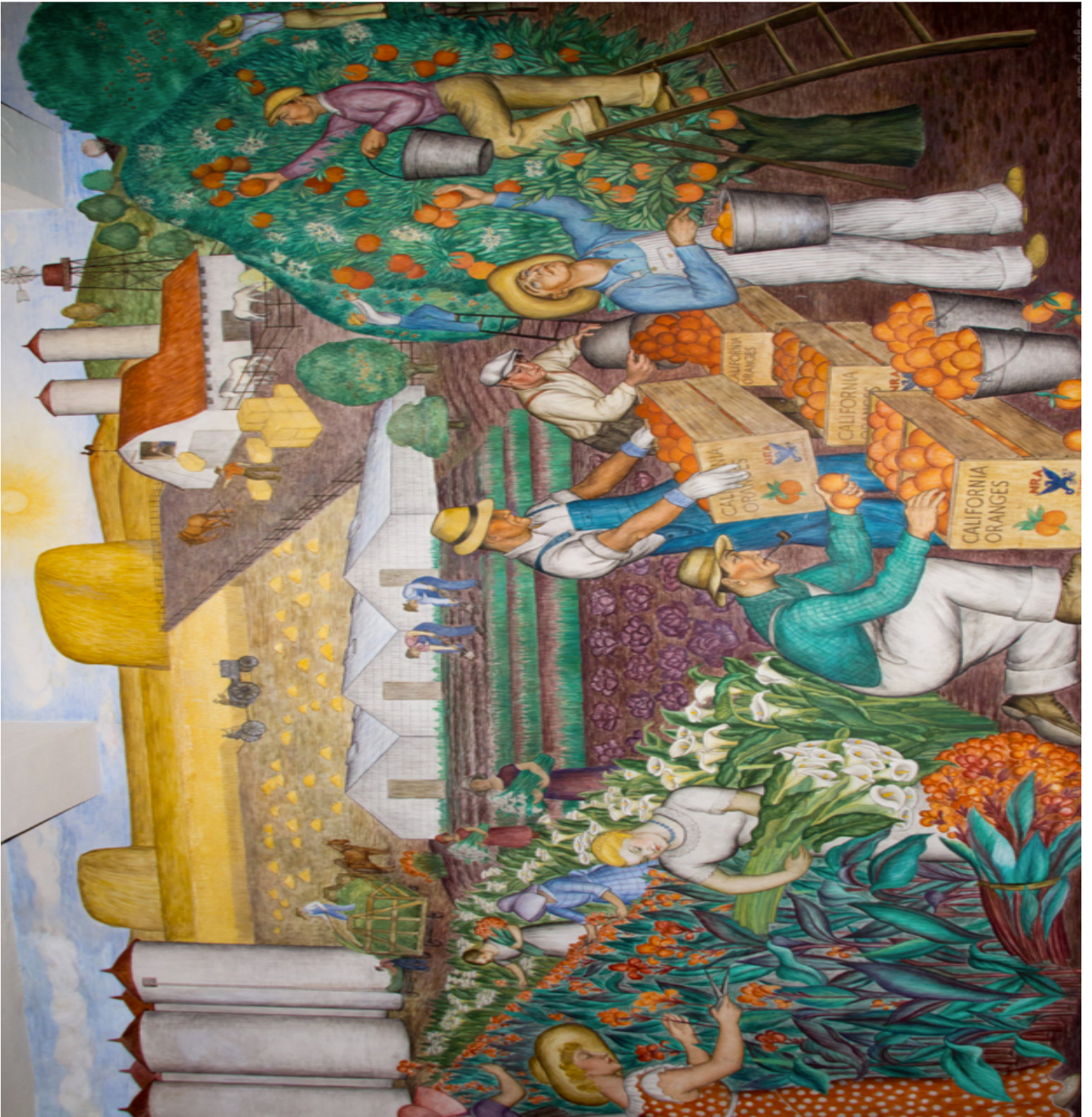**5.** Take turns and build on each other's ideas.

# **Listening Task for <u>NEGOTIATE</u>**

**How did each partner:**

- *state his/her ideas?*

- *they take turns sharing their ideas?*

- *they consider all the ideas?*

- *they stay on topic?*

- *build on each other's ideas?*

- *come to a consensus?*

# Visual Text for Teacher Modeling- Days 11-12

# <u>Visual Text for Student Practice - Lessons 11-12</u>

# Model and Non-Model Scripts- Lessons 11-12

*Prompt: What is an important idea from this text?  Start by stating your claim.  Support your claim and come to a consensus.*

# Model:

| | | |
|---|---|---|
| **Student A:** | An important idea from this text is that agricultural work requires that people work with their hands. | **CR** |
| **Student B:** | An important idea from this text is that on a farm there is a variety of crops and they all require different work and skills. | **CR** |
| **Student A:** | I think that the people picking fruit and gathering flowers are working with their hands. How can you support your claim with evidence? | **CL** |
| **Student B:** | I think that the crops of flowers, oranges, and hay are harvested in different ways.  The flowers and oranges are harvested by hand and using tools.  The hay is harvested by agricultural workers that use horses, wagons and a tractor. How can you support your claim with evidence? | **CL** |
| **Student A:** | I think there are six people working with their hands harvesting flowers. There is just one women using scissors as a tool as she picks the flowers.  The men work with their hands | **F** |

|  | harvesting oranges by picking them by hand and putting them in the buckets and crates. How can you support your claim with evidence? |  |
|---|---|---|
| **Student B:** | I think to pick the fruit and flowers, the workers need the skill of careful collecting and carrying. To harvest hay, the workers need the skill of driving both for horses and tractors.  Also, they need to be able to lift the heavy hay bales.  How can we come to consensus? | **F N** |
| **Student A:** | I think an important idea from this text is that on a farm there is a variety of crops.  To harvest them requires that agricultural workers use their hands or work with tools, animals or machines. Can we come to a consensus? | **N** |
| **Student B:** | I think the important idea we came to a consensus on is that on a farm there is a variety of crops.  To harvest them requires agricultural workers to use their hands or work with tools, animals or machines using the skills they need for their job. | **N** |

# <u>Non-Model</u>

**Student A:** On a farm there is a variety of crops.

**Student B:** Agricultural work requires that people work.

**Student A:** The flowers and oranges are harvested by hand and using tools. The hay is harvested by workers using a tractor.

**Student B:** People are picking fruit and gathering flowers are working with their hands.

**Student A:** To pick the fruit and flowers, the workers need the skill of careful collecting and carrying.  The workers need the skill of driving.
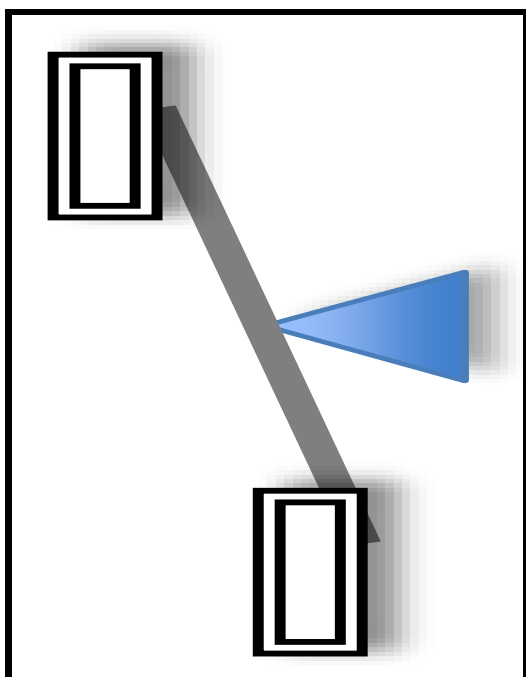
**Student B:** There are six people working with their hands. The men work with their hands harvesting oranges by picking them.

**Student A:** On a farm there is a variety of crops. Agricultural workers use their hands or work with tools. Can we come to a consensus?
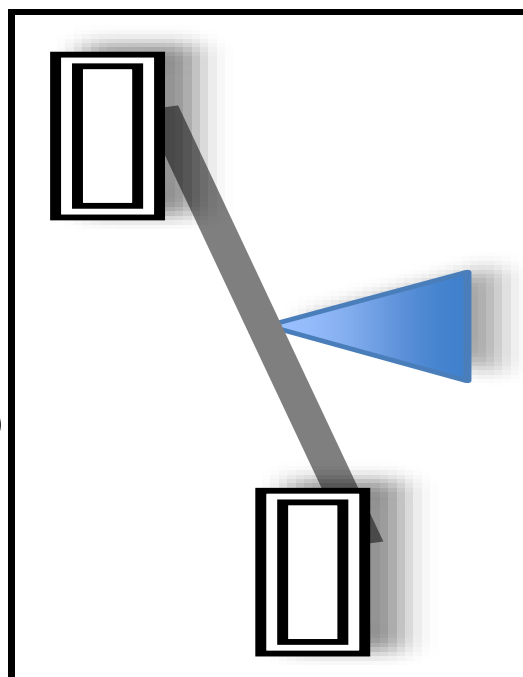
**Student B:** On a farm there is a variety of crops.
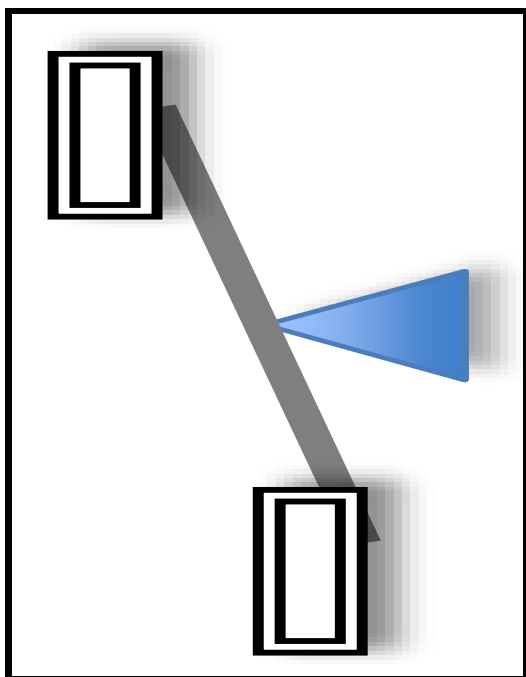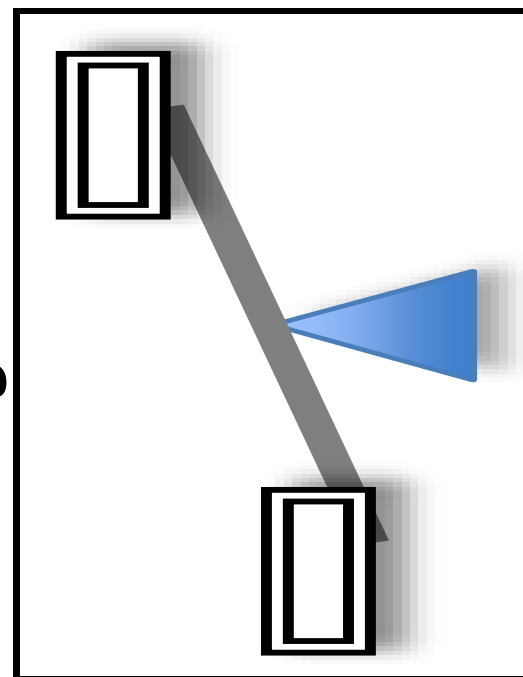
# Constructive Conversation Game-NEGOTIATE

Negotiate

Negotiate

Negotiate

Negotiate

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# Visual Text for Teacher Modeling Lesson 13

# Model and Non-Model Scripts- Lessons 13

***Prompt: What is an important idea from this text?  Start by stating your claim.  Support your claim and come to a consensus.***

## Model

**Student A:**  An important idea is that the city changes as people's tools and work change.  What is your claim?    **N**

**Student B:**  An important idea is that people's work changes as their tools change.  How can you support your ideas with evidence?    **N**

**Student A:**  I think the city develops and gets larger in the visual text as the workers use more complicated tools.  How can you support your claim with evidence?    **CL F**

**Student B:**  I think that people have machines that do more work for them as their tools get more complicated.  I notice that happening in the visual text.  How can you support your claim with evidence?    **CL F**

| **Student A:** | I think that in the text, people's work changes. For example, there is a man using a hammer to make cattle pens. Then people build tractors by welding and using machines. This work is done in factories. So, the city needs to rebuild for factories. How can you support your claim with evidence? | **CL F** |

| **Student B:** | I think people's work changes because they need to use their muscles less as they use machines more. For example, the two people smelting metal need to carry the heavy ladle, but the man making electricity just flips a switch. However, he needs to study manuals and books about electricity so that the current will flow. As the worker's jobs change, they need to know new and different things. How can we come to a consensus? | **F N** |

| **Student A:** | I think the city develops and becomes larger as people's tools and machines become more complicated so worker's jobs change. Can we come to a consensus? | **N** |

| **Student B:** | I think the important idea we came to a consensus on is that the city develops and | **N** |

becomes larger.  When people's jobs change because they get new and more complicated tools, they learn new things, and use more complicated machines.


**Non-Model:**

**Student A:**   The city changes as people's tools and work change.  What is your claim?

**Student B:**   People's work changes as their tools change.  Support your ideas?

**Student A:**   The city develops and gets larger in the visual text as the workers…  Evidence?

**Student B:**   People have machines that do more work for them.  Their tools get more complicated.  Support your claim?

**Student A:**   People's work changes.  Example is a man using a hammer to make cattle pens.  Then people build.  This work is done in factories.  The city needs to rebuild for factories.   Claim with evidence?

**Student B:**   Workers jobs change and they need to know new and different things.  Consensus?

**Student A:**   People's tools and machines become more complicated so worker's jobs change.

Consensus?

**Student B:**  The important idea we came to a consensus on is that the city develops and becomes larger. They learn new things, and use machines.

# Visual Text for Student Practice - Lesson 13

# Student Progress Form (SPF)

Multilingual & Multicultural Education Department
**5th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)**

**Student A:** _____

**Student B:** _____

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

**Overall CELDT Proficiency Level:** _____ **L:** _____ **S:** _____ **R:** _____ **W:** _____ **Date** _____ (TLF 1b1)

**Conversation Objective (TLF 3a1):** _____

**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*

*September 15, 2015*

Multilingual & Multicultural Education Department

# 5th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (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 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 and collaborative conversations on a range of social & academic topics. | 1. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases. | 1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas. | 1. Contribute to class, group, and partner discussions by following turn- taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, 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. Adjust language choices according to social setting and audience. | 4. Adjust language choices according to purpose, task, and audience. | 4. Adjust language choices according to purpose, task, and audience. |

### 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. a) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support. | 6. a) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. | 6. a) Explain ideas, phenomena, processes, and text relationships in detail based on close reading 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. a) **Use a select number of general academic words and domain-specific words to create some precision while speaking and writing.** | 12. a) **Use a growing set of academic words, domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.** | 12. a) **Use an expanded set of general academic words, domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.** |

Instructional Implications for Student A:

Instructional Implications for Student B:

*September 15, 2015*

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

# Poster Sample



**CLARIFY**
Making Our Ideas Clearer

Can you elaborate on the...?
I think it means...

*Use the language of the skill
*Listen respectfully
*Take turns and build on each other's ideas

**NEGOTIATE**
Making Our Ideas Stronger

Where do you disagree?
I see it in a different way,...

**CREATE**
Sharing Our Ideas

What is your idea?
One idea could be...

*Use your think time
*Use your conversation voice

**FORTIFY**
Supporting Our Ideas

Can you give an example from the text?
For example,...