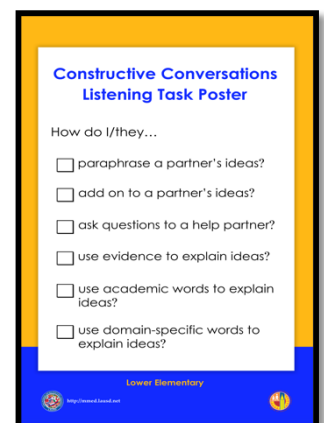
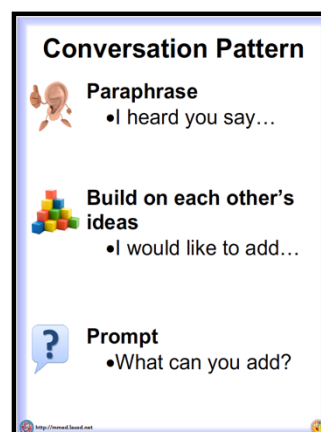


# Start Smart 2.0 - Conversation Practices



## Unit Resources

### Grade 1



**NOTE:** Resources are listed in the order they first appear in the unit. Some resources may be required for multiple lessons.

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**NOTE:** Start Smart 2.0 Teacher PowerPoint Model and Start Smart 2.0 Teacher PowerPoint Annotated files are available on **mmed.lausd.net**

## K-1 CONVERSATION NORMS—(USE THROUGHOUT THE UNIT)



Use your conversation voice.



K-1 Conversation Norms

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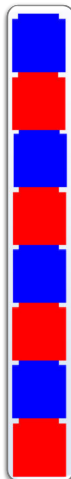


Listen respectfully.



K-1 Conversation Norms

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Take turns to build on each other's ideas.



K-1 Conversation Norms

mmed.lausd.net



Use your think time.

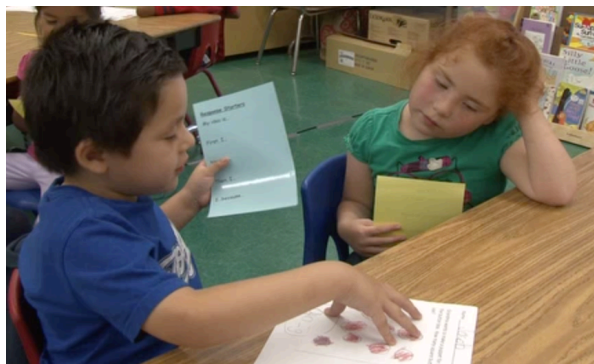


K-1 Conversation Norms

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Use prompt and response starters to speak in complete sentences.



K-1 Conversation Norms

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Use your  
conversation voice.



K-1 Conversation Norms



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# Listen respectfully.



K-1 Conversation Norms



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# Take turns to build on each other's ideas.



K-1 Conversation Norms

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# Use your think time.



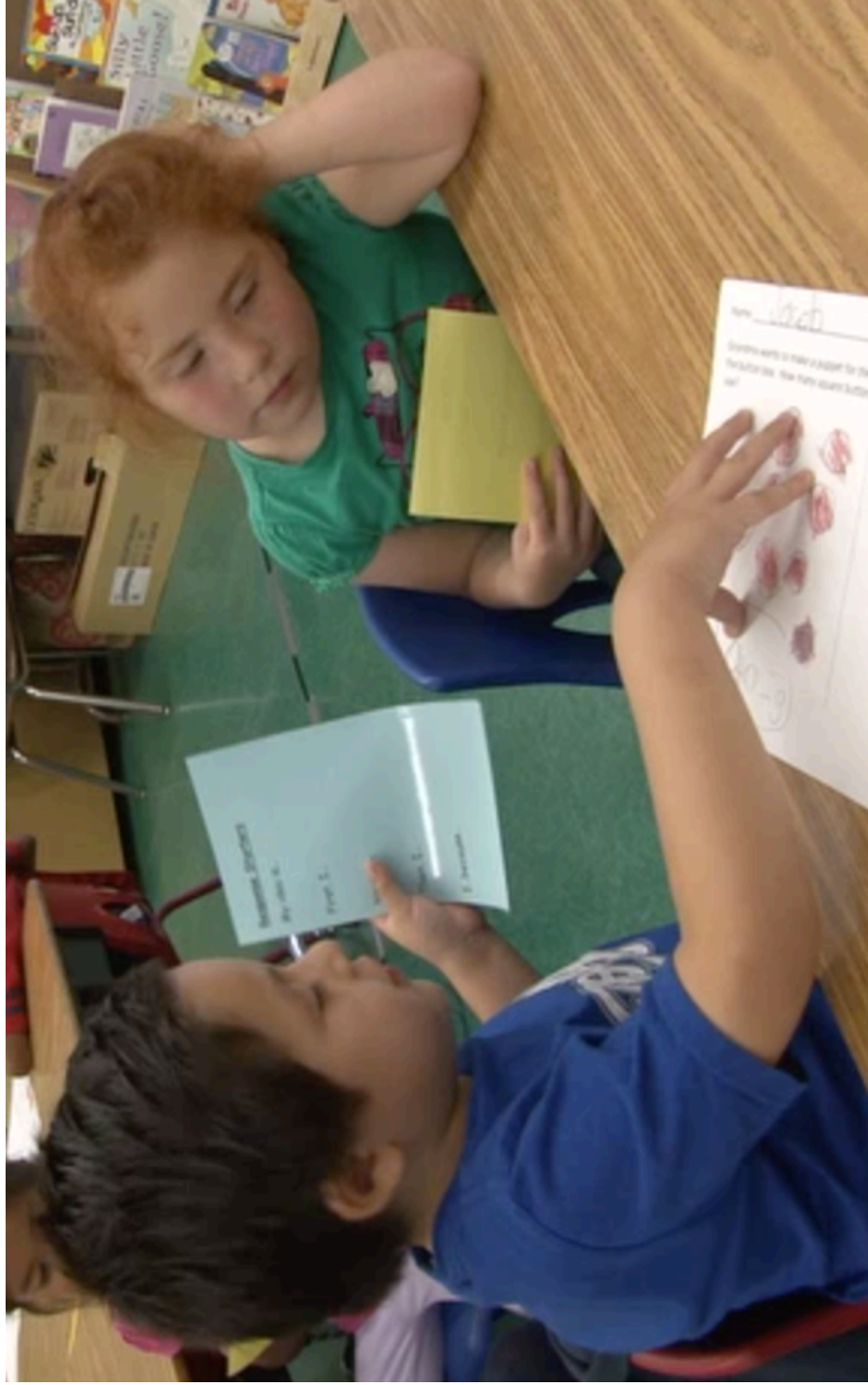
K-1 Conversation Norms



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Use prompt and response starters  
to speak in complete sentences.



K-1 Conversation Norms

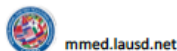


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# Create



Share your ideas.



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K-1 Constructive Conversation Skills



# Clarify



Make your ideas clearer.



mmed.lausd.net

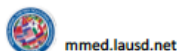
K-1 Constructive Conversation Skills



# Fortify



Support your ideas with evidence.



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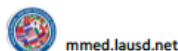
K-1 Constructive Conversation Skills



# Negotiate



Make your ideas stronger.



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K-1 Constructive Conversation Skills



# Create



## Share your ideas.



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K-1 Constructive Conversation Skills



# Clarify



Make your ideas  
clearer.



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K-1 Constructive Conversation Skills





# Fortify



Support your ideas  
with evidence.



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K-1 Constructive Conversation Skills



# Negotiate



Make your  
ideas stronger.



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K-1 Constructive Conversation Skills



Partner 1: \_\_\_\_\_ Partner 2: \_\_\_\_\_

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

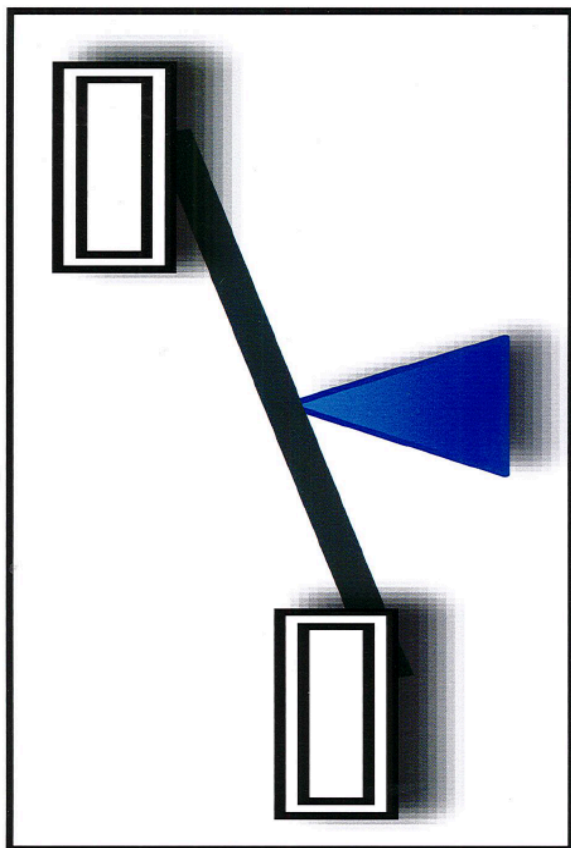
Conversation Norms	Constructive Conversation Skills



## **ROWS OF COMMUNICATION**

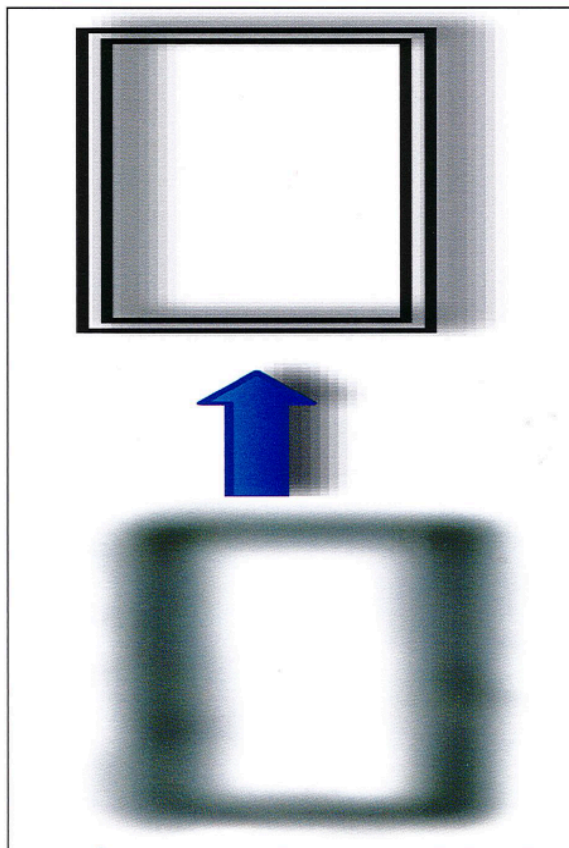
1. Form two rows (Row A & Row B) facing each other so that each person has a partner.
2. Sit down so that you are facing your partner from the other row.
3. Think about the prompt.
4. Take turns sharing ideas with your partner.
5. Stand up and thank your partner.
6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end.
7. Repeat steps 2-5 with your new partner.
8. Repeat the process again to share with a third partner.

# Negotiate



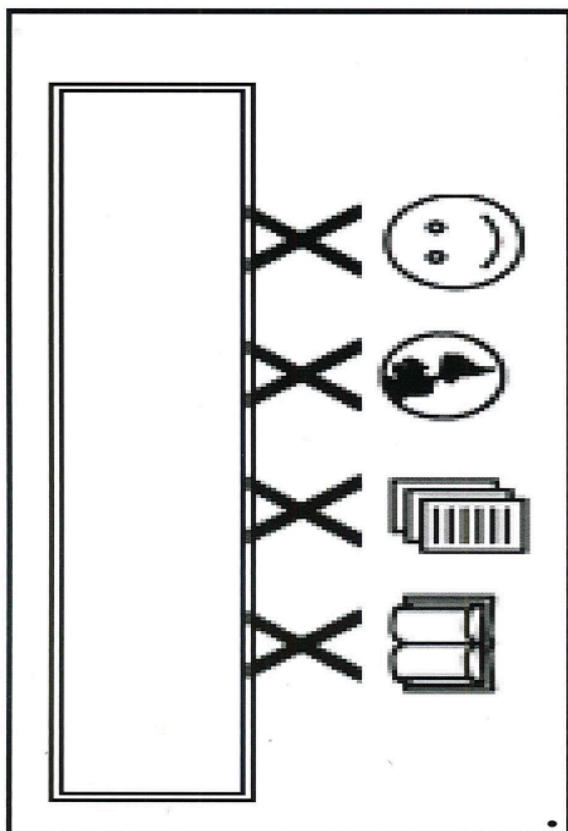
<http://mmed.lausd.net>

# Clarify



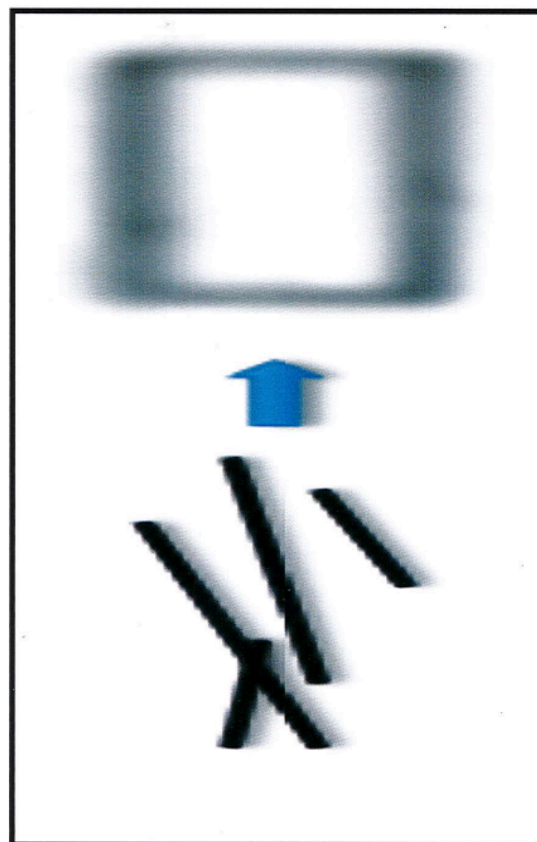
<http://mmed.lausd.net>

# Fortify



<http://mmed.lausd.net>

# Create



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

Student A: _____	Overall CELDT Proficiency Level: _____	L: _____	S: _____	R: _____	W: _____	Date _____	(TLF 1b1)
Student B: _____	Overall CELDT Proficiency Level: _____	L: _____	S: _____	R: _____	W: _____	Date _____	
<b>Conversation Objective (TLF 3a1):</b> Teacher Prompt (TLF 3b1 & 2): _____							
<b>STEPS:</b>							
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.							
<b>DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):</b>							
<ul style="list-style-type: none"> <li>• 4 Half or more of the turns build on previous turns to effectively build up a clear and complete idea.</li> <li>• 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity.</li> <li>• 2 Few turns build on previous turns to build up an idea.</li> <li>• 1 Turns are not used to build up an idea.</li> </ul>							
<b>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 &amp; 4)</b>							
<ul style="list-style-type: none"> <li>• 4 Half or more of the turns effectively focus on the conversation objective/teacher prompt and show depth or fostering of the intended learning.</li> <li>• 3 Half or more of the turns sufficiently focus on the conversation objective/teacher prompt, but this focus may be superficial or lack clarity.</li> <li>• 2 Few turns focus on the conversation objective/teacher prompt.</li> <li>• 1 Turns do not focus on the conversation objective/teacher prompt.</li> </ul>							
<b>STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)</b>							
DATE: _____							

September 15, 2015

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



Multilingual & Multicultural Education Department  
Kinder 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. <b>Exchanging information and ideas (TLF 3b2 &amp; 3b2):</b> Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	2. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
4. <b>Adapting language choices (TLF 3a4 &amp; 3b2):</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. No standard for kindergarten.	4. No standard for kindergarten.	4. No standard for kindergarten.

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

B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. <b>Reading/viewing closely (TLF 3b2 &amp; 3c1):</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. <b>Selecting language choices (TLF 3a4 &amp; 3c1):</b> Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. b) Use a select number of general academic and domain-specific words to add detail while speaking and composing.	12. b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning while speaking and composing.	12. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect or to create shades of meaning while speaking and composing.

**Instructional Implications for Student A:**

**Instructional Implications for Student B:**

September 15, 2015

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



# Conversation Pattern



## Paraphrase

- I heard you say...



## Build on each other's ideas

- I would like to add...



## Prompt

- What can you add?



# Conversation Pattern Guide—SKILL: \_\_\_\_\_

## Paraphrase



I heard you say...

## Build on each other's ideas



I would like to add...

## Prompt



What can you add?









# Constructive Conversations

## Listening Task Poster

How do I/they...

- ☐ paraphrase a partner's ideas?
- ☐ add on to a partner's ideas?
- ☐ ask questions to a help partner?
- ☐ use evidence to explain ideas?
- ☐ use academic words to explain ideas?
- ☐ use domain-specific words to explain ideas?

Lower Elementary



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# CONVERSATION CODING KEY

**ID**

**Initial Idea**



**PAR**



**Paraphrase**

**BO**



**Build on**

**PR**



**Prompt**

**UNDERLINE PROMPT &  
RESPONSE STARTERS**



# Three Listens Protocol

## 1<sup>st</sup> Listen (Listen for Context – Message Level Understanding)

- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

## 2<sup>nd</sup> Listen: (Listen for the Language of the Skill – Sentence Level)

- Teacher and students chorally read the prompt
- Teacher models consulting the charted **Prompt and Response Starters** for the language of the skill
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

## 3<sup>rd</sup> Listen: (Listen for the Conversation Pattern)

- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3<sup>rd</sup> Listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the Conversation Pattern Game Cards

**Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.**

<b>Student A1:</b>	<u>I notice</u> that there is a woman and <b>four children</b> sitting at the table in a classroom. <b>[ID]</b> <u>What do you notice?</u> <b>[PR]</b>
<b>Student B1:</b>	<u>I notice</u> that they are sitting at the table around <b>nine plates</b> and a <b>clear pitcher</b> with knives in it. <b>[ID]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A2:</b>	<u>I think you said</u> that there are plates and utensils on the table in front of the people. <b>[PAR]</b> <u>I want to add</u> that there are <b>tomato slices</b> on the <b>white plates</b> in front of everyone at the table. <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student B2:</b>	<u>I think you said</u> that there are pieces of tomato on everyone's plate. <b>[PAR]</b> <u>I want to add</u> that <b>three kids</b> are holding knives. <b>[BO]</b> <b>Two children</b> are cutting tomatoes and the boy with the <b>striped shirt</b> is using the knife to hold the <b>tomato slice</b> . <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A3:</b>	<u>I think you said</u> that some of the children use their knives for slicing tomatoes. <b>[PAR]</b> <u>I want to add</u> that the boy in the <b>striped shirt</b> is looking carefully at his <b>red tomato slice</b> . <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student B3:</b>	<u>I think you said</u> that the boy is studying his <b>tomato slice</b> . <b>[PAR]</b> <u>I want to add</u> that the boy with the <b>white shirt</b> is holding out his tomato with the knife stuck through it. <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A4:</b>	<u>I think you said</u> that the boy with the <b>white shirt</b> is playing with his tomato instead of slicing it. <b>[PAR]</b> <u>I want to add</u> that the boy with the <b>white shirt</b> is smiling while he shows his tomato to the other boy. <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student B4:</b>	<u>I think you said</u> that the boy is having fun with the tomato instead of focusing on his work. <b>[PAR]</b> <u>I want to add</u> that the boy with the <b>gray shirt</b> is not looking at the boy with the <b>white shirt</b> . <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>

**VISUAL TEXT MODEL CONVERSATION - LESSON 5 – (NOT CODED)**

**Prompt: What do you notice in the visual text? Use details to CLARIFY your ideas.**

<b>Student A1:</b>	I notice that there is a woman and four children sitting at the table in a classroom. What do you notice?
<b>Student B1:</b>	I notice that they are sitting at the table around nine plates and a clear pitcher with knives in it. What else do you notice?
<b>Student A2:</b>	I think you said that there are plates and utensils on the table in front of the people. I want to add that there are tomato slices on the white plates in front of everyone at the table. What else do you notice?
<b>Student B2:</b>	I think you said that there are pieces of tomato on everyone's plate. I want to add that three kids are holding knives. Two children are cutting tomatoes and the boy with the striped shirt is using the knife to hold the tomato slice. What else do you notice?
<b>Student A3:</b>	I think you said that some of the children use their knives for slicing tomatoes. I want to add that the boy in the striped shirt is looking carefully at his red tomato slice. What else do you notice?
<b>Student B3:</b>	I think you said that the boy is studying his tomato slice. I want to add that the boy with the white shirt is holding out his tomato with the knife stuck through it. What else do you notice?
<b>Student A4:</b>	I think you said that the boy with the white shirt is playing with his tomato instead of slicing it. I want to add that the boy with the white shirt is smiling while he shows his tomato to the other boy. What else do you notice?
<b>Student B4:</b>	I think you said that the boy is having fun with the tomato instead of focusing on his work. I want to add that the boy with the gray shirt is not looking at the boy with the white shirt. What else do you notice?

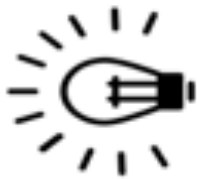





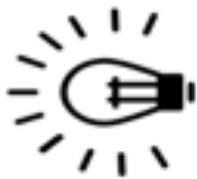



STUDENT VISUAL TEXT (USE THROUGHOUT THE UNIT)



## Prompt and Response Starters

## Prompt and Response Starters

	<b>Initial Idea</b>	I notice...
	<b>Paraphrase</b>	I heard...
	<b>Build On</b>	I want to add...
	<b>Prompt</b>	What else...?





	<b>Initial Idea</b>	I notice...
	<b>Paraphrase</b>	I heard...
	<b>Build On</b>	I want to add...
	<b>Prompt</b>	What else...?







Emerging (Lessons 5-6)

## Prompt and Response Starters





## Prompt and Response Starters





	<b>Initial Idea</b>	I notice...
	<b>Paraphrase</b>	You said...
	<b>Build On</b>	I think...
	<b>Prompt</b>	What can you add?

	<b>Initial Idea</b>	I notice...
	<b>Paraphrase</b>	You said...
	<b>Build On</b>	I think...
	<b>Prompt</b>	What can you add?

## Prompt and Response Starters





## Prompt and Response Starters





	<b>Initial Idea</b>	I notice that...
	<b>Paraphrase</b>	I heard you say...
	<b>Build On</b>	I would like to add...
	<b>Prompt</b>	What else do you notice?

	<b>Initial Idea</b>	I notice that...
	<b>Paraphrase</b>	I heard you say...
	<b>Build On</b>	I would like to add...
	<b>Prompt</b>	What else do you notice?

## Prompt and Response Starters

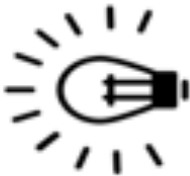



## Prompt and Response Starters





	<b>Initial Idea</b>	I notice that...
	<b>Paraphrase</b>	I think you said...
	<b>Build On</b>	I also think...
	<b>Prompt</b>	What else can you add?

	<b>Initial Idea</b>	I notice that...
	<b>Paraphrase</b>	I think you said...
	<b>Build On</b>	I also think...
	<b>Prompt</b>	What else can you add?

## Prompt and Response Starters

## Prompt and Response Starters

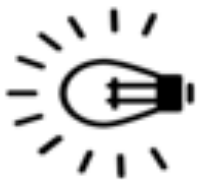



	Initial Idea	Something I notice is...
	Paraphrase	In other words, ...
	Build On	Additionally, ...
	Prompt	What other details can you add?





	Initial Idea	Something I notice is...
	Paraphrase	In other words, ...
	Build On	Additionally, ...
	Prompt	What other details can you add?



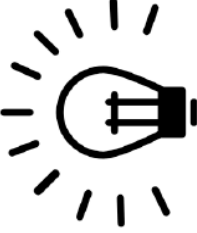




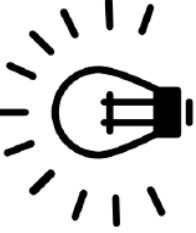




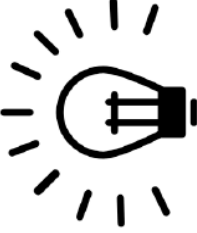




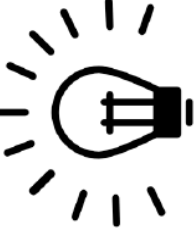




## Prompt and Response Starters

## Prompt and Response Starters

	<b>Initial Idea</b>	Something I notice is...
	<b>Paraphrase</b>	To paraphrase...
	<b>Build On</b>	Another detail is...
	<b>Prompt</b>	How can you add to this idea?

	<b>Initial Idea</b>	Something I notice is...
	<b>Paraphrase</b>	To paraphrase...
	<b>Build On</b>	Another detail is...
	<b>Prompt</b>	How can you add to this idea?

CONVERSATION PATTERN GAME CARDS (USE THROUGHOUT THE UNIT)

<div>Initial Idea</div> <div></div> <div>+</div> <div></div> <div>Prompt</div>	<div>Paraphrase</div> <div>+</div> <div></div> <div>Build on</div> <div>+</div> <div></div> <div>Prompt</div> <div></div>
<div>Initial Idea</div> <div></div> <div>+</div> <div></div> <div>Prompt</div>	<div>Paraphrase</div> <div>+</div> <div></div> <div>Build on</div> <div>+</div> <div></div> <div>Prompt</div> <div></div>
<div>Initial Idea</div> <div></div> <div>+</div> <div></div> <div>Prompt</div>	<div>Paraphrase</div> <div>+</div> <div></div> <div>Build on</div> <div>+</div> <div></div> <div>Prompt</div> <div></div>
<div>Initial Idea</div> <div></div> <div>+</div> <div></div> <div>Prompt</div>	<div>Paraphrase</div> <div>+</div> <div></div> <div>Build on</div> <div>+</div> <div></div> <div>Prompt</div> <div></div>

# BE a GOOD citizen!



## BE SAFE

**Safe** students play well together outside of the classroom. They **cooperate** by taking turns outside. If they cannot solve problems together, they find an adult to help them.



Safe students do not **bully** each other. They use **kind** words. Even when they are upset, they do not threaten, yell or scream at each other.



## BE RESPECTFUL

**Respectful** students **focus** on their work. In this classroom, the students work by looking and listening to the speaker. They keep their hands and their bodies in their areas on the rug and at their desk.



**Respectful** students do not **distract** others. They do not throw things. They **allow** their classmates to **focus** on their work. They do not make faces or say unkind things to their classmates.



## BE RESPONSIBLE

**Responsible** students **take turns** and **share** activities and materials with each other. They **work together** to make things and have conversations.



**Responsible** students do not keep all the materials to themselves. They do not **ignore** their classmates' feelings. They are not inconsiderate.

**Prompt: What do you notice in the infographic? Use details from the text to CLARIFY your ideas.**

<b>Student A1:</b>	I <u>notice that</u> the title says “Be a <b>Good Citizen!</b> ”. <b>[ID]</b> There are <b>three rows</b> with <b>two pictures</b> each. <b>[ID]</b> <u>What can you add?</u> <b>[PR]</b>
<b>Student B1:</b>	I <u>notice that</u> there are <b>six pictures</b> of children on a playground and in a classroom at school. <b>[ID]</b> There is a paragraph below each picture. <b>[ID]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student A2:</b>	I <u>heard you say</u> that there are pictures with children in them and text below each picture explaining each one. <b>[PAR]</b> I <u>want to add that</u> the subtitle says, “Be Safe” in the <b>first row</b> right under the title. <u>What else can you add?</u> <b>[PR]</b>
<b>Student B2:</b>	I <u>heard you say</u> that the first heading says to be safe. <b>[PAR]</b> I <u>want to add that</u> there are <b>two pictures</b> underneath the heading. <b>[BO]</b> One of the pictures shows children playing on the playground waiting in line to go on the <b>red slide</b> . They are taking turns sliding down. <b>[BO]</b> The text says that they are cooperating. <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student A3:</b>	I <u>heard you say</u> that the students are playing safely by cooperating on the playground. <b>[PAR]</b> I <u>want to add that</u> the picture next to it shows <b>two students</b> . The boy in the <b>yellow shirt</b> is yelling at the girl who is covering her ears. <b>[BO]</b> The text says the boy is bullying the other student by screaming. <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student B3:</b>	I <u>heard you say</u> that the boy is being a bully because he is threatening the girl. <b>[PAR]</b> I <u>want to add that</u> the next heading says “Be Respectful”. <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student A4:</b>	I <u>heard you say</u> that another subtitle in the infographic says to “Be Respectful”. <b>[PAR]</b> I <u>want to add that</u> underneath the subtitle there is a picture of a boy who is making a <b>silly face</b> . <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student B4:</b>	I <u>heard you say</u> there is a boy who is acting foolishly. <b>[PAR]</b> I <u>want to add that</u> the text underneath that picture says “ <b>Respectful students</b> do not distract others”. <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>



**INFOGRAPHIC MODEL CONVERSATION—LESSON 6 (NOT CODED)**

**Prompt: What do you notice in the infographic? Use details from the text to CLARIFY your ideas.**

<b>Student A1:</b>	I notice that the title says “Be a Good Citizen!”. There are three rows with two pictures each. What can you add?
<b>Student B1:</b>	I notice that there are six pictures of children on a playground and in a classroom at school. There is a paragraph below each picture. What else can you add?
<b>Student A2:</b>	I heard you say that there are pictures with children in them and text below each picture explaining each one. I want to add that the subtitle says, “Be Safe” in the first row right under the title. What else can you add?
<b>Student B2:</b>	I heard you say that the first heading says to be safe. I want to add that there are two pictures underneath the heading. One of the pictures shows children playing on the playground waiting in line to go on the red slide. They are taking turns sliding down. The text says that they are cooperating. What else can you add?
<b>Student A3:</b>	I heard you say that the students are playing safely by cooperating on the playground. I want to add that the picture next to it shows two students. The boy in the yellow shirt is yelling at the girl who is covering her ears. The text says the boy is bullying the other student by screaming. What else can you add?
<b>Student B3:</b>	I heard you say that the boy is being a bully because he is threatening the girl. I want to add that the next heading says “Be Respectful”. What else can you add?
<b>Student A4:</b>	I heard you say that another subtitle in the infographic says to “Be Respectful”. I want to add that underneath the subtitle there is a picture of a boy who is making a silly face. What else can you add?
<b>Student B4:</b>	I heard you say there is a boy who is acting foolishly. I want to add that the text underneath that picture says “Respectful students do not distract others”. What else can you add?

# BE A GOOD CITIZEN!



## BE SAFE

Everyone has the right to feel safe at school.



**Good citizens** make sure that others feel **safe** and **welcome**. They treat others with **kindness**. They also **follow rules** to keep everyone safe.

**Good citizens** do not whisper unkind words about other students. They do not make their classmates feel **unwelcome**.



## BE RESPECTFUL

Treat others the way you want to be treated.



**Good citizens** look and listen to the speaker. They do not **distract** others. They do not grab others. They do not bother others.

**Good citizens** do not **distract** others. They do not grab or bother others. **Good citizens** keep their hands to themselves.



## BE RESPONSIBLE

You are in charge of you!



**Good citizens** make responsible choices. They **work and share** materials like computers and books. They let others have a turn.

**Good citizens do not fight** over materials. They understand that being selfish is not responsible. They **think of** their others, too.

**VISUAL TEXT & INFOGRAPHIC MODEL CONVERSATION - LESSON 7-9 (CODED FOR TEACHER REFERENCE ONLY)**

**Prompt: What do the texts help you to understand? Use details to CLARIFY.**

<b>Student A1:</b>	The texts help me understand how we should work together. [ID] What is your idea? [PR]
<b>Student B1:</b>	The texts help me understand how students should behave. [ID] What details can you add? [PR]
<b>Student A2:</b>	I heard you say that both texts help you understand how children should act. [PAR] I want to add that the visual text shows three students focused on slicing and studying red tomatoes. [BO] They are working together on their class project. [BO] What other details can you add? [PR]
<b>Student B2:</b>	I think you said that the visual text helps you understand how students show interest in their group work. [PAR] I would like to add that the infographic shows students focusing on their work while sitting on the rug. [BO] They are behaving respectfully by looking at and listening to the speaker. [BO] What other details can you add? [PR]
<b>Student A3:</b>	I heard you say that the students on the rug are being respectful to the person talking. [PAR] I want to add that the visual text shows one student wearing a white shirt holding half of a tomato with a silver knife stuck through it. [BO] He is not being a good citizen because he is not working safely or respectfully with his group. [BO] What other details can you add? [PR]
<b>Student B3:</b>	I think you said that the student wearing the white shirt is not acting respectfully toward his group because he is being unsafe. [PAR] I would like to add that the infographic shows a boy making a silly face and throwing something in the classroom. [BO] He is not being respectful because he is distracting others. [BO] What other details can you add? [PR]
<b>Student A4:</b>	I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work. [PAR] I want to add that in the visual text the boy with the white shirt is trying to distract the other boy. [BO] That is not a good way to work together. [BO] What other details can you add? [PR]
<b>Student B4:</b>	I think you said that one boy is trying to distract another student from his work. [PAR] I would like to add that the infographic says to keep your hands and bodies in your own space. [BO] This helps you to behave by staying focused and not distracting others. [BO] What other details can you add? [PR]

**VISUAL TEXT & INFOGRAPHIC MODEL CONVERSATION - LESSON 7-9 (NOT CODED)**

**Prompt: What do the texts help you to understand? Use details to CLARIFY.**

<b>Student A1:</b>	The texts help me understand how we should work together. What is your idea?
<b>Student B1:</b>	The texts help me understand how students should behave. What details can you add?
<b>Student A2:</b>	I heard you say that both texts help you understand how children should act. I want to add that the visual text shows three students focused on slicing and studying red tomatoes. They are working together on their class project. What other details can you add?
<b>Student B2:</b>	I think you said that the visual text helps you understand how students show interest in their group work. I would like to add that the infographic shows students focusing on their work while sitting on the rug. They are behaving respectfully by looking at and listening to the speaker. What other details can you add?
<b>Student A3:</b>	I heard you say that the students on the rug are being respectful to the person talking. I want to add that the visual text shows one student wearing a white shirt holding half of a tomato with a silver knife stuck through it. He is not being a good citizen because he is not working safely or respectfully with his group. What other details can you add?
<b>Student B3:</b>	I think you said that the student wearing the white shirt is not acting respectfully toward his group because he is being unsafe. I would like to add that the infographic shows a boy making a silly face and throwing something in the classroom. He is not being respectful because he is distracting others. What other details can you add?
<b>Student A4:</b>	I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work. I want to add that in the visual text the boy with the white shirt is trying to distract the other boy. That is not a good way to work together. What other details can you add?
<b>Student B4:</b>	I think you said that one boy is trying to distract another student from his work. I would like to add that the infographic says to keep your hands and bodies in your own space. This helps you to behave by staying focused and not distracting others. What other details can you add?

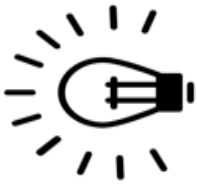





**Prompt: What do the texts help you to understand? Use details to CLARIFY.**

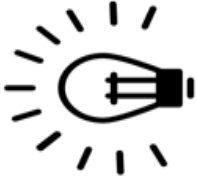



<b>Student A1:</b>	We need to be safe, respectful and responsible.
<b>Student B1:</b>	The title is “Be a Good Citizen!”.
<b>Student A2:</b>	The visual text is about a classroom project.
<b>Student B2:</b>	It also has kids at centers.
<b>Student A3:</b>	Yeah. In the infographic, some kids are good and some are bad.
<b>Student B3:</b>	I agree. They shouldn’t throw things.
<b>Student A4:</b>	I agree. I think it’s good to raise your hand.
<b>Student B4:</b>	I notice that, too. The infographic also talks about playing with playdough.

Emerging (Lessons 7-9)

# Prompt and Response Starters

	<b>Initial Idea</b>	I understand...
	<b>Paraphrase</b>	I heard...
	<b>Build On</b>	I want to add...
	<b>Prompt</b>	What else...?

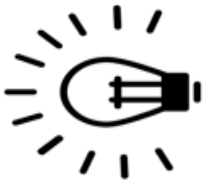



# Prompt and Response Starters





	<b>Initial Idea</b>	I understand...
	<b>Paraphrase</b>	I heard...
	<b>Build On</b>	I want to add...
	<b>Prompt</b>	What else...?

Emerging (Lessons 7-9)

Prompt and Response Starters





Prompt and Response Starters





	<b>Initial Idea</b>	I understand...
	<b>Paraphrase</b>	You said...
	<b>Build On</b>	I think...
	<b>Prompt</b>	What can you add?

	<b>Initial Idea</b>	I understand...
	<b>Paraphrase</b>	You said...
	<b>Build On</b>	I think...
	<b>Prompt</b>	What can you add?

Prompt and Response Starters

Prompt and Response Starters

	Initial Idea	The texts help me understand...
	Paraphrase	I heard you say...
	Build On	I would like to add...
	Prompt	What else do you notice?





	Initial Idea	The texts help me understand...
	Paraphrase	I heard you say...
	Build On	I would like to add...
	Prompt	What else do you notice?

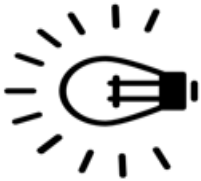





Expanding (Lessons 7-9)

Prompt and Response Starters





Prompt and Response Starters





	<b>Initial Idea</b>	The texts help me understand...
	<b>Paraphrase</b>	I think you said...
	<b>Build On</b>	I also think...
	<b>Prompt</b>	What else can you add?

	<b>Initial Idea</b>	The texts help me understand...
	<b>Paraphrase</b>	I think you said...
	<b>Build On</b>	I also think...
	<b>Prompt</b>	What else can you add?

## Prompt and Response Starters





## Prompt and Response Starters





	<b>Initial Idea</b>	What I understand from the texts is...
	<b>Paraphrase</b>	In other words, ...
	<b>Build On</b>	Additionally, ...
	<b>Prompt</b>	What other details can you add?

	<b>Initial Idea</b>	What I understand from the texts is...
	<b>Paraphrase</b>	In other words, ...
	<b>Build On</b>	Additionally, ...
	<b>Prompt</b>	What other details can you add?

## Prompt and Response Starters

## Prompt and Response Starters

	<b>Initial Idea</b>	What I understand from the texts is...
	<b>Paraphrase</b>	To paraphrase...
	<b>Build On</b>	Another detail is...
	<b>Prompt</b>	How can you add to this idea?

	<b>Initial Idea</b>	What I understand from the texts is...
	<b>Paraphrase</b>	To paraphrase...
	<b>Build On</b>	Another detail is...
	<b>Prompt</b>	How can you add to this idea?



Multilingual & Multicultural Education Department  
STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)



Student A: _____ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1)	
Student B: _____ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____	
Conversation Objective (TLF 3a1): Teacher Prompt (TLF 3b1 & 2):	
<b>STEPS:</b>	
1. Transcribe the language sample below & list date.	<b>DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):</b>
2. Write the score and a brief rationale for the scores on the back of this form.	<ul style="list-style-type: none"> <li>Students create or choose a relevant initial idea(s) that is <b>effectively</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>meaningfully/consistently</b> clarify idea(s) by paraphrasing, defining and/or elaborating</li> <li>Students fortify ideas using <b>well-connected</b> evidence, examples and/or explanations</li> </ul>
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.	<ul style="list-style-type: none"> <li>Students create or choose a relevant initial idea(s) that is <b>sufficiently</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>adequately</b> clarify idea(s) by paraphrasing, defining and/or elaborating</li> <li>Students fortify ideas using <b>consistent</b> evidence, examples and/or explanations</li> <li>Students create or choose a relevant initial idea(s) that is <b>somewhat</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>inconsistently</b> clarify idea(s) by paraphrasing, defining and/or elaborating</li> <li>Students <b>inconsistently</b> fortify ideas using <b>loosely connected</b> evidence, examples and/or explanations</li> <li>Students <b>do not</b> create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)</li> <li>Students <b>do not</b> clarify idea(s) by paraphrasing, defining and/or elaborating</li> <li>Students <b>do not</b> fortify ideas using evidence, examples and/or explanations</li> </ul>
	<b>DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 &amp; 4)</b>
	<ul style="list-style-type: none"> <li>Students <b>effectively</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>effectively</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>effectively</b> explain and/or negotiate final decisions</li> </ul>
	<ul style="list-style-type: none"> <li>Students <b>sufficiently</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>sufficiently</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>sufficiently</b> explain and/or negotiate final decisions</li> </ul>
	<ul style="list-style-type: none"> <li>Students <b>inconsistently</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>inconsistently</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>inconsistently</b> explain and/or negotiate final decisions</li> </ul>
	<ul style="list-style-type: none"> <li>Students <b>do not</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>do not</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>do not</b> explain and/or negotiate final decisions</li> </ul>
<b>STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)</b>	
COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.	
DATE:	

September 15, 2015

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



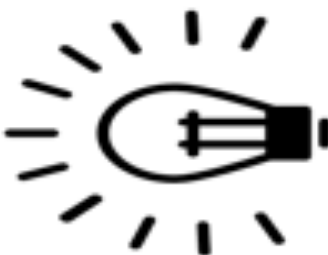






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STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)

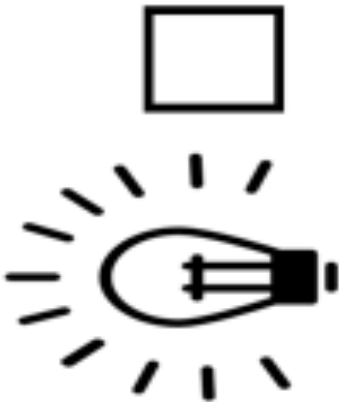




















<b>STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension</b>	
<b>DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):</b>	
Score	
<b>DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 &amp; 4):</b>	
Score	
<b>STEP 3 – Instructional Implications (TLF 1a2, 1b1, &amp; 5a2): Refer to the CA ELD Standards and list instructional implications for each student</b>	
<b>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.</b>	

<b>Instructional Implications for Student A:</b>	<b>Instructional Implications for Student B:</b>



Student A			
1			
 <b>Initial Idea</b>		 <b>Paraphrase</b>	
		 <b>Build on</b>	
		 <b>Prompt</b>	
		 <b>Paraphrase</b>	
		 <b>Build on</b>	
		 <b>Prompt</b>	

Student B	1	 <b>Initial Idea</b>		 <b>Prompt</b>	
	2	 <b>Paraphrase</b>		 <b>Build on</b>	  <b>Prompt</b>
	3	 <b>Paraphrase</b>		 <b>Build on</b>	  <b>Prompt</b>
	4	 <b>Paraphrase</b>		 <b>Build on</b>	  <b>Prompt</b>

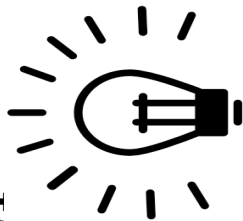
**Non-Model Revision Tool—CREATE & CLARIFY**

**Prompt: What do the texts help you understand? Use details to clarify.**

<b>Student A1:</b>	We need to be safe, respectful and responsible.
<b>Student B1:</b>	The title is "Be a Good Citizen!".
<b>Student A2:</b>	The visual text is about a classroom project.
<b>Student B2:</b>	It also has kids at centers.
<b>Student A3:</b>	Yeah. In the infographic, some kids are good and some are bad.
<b>Student B3:</b>	I agree. They shouldn't throw things.
<b>Student A4:</b>	I agree. I think it's good to raise your hand.
<b>Student B4:</b>	I notice that, too. The infographic also talks about playing with playdough.

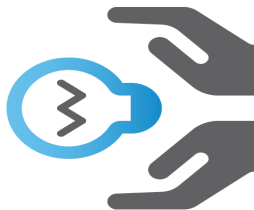
# PARAGRAPH CRITERIA CHART

#1



☐ The first sentence has the main topic or important idea.

#2



☐ The next sentences have key details about the main topic or important idea.

#3



☐ The sentences are organized and connected with transition words.

☐ There is a closing to the paragraph.



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## Grade 1 Paragraph Guide Lessons 10 & 11 CREATE/CLARIFY

**The texts help me understand...**

One example is...

In conclusion, ...

**EM-EX**



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## Grade 1 Paragraph Guide Lessons 10 & 11 CREATE/CLARIFY

**The texts help me understand...**

One example is...

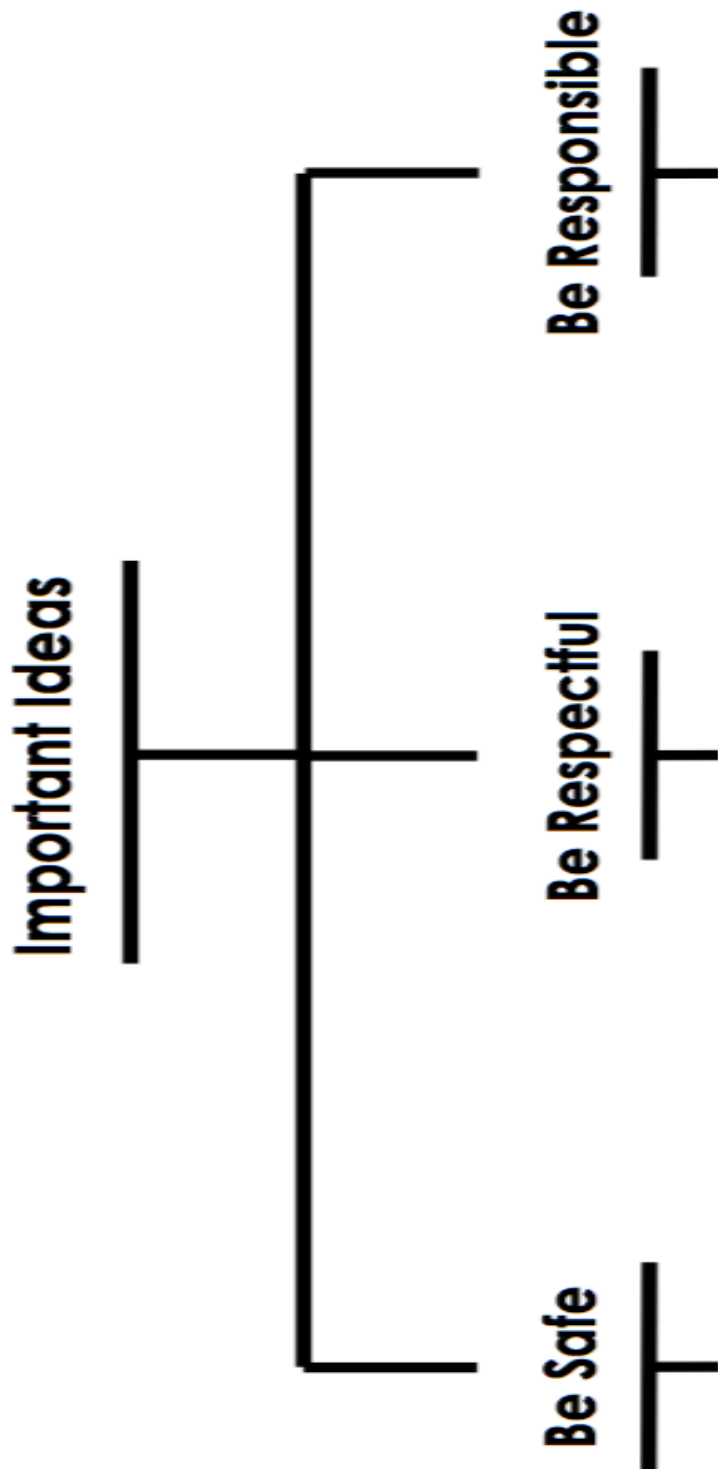
Another example is...

In conclusion, ...



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**EX-BR**

A 3x3 grid of blue vertical bars. Each bar is a solid blue rectangle, oriented vertically, and they are arranged in three rows and three columns. The bars are of uniform height and width, and are separated by small gaps. The entire grid is set against a white background.

The texts help me understand how to be a responsible citizen. One example is cooperating with others by taking turns. Another example is being safe by using learning tools carefully. In conclusion, being a good citizen means doing your best to be safe and cooperative.



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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



Student Name: _____		Overall CELDT Proficiency Level: _____		L: _____	S: _____	R: _____	W: _____
ELD/Language Objective:		Complex Prompt:					
<b>STEPS:</b> 1. Write or attach an oral language sample and list date. 2. Write the score and a brief rationale for the scores on the back of this form. 3. Refer to the CA ELD Standards and guiding questions to develop instructional implications.		<b>DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:</b> <ul style="list-style-type: none"> <li>4 First sentence clearly helps listeners understand what the idea will be</li> <li>3 First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity</li> <li>2 First sentence vaguely gives listeners and idea of what the idea will be</li> <li>1 First sentence is unclear</li> </ul>	<b>DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:</b> <ul style="list-style-type: none"> <li>4 Next sentences effectively clarify and/or use evidence to support the first sentence</li> <li>3 Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity</li> <li>2 Next sentences vaguely clarify and/or use evidence to support the first sentence</li> <li>1 Next sentences do not clarify and/or use evidence to support the first sentence</li> </ul>	<b>DIMENSION 3 Sentences are logically organized and connected:</b> <ul style="list-style-type: none"> <li>4 Sentences are effectively organized and connected (e.g., using transitions)</li> <li>3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity</li> <li>2 Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity</li> <li>1 Sentences are not organized nor connected (e.g., using transitions)</li> </ul>			

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



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



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

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

Score

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

Score

**DIMENSION 3** Sentences are logically organized and connected:

Score

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

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

Instructional Implications for Student:

November 29, 2016

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



The texts help me understand how to be a good citizen. One example is taking turns and sharing materials with each other.

In conclusion, a responsible citizen works well with others.



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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Overall CELDT Proficiency Level: \_\_\_\_\_ L: \_\_\_\_\_ S: \_\_\_\_\_ R: \_\_\_\_\_ W: \_\_\_\_\_

Complex Prompt:

ELD/Language Objective:

**STEPS:**

1. Write or attach a writing sample and list date.
2. Write the score and a brief rationale for the scores on the back of this form.
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications.

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

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

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

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

**DIMENSION 3 Sentences are logically organized and connected:**

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

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

November 18, 2016

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 rationale for each dimension.**

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

Score

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

Score

**DIMENSION 3** Sentences are logically organized and connected:

Score

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

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

Instructional Implications for Student:

# **VISUAL TEXT & INFOGRAPHIC MODEL CONVERSATION LESSON 12-14 (CODED FOR TEACHER REFERENCE ONLY)**

**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

<b>Student A1:</b>	An <b>important idea</b> in <b>both texts</b> is to think about how we treat others. <b>[ID]</b> <u>What is your idea?</u> <b>[PR]</b>
<b>Student B1:</b>	An <b>important idea</b> in <b>both texts</b> is how students should behave at school. <b>[ID]</b> <u>Tell me more about your idea.</u> <b>[PR]</b>
<b>Student A2:</b>	<u>Your idea is</u> that students should behave. <b>[PAR]</b> <u>I think</u> <b>one important idea</b> in <b>both texts</b> is treating others with kindness. <b>[BO]</b> <u>In the <b>visual text</b></u> the <b>kind teacher</b> is smiling at the students. <b>[BO]</b> <u>Tell me more about your idea.</u> <b>[PR]</b>
<b>Student B2:</b>	<u>Your idea is</u> we should be kind to others. <b>[PAR]</b> <u>I think</u> <b>one important idea</b> in <b>both texts</b> is how students should act at school. <b>[BO]</b> <u>The infographic shows how</u> <b>responsible students</b> take turns using playdough to make letters. <b>[BO]</b> <u>What can you add?</u> <b>[PR]</b>
<b>Student A3:</b>	<u>I think you said</u> that <b>responsible students</b> cooperate by taking turns. <b>[PAR]</b> <u>I would like to add</u> that students should not distract others by making <b>silly faces</b> . <b>[BO]</b> Making <b>silly faces</b> is not a <b>kind way</b> to treat others. <b>[BO]</b> <u>What can you add?</u> <b>[PR]</b>
<b>Student B3:</b>	<u>I heard you say</u> that making funny <b>faces</b> is distracting and is not how we should treat each other. <b>[PAR]</b> <u>I would like to add</u> that <b>respectful students</b> behave by concentrating on their work. <b>[BO]</b> <u>The infographic shows</u> students raising a <b>quiet hand</b> and facing forward. <b>[BO]</b> <u>Can you give an example?</u> <b>[PR]</b>
<b>Student A4:</b>	<u>I think you said</u> raising a <b>quiet hand</b> is a responsible way to behave. <b>[PAR]</b> <u>The <b>visual text</b> shows</u> <b>three students</b> who are focused while they slice <b>red tomatoes</b> in a <b>small group</b> . <b>[BO]</b> They are not distracting each other. <b>[BO]</b> <u>I think</u> this is an example of how to behave and treat others with respect. <b>[BO]</b> <u>Can you give an example?</u> <b>[PR]</b>
<b>Student B4:</b>	<u>I heard you say</u> when you focus on your work you are behaving and you are also treating others respectfully. <b>[PAR]</b> <u>The infographic shows</u> a student wearing a <b>grey shirt</b> who is not sharing materials. <u>I think</u> this is an example of how not to behave. <b>[BO]</b> <u>I think</u> it is also an example of how not to treat others because he's not considering his classmate's feelings. <b>[BO]</b> <u>Can you give an example?</u> <b>[PR]</b>

**VISUAL TEXT & INFOGRAPHIC MODEL CONVERSATION - LESSON 12-14 (NOT CODED)**

**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

**Student A1:** An important idea in both texts is to think about how we treat others. What is your idea?

**Student B1:** An important idea in both texts is how students should behave at school. Tell me more about your idea.

**Student A2:** Your idea is that students should behave. I think one important idea in both texts is treating others with kindness. In the visual text the kind teacher is smiling at the students. Tell me more about your idea.

**Student B2:** Your idea is we should be kind to others. I think one important idea in both texts is how students should act at school. The infographic shows how responsible students take turns using playdough to make letters. What can you add?

**Student A3:** I think you said that responsible students cooperate by taking turns I would like to add that students should not distract others by making silly faces. Making silly faces is not a kind way to treat others. What can you add?

**Student B3:** I heard you say that making funny faces is distracting and is not how we should treat each other. I would like to add that respectful students behave by concentrating on their work. The infographic shows students raising a quiet hand and facing forward. Can you give an example?

**Student A4:** I think you said raising a quiet hand is a responsible way to behave. The visual text shows three students who are focused while they slice red tomatoes in a small group. They are not distracting each other. I think this is an example of how to behave and treat others with respect. Can you give an example?

**Student B4:** I heard you say when you focus on your work you are behaving and you are also treating others respectfully. The infographic shows a student wearing a grey shirt who is not sharing materials. I think this is an example of how not to behave. I think it is also an example of how not to treat others because he's not considering his classmate's feelings. Can you give an example?



**FORTIFY VISUAL TEXT & INFOGRAPHIC NON-MODEL (LESSON 12-14)**





**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.





<b>Student A1:</b>	This is about bad kids.
<b>Student B1:</b>	This is about being nice.
<b>Student A2:</b>	The kids are working together.
<b>Student B2:</b>	I see a selfish kid who isn't sharing materials.
<b>Student A3:</b>	Three students are slicing red tomatoes.
<b>Student B3:</b>	The other boy is playing with the knife. That's bad.
<b>Student A4:</b>	I think both texts show that it's important to be good.
<b>Student B4:</b>	I think so, too.

Emerging (Lessons 12-14)

Prompt and Response Starters

Prompt and Response Starters





	My idea is...
Initial Idea	
	I heard...
Paraphrase	
	I want to add...
Build On	
	What can you add?
Prompt	





	My idea is...
Initial Idea	
	I heard...
Paraphrase	
	I want to add...
Build On	
	What can you add?
Prompt	

Emerging (Lessons 12-14)

Prompt and Response Starters

Prompt and Response Starters





	Initial Idea	My idea is...
	Paraphrase	You said...
	Build On	The text shows...
	Prompt	What can you add?





	Initial Idea	My idea is...
	Paraphrase	You said...
	Build On	The text shows...
	Prompt	What can you add?

Expanding (Lessons 12-14)

Prompt and Response Starters

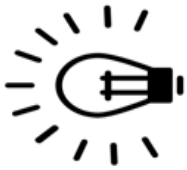



Prompt and Response Starters

	An important idea...
	I heard you say...
	In the visual text...
	What else can you add?
Initial Idea	
Paraphrase	
Build On	
Prompt	

	An important idea...
	I heard you say...
	In the visual text...
	What else can you add?
Initial Idea	
Paraphrase	
Build On	
Prompt	

Expanding (Lessons 12-14)

Prompt and Response Starters

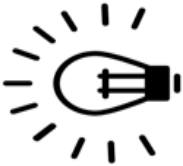



	Initial Idea	An important idea...
	Paraphrase	The infographic shows...
	Build On	I also think...
	Prompt	Can you give an example?

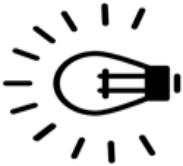





Bridging (Lessons 12-14)

Prompt and Response Starters

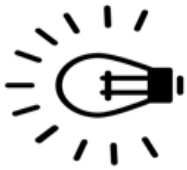



Prompt and Response Starters

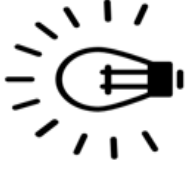



	Initial Idea	An important idea in both texts...
	Paraphrase	In other words, ...
	Build On	Another detail is...
	Prompt	What other details can you add?

	Initial Idea	An important idea in both texts...
	Paraphrase	In other words, ...
	Build On	Another detail is...
	Prompt	What other details can you add?

Bridging (Lessons 12-14)

Prompt and Response Starters

 Initial Idea	An important idea in both texts...
 Paraphrase	To paraphrase...
 Build On	In the text, I notice...
 Prompt	How can you add to this idea?

 Initial Idea	An important idea in both texts...
 Paraphrase	To paraphrase...
 Build On	In the text, I notice...
 Prompt	How can you add to this idea?

**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

**Student A1:** This is about bad kids.

**Student B1:** This is about being nice.

**Student A2:** The kids are working together.

**Student B2:** I see a selfish kid who isn't sharing materials.

**Student A3:** Three students are slicing red tomatoes.

**Student B3:** The other boy is playing with the knife. That's bad.

**Student A4:** I think both texts show that it's important to be good.

**Student B4:** I think so, too.

## Grade 1 Paragraph Guide Lessons 15 & 16 FORTIFY

**An important idea is...**

One example is...

In conclusion, ...



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**EM-EX**

## Grade 1 Paragraph Guide Lessons 15 & 16 FORTIFY

**An important idea in the texts**  
**is...**

One example is...

Another example is...

In conclusion, ...

**EX-BR**



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An important idea in the texts is how to behave respectfully at school. One example is to focus on your work and not distract others.

Another example is to keep your hands to yourself. In conclusion, behaving respectfully is an important part of being a good citizen.

An important idea is to behave at school.

One example is to focus on your work and not  
distract others. In conclusion, good citizens  
behave respectfully.

<b>Prompt:</b> Being a good citizen is important. Which text shows this idea better?	
<b>Student A1:</b>	I think the infographic shows the idea better because it shows many examples of being a good citizen. [ID] What do you think? [PR]
<b>Student B1:</b>	I think the visual text shows the idea better because it shows students being safe, respectful, and responsible citizens in class. [ID] What do you think? [PR]
<b>Student A2:</b>	Your idea is the visual text is better because it shows the students behaving. [PAR] The infographic shows students behaving inside and outside at school. [BO] An example is the students who are taking turns and sharing materials to make big letters. [BO] What do you think? [PR]
<b>Student B2:</b>	Your idea is the infographic is better because it shows many students behaving in different places at school. [PAR] The visual text shows three students who are being good citizens by focusing on their work. [BO] An example is the two students who are safely and responsibly slicing their juicy red tomatoes. [BO] What do you think? [PR]
<b>Student A3:</b>	I think you said the visual text is an example of students concentrating on their work. [PAR] The infographic shows students focused on their work, too. [BO] An example is the students on the rug raising a quiet hand and facing forward listening to the speaker. They are being good citizens. [BO] What do you think? [PR]
<b>Student B3:</b>	I heard you say the infographic also shows how students pay attention in the classroom. [PAR] The visual text shows examples of both good and bad behavior. [BO] An example is the student with the white shirt who is trying to distract others with his pierced tomato slice. He is not being a good citizen. [BO] What do you think? [PR]
<b>Student A4:</b>	I think you said that the visual text shows an example of how not to act in the classroom. [PAR] The infographic shows three examples of good and bad behavior. [BO] An example is the student who is not sharing the materials and is ignoring his partner. [BO] I think the infographic is better because it shows many examples of how to be a good citizen. [BO] What do you think? [PR]
<b>Student B4:</b>	I heard you say the infographic is better because it shows more examples of students being good citizens. [PAR] The visual text shows one classroom with different examples of how students should and should not behave. [BO] I still think the visual text is better. [BO] What do you think? [PR]

**VISUAL TEXT & INFOGRAPHIC MODEL– LESSONS 17 &18** (NOT CODED)

<b>Prompt:</b> Being a good citizen is important. Which text shows this idea better?	
<b>Student A1:</b>	I think the infographic shows the idea better because it shows many examples of being a good citizen. What do you think?
<b>Student B1:</b>	I think the visual text shows the idea better because it shows students being safe, respectful, and responsible citizens in class. What do you think?
<b>Student A2:</b>	Your idea is the visual text is better because it shows the students behaving. The infographic shows students behaving inside and outside at school. An example is the students who are taking turns and sharing materials to make big letters. What do you think?
<b>Student B2:</b>	Your idea is the infographic is better because it shows many students behaving in different places at school. The visual text shows three students who are being good citizens by focusing on their work. An example is the two students who are safely and responsibly slicing their juicy red tomatoes. What do you think?
<b>Student A3:</b>	I think you said the visual text is an example of students concentrating on their work. The infographic shows students focused on their work, too. An example is the students on the rug raising a quiet hand and facing forward listening to the speaker. They are being good citizens. What do you think?
<b>Student B3:</b>	I heard you say the infographic also shows how students pay attention in the classroom. The visual text shows examples of both good and bad behavior. An example is the student with the white shirt who is trying to distract others with his pierced tomato slice. He is not being a good citizen. What do you think?
<b>Student A4:</b>	I think you said that the visual text shows an example of how not to act in the classroom. The infographic shows three examples of good and bad behavior. An example is the student who is not sharing the materials and is ignoring his partner. I think the infographic is better because it shows many examples of how to be a good citizen. What do you think?
<b>Student B4:</b>	I heard you say the infographic is better because it shows more examples of students being good citizens. The visual text shows one classroom with different examples of how students should and should not behave. I still think the visual text is better. What do you think?

**VISUAL TEXT & INFOGRAPHIC NON-MODEL- LESSON 17 & 18**

**Prompt:** Being a good citizen is important. Which text shows this idea better?

**Student A1:** The infographic is good.

**Student B1:** The visual text is good because it shows kids in a classroom.

**Student A2:** I think the infographic is funny because it shows a boy making a silly face.

**Student B2:** I think so, too.

**Student A3:** I want to play with playdough.

**Student B3:** I like the visual text because it shows them making salsa.

**Student A4:** I want chips and salsa.





**Student B4:** Yum.







Emerging (Lessons 17-19)

Prompt and Response Starters

Prompt and Response Starters









	Initial Idea	I think...
	Paraphrase	I heard...
	Build On	I want to add...
	Prompt	What else...?

	Initial Idea	I think...
	Paraphrase	I heard...
	Build On	I want to add...
	Prompt	What else...?

Emerging (Lessons 17-19)

Prompt and Response Starters





Prompt and Response Starters





	I think....		I think...
Initial Idea		Initial Idea	
	You said...		You said....
Paraphrase		Paraphrase	
	I think...		I think...
Build On		Build On	
	What can you add?		What can you add?
Prompt		Prompt	

Expanding (Lessons 17-19)

Prompt and Response Starters

Prompt and Response Starters

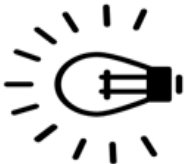



	Initial Idea	I think the ____ is better...
	Paraphrase	I heard you say...
	Build On	I would like to add...
	Prompt	What else do you notice?

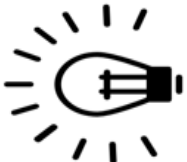



	Initial Idea	I think the ____ is better...
	Paraphrase	I heard you say...
	Build On	I would like to add...
	Prompt	What else do you notice?

Expanding (Lessons 17-19)

## Prompt and Response Starters

## Prompt and Response Starters





	I think the ____ is better...
	Your idea is...
	An example is...
	What do you think?
Initial Idea	
Paraphrase	
Build On	
Prompt	





	I think the ____ is better...
	Your idea is...
	An example is...
	What do you think?
Initial Idea	
Paraphrase	
Build On	
Prompt	

Bridging (Lessons 17-19)

Prompt and Response Starters

Prompt and Response Starters

	Initial Idea	I think that the ____ is better because...
	Paraphrase	In other words, ...
	Build On	Additionally, ...
	Prompt	What other details can you add?

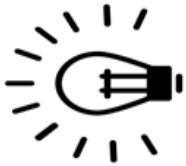



	Initial Idea	I think that the ____ is better because...
	Paraphrase	In other words, ...
	Build On	Additionally, ...
	Prompt	What other details can you add?

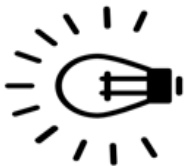





Bridging (Lessons 17-19)

Prompt and Response Starters

Prompt and Response Starters

	I think that the ____ is better because...
Initial Idea	
	To paraphrase...
Paraphrase	
	Another detail is...
Build On	
	How can you add to this idea?
Prompt	

	I think that the ____ is better because...
Initial Idea	
	To paraphrase...
Paraphrase	
	Another detail is...
Build On	
	How can you add to this idea?
Prompt	

**NON-MODEL REVISION TOOL - LESSON 19****Non-Model Revision Tool—NEGOTIATE**

**Prompt:** Being a safe, respectful, and responsible student is important. Which text shows this idea better?

**Student A1:** The infographic is good.

**Student B1:** The visual text is good because it shows kids in a classroom.

**Student A2:** I think the infographic is funny because it shows a boy making a silly face.

**Student B2:** I think so, too.

**Student A3:** I want to play with playdough.

**Student B3:** I like the visual text because it shows them making salsa.

**Student A4:** I want chips and salsa.

**Student B4:** Yum.

## Grade 1 Paragraph Guide Lessons 20 & 21 NEGOTIATE

The \_\_\_\_\_ is better because...

One example is...

In conclusion, ...

EM-EX



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## Grade 1 Paragraph Guide Lessons 20 & 21 NEGOTIATE

The \_\_\_\_\_ is better because...

One example is...

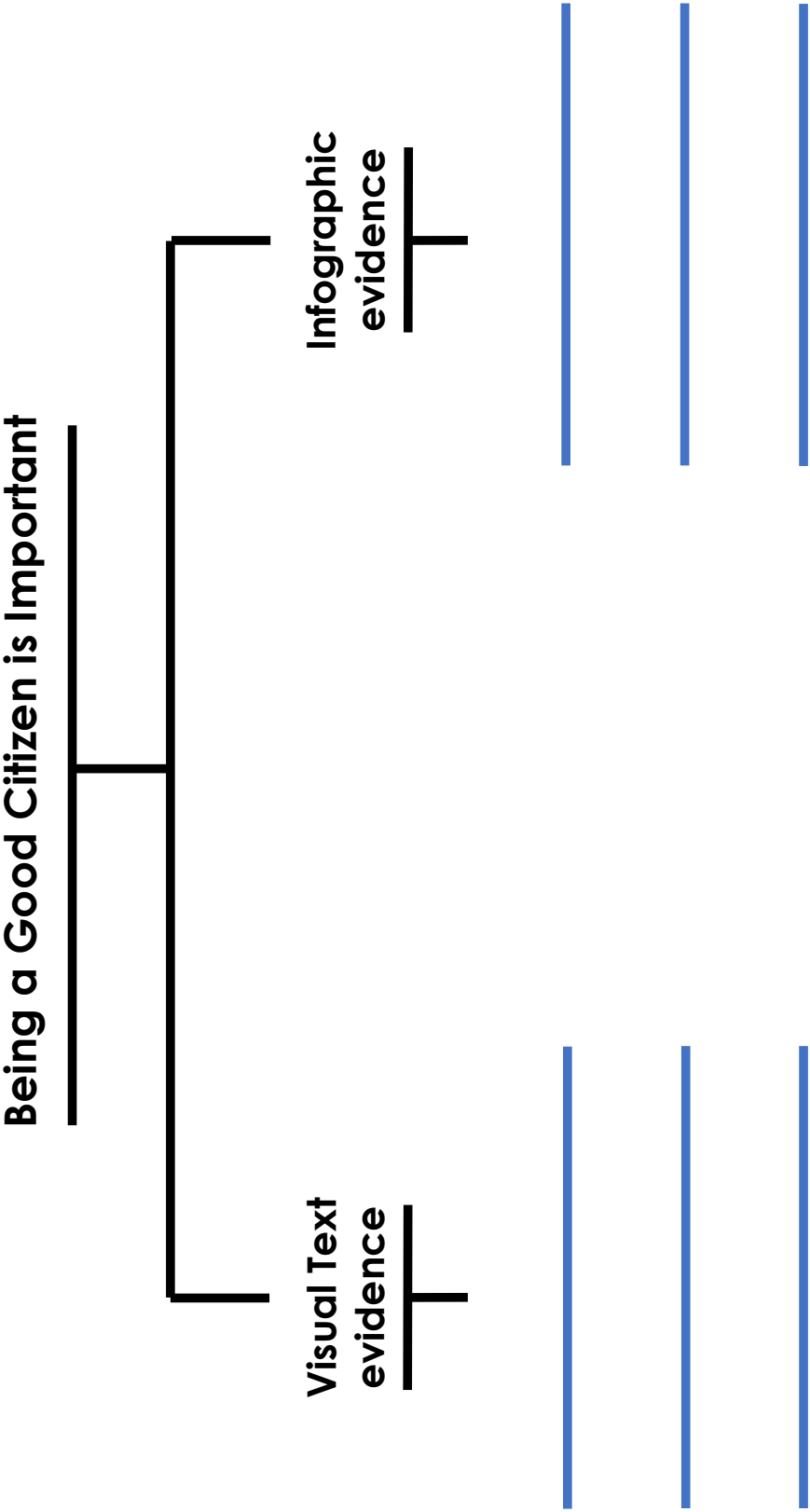
Another example is...

In conclusion, ...

EX-BR



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The visual text is better because it shows students behaving like good citizens in class with their teacher. One example is the students focusing on their work while they slice tomatoes safely. Another example is the boy who is studying the red tomato without being distracted. In conclusion, the visual text has better examples of citizenship.



The visual text is better because it shows students behaving well. One example is the students cutting tomatoes safely.

In conclusion, the visual text shows that being a good citizen is important.

# Project Criteria Chart



☐ Slide 1: has a title and a visual about the topic



☐ Slide 2: has a claim and a visual



☐ Slide 3: has one example and a visual



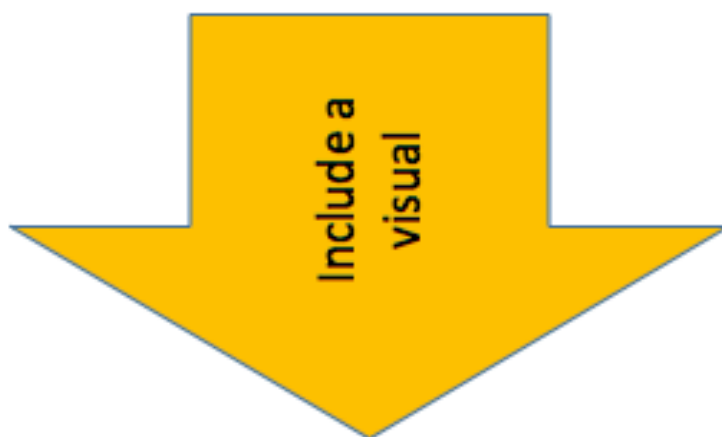
☐ Slide 4: has a call to action



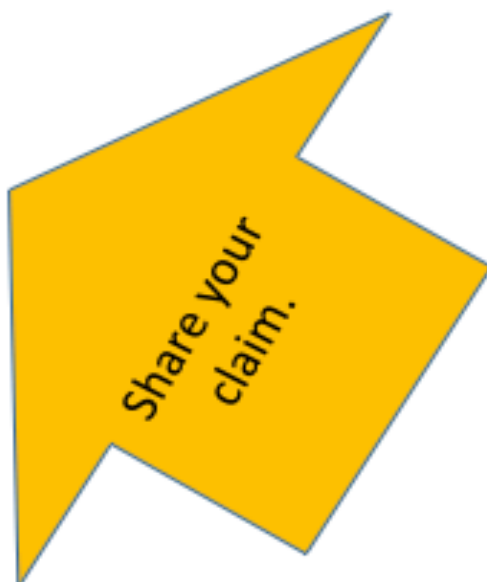
☐ All slides have words and visuals about the topic



Presented by: \_\_\_\_\_ and \_\_\_\_\_



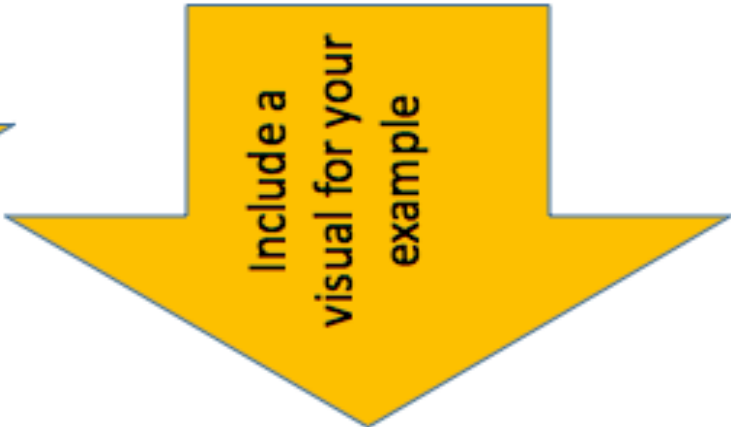
**Claim:**



# One example is...



Give one  
example.



Include a  
visual for your  
example

# Call to Action



Include a call  
to action.



Include a  
visual



COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23





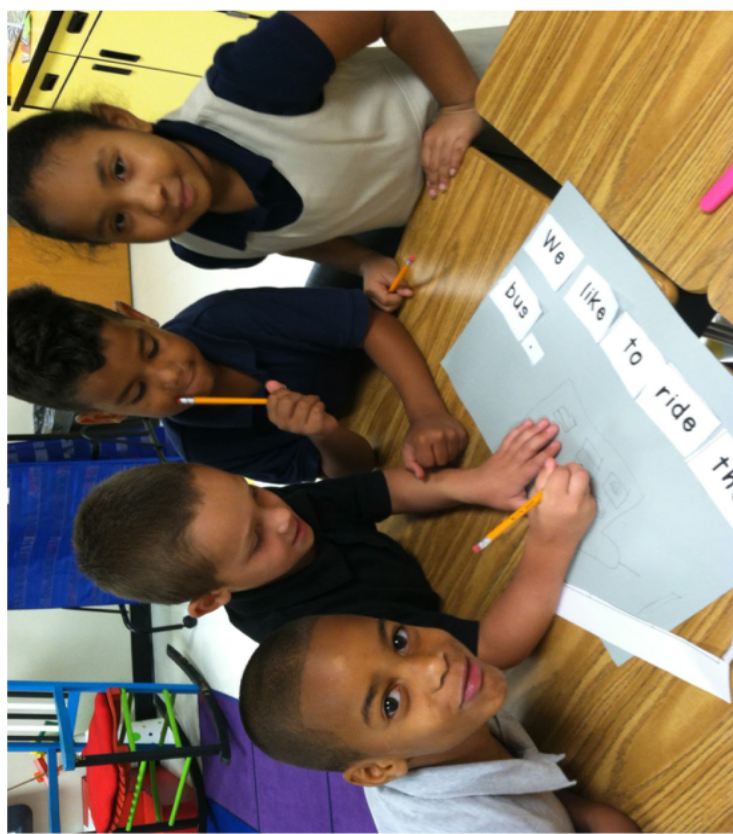
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23













COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23









COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23













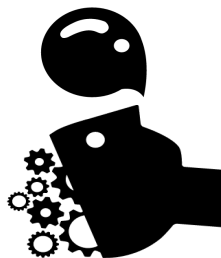


Team: \_\_\_\_\_

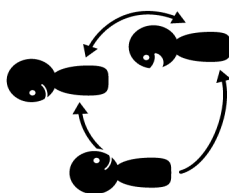
# Project Checklist

Checklist	Almost Always 	Sometimes 	Needs More Practice 
1. Title 			
2. Claim 			
3. Example 			
4. Call to Action 			
5. On Topic 			

# Presentation Criteria Chart

☐

**We will use rich vocabulary and complete sentences.**

☐

**We will take turns when presenting.**

☐

**We will use eye contact.**

☐

**We will speak appropriately and clearly.**

## Presentation Planning Tool

**Slide 1**

**My name is** \_\_\_\_\_

**My name is** \_\_\_\_\_

**My name is** \_\_\_\_\_

**The title of our presentation is** \_\_\_\_\_

\_\_\_\_\_

**Slide 2:** \_\_\_\_\_

(Name of Presenter)

**We think** \_\_\_\_\_

\_\_\_\_\_

**Slide 3:** \_\_\_\_\_

(Name of Presenter)

**For example,** \_\_\_\_\_

\_\_\_\_\_

**Slide 4:** \_\_\_\_\_

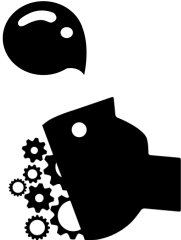
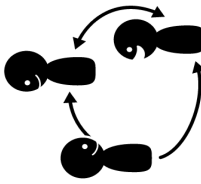


(Name of Presenter)

**What can you do to help?** \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

# Presentation Checklist

Checklist	Almost Always	Sometimes	Needs More Practice
 Complete Sentences			
 Take Turns			
 Eye Contact			
 Speak Clearly			



# Safe, Respectful and Responsible Students

## Safe Students

Do



Don't



## Respectful Students

Do



Don't



## Responsible Students

Do

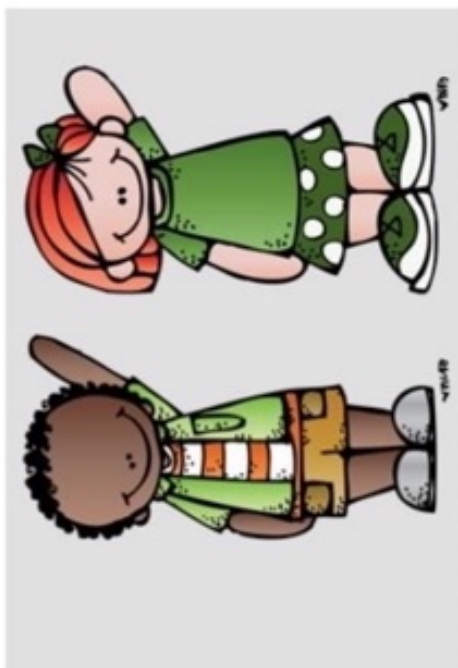


Don't



## Use your best effort.

I will always try my best.



## Be respectful.

I will listen when someone is talking.

I will be kind to others.



## Be responsible.

I will come to school on time & ready to learn.

I will share materials.




## Be safe.

I will follow directions quickly and quietly.

I will keep my hands and feet to myself.





 <b>SAFE</b>	 <b>RESPECTFUL</b>	 <b>RESPONSIBLE</b>
 <p>Stay in my area.</p>	 <p>Listen and follow directions the first time.</p>	 <p>Stay on task.</p>
 <p>Keep hands, feet, and belongings to myself.</p>	 <p>Encourage others.</p>	 <p>Be prepared with all necessary materials.</p>
 <p>Follow rules and procedures everywhere you go.</p>	 <p>Treat others the way you want to be treated.</p>	 <p>Always give your best effort.</p>
 <p>Use materials appropriately.</p>	 <p>Respect everyone's differences.</p>	 <p>Be a good listener and an active participant.</p>



