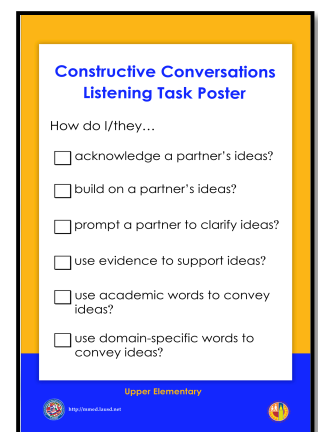
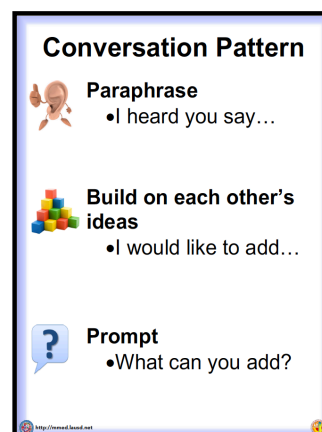


# Start Smart 2.0 - Conversation Practices



## Unit Resources

### Grade 2



**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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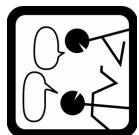
**NOTE:** *Start Smart 2.0 Teacher PowerPoint Model* and *Start Smart 2.0 Teacher PowerPoint Annotated* files are available on [mmed.lausd.net](http://mmed.lausd.net)



## **GIVE ONE-GET ONE PROTOCOL**

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





# Give One-Get One About \_\_\_\_\_

My 3 Ideas

Your Ideas

One thing I know about...

From Partner #1, I learned that...

Another thing I know about...

From Partner #2, I learned that...

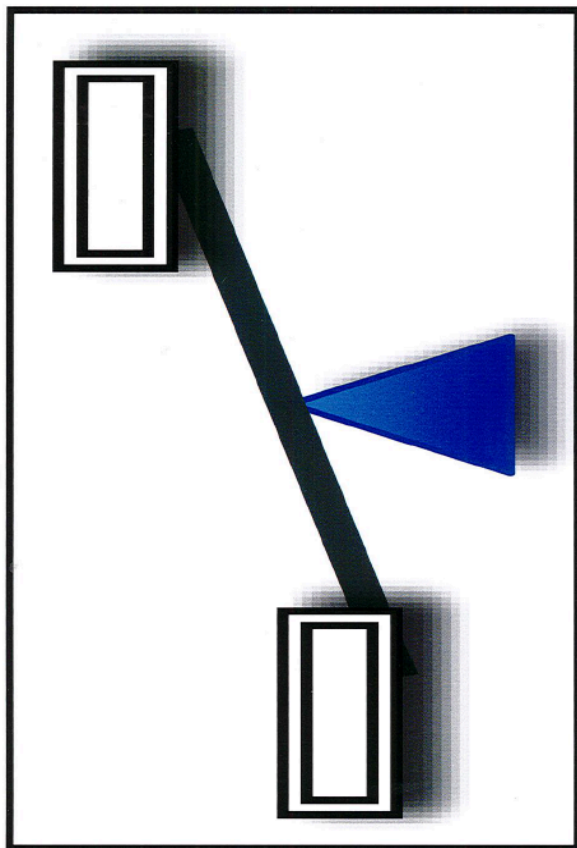
A third thing I know about...

From Partner #3, I learned that...

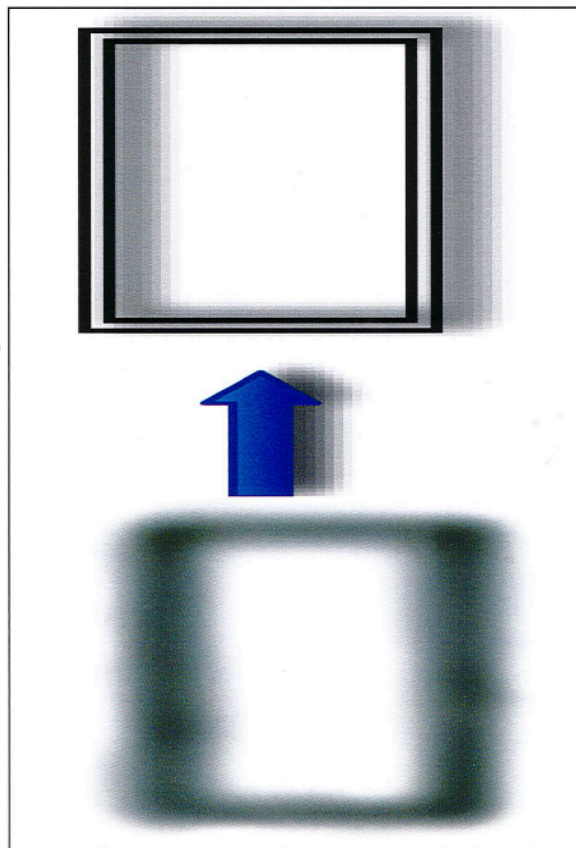


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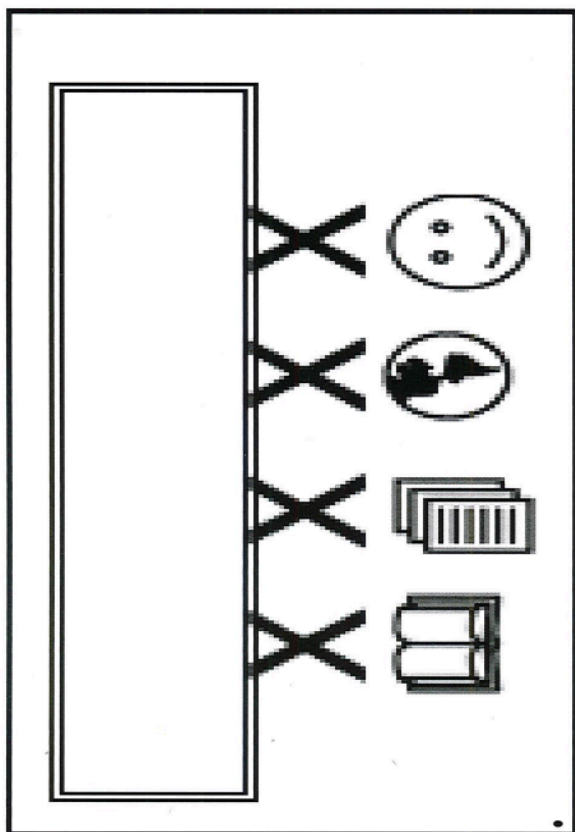
# Negotiate



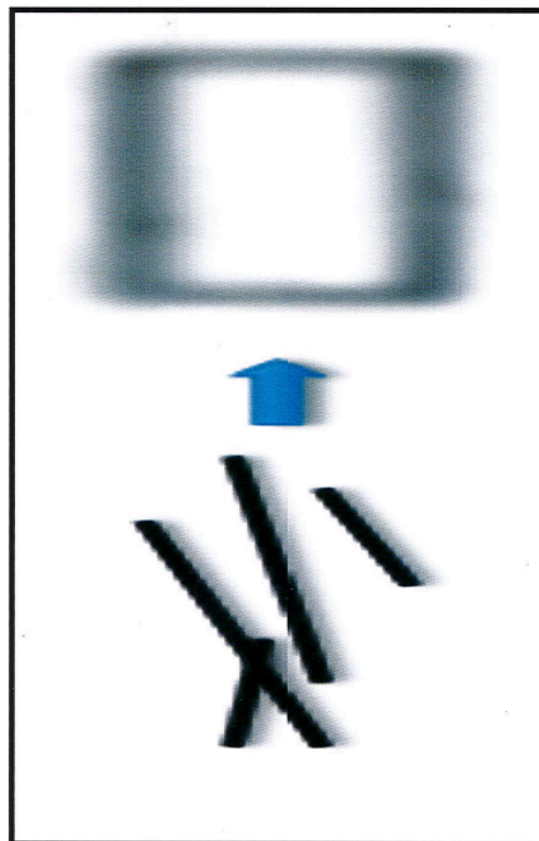
# Clarify



# Fortify



# Create





Multilingual & Multicultural Education Department  
2<sup>nd</sup> grade 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 _____	
Conversation Objective (TLF 3a1): _____							
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  
2<sup>nd</sup> grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (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 an idea (TLF 3b2):</b>	
Score	
<b>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 &amp; 4):</b>	
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.

<b>DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)</b>			
<b>A. COLLABORATIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
1. <b>Exchanging information and ideas (TLF 3b1 &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 learned phrases.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.
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. Recognize that language choices vary according to social setting with substantial support from peers or adults.	4. Adjust language choices according to purpose, task, and audience with moderate support from peers or adults.	4. Adjust language choices according to purpose, task, and audience with light support from peers or adults.
<b>DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 &amp; 4)</b>			
<b>B. INTERPRETIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
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.
<b>C. PRODUCTIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
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 writing.	12. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.	12. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

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

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?




## USE THROUGHOUT THE UNIT (SMALL OPTION)

Small Conversation Pattern Guide– 2/Page

### 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?

### 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?



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**TEACHER VISUAL TEXT FOR CONVERSATION PATTERN**  
**USE FOR LESSONS 2-4**





**STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE**  
**USE FOR LESSONS 2-4**





## Constructive Conversations Listening Task Poster

How do I/they...

- ☐ acknowledge a partner's ideas?
- ☐ build on a partner's ideas?
- ☐ prompt a partner to clarify ideas?
- ☐ use evidence to support ideas?
- ☐ use academic words to convey ideas?
- ☐ use domain-specific words to convey ideas?

Upper Elementary



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# CONVERSATION CODING KEY— CREATE/CLARIFY

ID	INITIAL IDEA
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
<u>UNDERLINE PROMPT &amp; RESPONSE STARTERS</u>	



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## LESSON 5 - VISUAL TEXT MODEL - (CODED FOR TEACHER REFERENCE ONLY)

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

<b>Student A1:</b>	I notice that the <b>top picture</b> shows the <b>brown cracked earth</b> and the <b>blue sky</b> in the background. <b>[ID]</b> <u>What do you notice?</u> <b>[PR]</b>
<b>Student B1:</b>	I notice the picture you described has a <b>white sign</b> that says “Food Grows Where Water Flows”. <b>[ID]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A2:</b>	I think you said that there’s a banner with a message about water. <b>[PAR]</b> <u>I would like to add that the <b>cracked ground</b> is dry; there is no water there.</u> <b>[BO]</b> <u>What more do you notice?</u> <b>[PR]</b>
<b>Student B2:</b>	I heard you say that the <b>waterless ground</b> is cracked and dry. <b>[PAR]</b> <u>Additionally, I notice that there are also some bushes and <b>dry grass</b> in the background below the banner.</u> <b>[BO]</b> <u>How can you add to this idea?</u> <b>[PR]</b>
<b>Student A3:</b>	I think you said that the <b>white banner</b> is surrounded by dry <b>vegetation</b> . <b>[PAR]</b> <u>I would like to add that there are <b>dry leaves</b> on the ground in the foreground of the bottom picture.</u> <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student B3:</b>	In other words, you are saying that the <b>bottom picture</b> also shows <b>dried up vegetation</b> . <b>[PAR]</b> <u>I would like to add that there is a <b>brown and white cow</b> laying on the <b>dry ground</b> next to a man holding a <b>water bottle</b> to its mouth.</u> <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student A4:</b>	In other words, you are saying that there is a man giving <b>bottled water</b> to the cow. <b>[PAR]</b> <u>I want to add that the <b>cow’s ribs</b> are visible underneath its <b>brown hide</b>.</u> <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student B4:</b>	What I heard you say that the man is giving water to the <b>scrawny cow</b> . <b>[PAR]</b> <u>I would like to add that the man is cradling the <b>cow’s mouth</b> as he gives it water to drink.</u> <b>[BO]</b>

## LESSON 5 - VISUAL TEXT MODEL - (NOT CODED)

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

<b>Student A1:</b>	I notice that the top picture shows the brown cracked earth and the blue sky in the background. What do you notice?
<b>Student B1:</b>	I notice the picture you described has a white sign that says “Food Grows Where Water Flows.” What else do you notice?
<b>Student A2:</b>	I think you said that there’s a banner with a message about water. I would like to add that the cracked ground is dry; there is no water there. What more do you notice?
<b>Student B2:</b>	I heard you say that the waterless ground is cracked and dry. Additionally, I notice that there are also some bushes and dry grass in the background below the banner. How can you add to this idea?
<b>Student A3:</b>	I think you said that the white banner is surrounded by dry vegetation. I would like to add that there are dry leaves on the ground in the foreground of the bottom picture. What else can you add?
<b>Student B3:</b>	In other words, you are saying that the bottom picture also shows dried up vegetation. I would like to add that there is a brown and white cow laying on the dry ground next to a man holding a water bottle to its mouth. What else can you add?
<b>Student A4:</b>	In other words, you are saying that there is a man giving bottled water to the cow. I want to add that the cow’s ribs are visible underneath its brown hide. What else do you notice?
<b>Student B4:</b>	In other words, there are different vegetables and fruits that are grown and sold in this community farm market. I want to add that the colorful sign also says “get involved”.

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

**Student A1:** There is a white sign with words on it.

**Student B1:** I notice that it's dry.

**Student A2:** I think this is about a drought. What do you think?

**Student B2:** I agree with you. I notice the cracks in the dry ground. What do you think?

**Student A3:** I think the man is taking care of the cow. What else can you add?

**Student B3:** Did you know that cows need water to live just like people?

**Student A4:** I notice the sign says we need water and the man is giving the cow water.

**Student B4:** No turn taken.

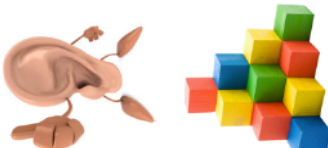





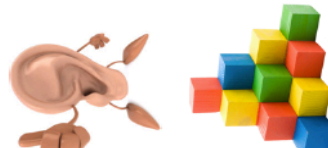



USE THROUGHOUT THE UNIT - CONVERSATION PATTERN GAME CARDS



Paraphrase + Build on + Prompt

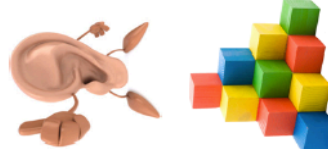

Paraphrase + Build on + Prompt



Paraphrase + Build on + Prompt

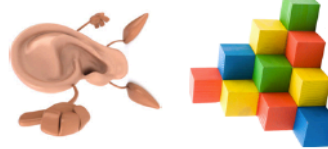

Paraphrase + Build on + Prompt

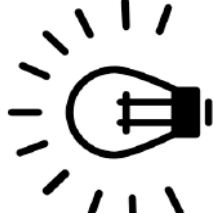

Paraphrase + Build on + Prompt

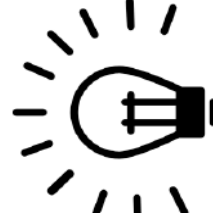

Paraphrase + Build on + Prompt

Initial Idea + Prompt

Initial Idea + Prompt



## LESSON 6 - INFOGRAPHIC MODEL - (CODED FOR TEACHER REFERENCE ONLY)

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

<b>Student A1:</b>	I notice the title says “save water” and below there is a icon that says “drop by drop” and it has two blue water drops next to each other. [ID] What do you notice? [PR]
<b>Student B1:</b>	I notice that there are another 15 icons in the shape of water drops with images and words. [ID] What else do you notice? [PR]
<b>Student A2:</b>	I heard you say that the sixteen water drop icons provide information. [PAR] I would like to add that many of them have images or words that tell about saving water just like in the title. [BO] What details can you cite? [PR]
<b>Student B2:</b>	I heard you say that the images and words in the infographic tell about conserving water. [PAR] In addition, I notice that one icon to the left of the “drop by drop” icon has water droplets falling from a gray pipe with an arm cranking a red wrench around it. [BO] Underneath it says “check pipes for leaks”. [BO] I think this means that one way to save water is to fix leaky pipes. [BO] What details can you cite? [PR]
<b>Student A3:</b>	In other words, the icon represents how we can conserve water by making sure the plumbing doesn’t leak. [PAR] Additionally, the water drop to the right of the “drop by drop” icon has three water droplets dripping from a black faucet with a red X beneath it. [BO] I think the red X means this does not help save water. [BO] What else do you notice? [PR]
<b>Student B3:</b>	In other words, the icon is telling us that dripping faucets don’t help us conserve water, so we should not let faucets drip. [PAR] I also notice, that other icons have red X’s for what we shouldn’t do and some have green check marks for the things we should do to save water. [BO] For example, there is an orange water drop that has both a red X and a green check mark. [BO] What can you add? [PR]
<b>Student A4:</b>	In other words, some icons tell you how to conserve water and others say what not to do. [PAR] I would like to add that the red X at the top of the orange icon shows one T-shirt and a black arrow pointing to a washing machine with a little bit of laundry in it. The bottom half of the icon shows a green check mark, many T-shirts and a black arrow pointing to a washing machine with lots of laundry in it. [BO] What else can you add? [PR]
<b>Student B4:</b>	So, what you are saying is that this icon is telling us that washing more clothes in one load, instead of one at a time, helps to conserve water. [PAR] Additionally, the blue icon underneath the orange icon recommends showering less to save water. [BO]

## LESSON 6 - INFOGRAPHIC MODEL - (NOT CODED)

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

<b>Student A1:</b>	I notice the title says “save water” and below there is an icon that says “drop by drop” and it has two blue water drops next to each other. What do you notice?
<b>Student B1:</b>	I notice that there are another 15 icons in the shape of water drops with images and words. What else do you notice?
<b>Student A2:</b>	I heard you say that the sixteen water drop icons provide information. I would like to add that many of them have images or words that tell about saving water just like in the title. What details can you cite?
<b>Student B2:</b>	I heard you say that the images and words in the infographic tell about conserving water. In addition, I notice that one icon to the left of the “drop by drop” icon has water droplets falling from a gray pipe with an arm cranking a red wrench around it. Underneath it says “check pipes for leaks”. I think this means that one way to save water is to fix leaky pipes. What details can you cite?
<b>Student A3:</b>	In other words, the icon represents how we can conserve water by making sure the plumbing doesn’t leak. Additionally, the water drop to the right of the “drop by drop” icon has three water droplets dripping from a black faucet with a red X beneath it. I think the red X means this does not help save water. What else do you notice?
<b>Student B3:</b>	In other words, the icon is telling us that dripping faucets don’t help us conserve water, so we should not let faucets drip. I also notice, that other icons have red X’s for what we shouldn’t do and some have green check marks for the things we should do to save water. For example, there is an orange water drop that has both a red X and a green check mark. What can you add?
<b>Student A4:</b>	In other words, some icons tell you how to conserve water and others say what not to do. I would like to add that the red X at the top of the orange icon shows one T-shirt and a black arrow pointing to a washing machine with a little bit of laundry in it. The bottom half of the icon shows a green check mark, many T-shirts and a black arrow pointing to a washing machine with lots of laundry in it. What else can you add?
<b>Student B4:</b>	So, what you are saying is that this icon is telling us that washing more clothes in one load, instead of one at a time, helps to conserve water. Additionally, the blue icon underneath the orange icon recommends showering less to save water.

## LESSON 6 - INFOGRAPHIC NON-MODEL

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

**Student A1:** The title says “save water”.

**Student B1:** I notice there are many water drops. What do you notice?

**Student A2:** I think it is about saving water. What do you think?

**Student B2:** I agree with you. I notice the green check marks.

**Student A3:** I also see red X's. What else can you add?

**Student B3:** I see that, too. I want to add that I think saving water is a good idea.

**Student A4:** I think saving water is good for the Earth.

**Student B4:** I will shower less.





**LESSON 7 & 8****VISUAL TEXT & INFOGRAPHIC MODEL - (CODED FOR TEACHER REFERENCE ONLY)**

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

<b>Student A1:</b>	My idea is that the <b>visual text</b> shows some reasons why we need to save water. [ID] I would like to add that the infographic tells <b>different ways</b> we can save water. [BO] What is your idea? [PR]
<b>Student B1:</b>	My idea is that the <b>visual text</b> shows why water is so important to people and animals. [ID] For example, the banner says “Food Grows Where Water Flows” and there is no water flowing for crops to grow. [BO] To elaborate, this clarifies that water is needed to grow food, which is important for people and animals. [BO] The infographic shows ways to save water in the home. What can you add to this idea? [PR]
<b>Student A2:</b>	I heard you say that <b>visual text</b> shows how essential water is to <b>living things</b> —for crops to grow and for animals and people to live. [PAR] I would like to add that at the top of the infographic there is an icon above the title that says “mulch retains water”. [BO] This is one way to help save water and help the plant grow. [BO] What <b>other details</b> can you cite? [PR]
<b>Student B2:</b>	To paraphrase, using mulch helps keep the water in the soil instead of drying up, so that the plant can grow. [PAR] I would like to add that the infographic shows another icon about how to save water for plants. [BO] It shows a person holding a <b>spray nozzle</b> and watering the soil around the plant at night. [BO] How can you elaborate on this idea? [PR]
<b>Student A3:</b>	In other words, watering plants at night helps to conserve water. [PAR] I would like to add that the <b>visual text</b> shows another example why conserving water is essential to living things. [BO] For example, the picture of the man cradling the <b>scrawny cow</b> while he gives it a drink of water from a <b>small plastic bottle</b> shows how much <b>living things</b> need water. [BO] This clarifies why the infographic tells us many ways to conserve water. [BO] How does the infographic make your idea clearer? [PR]
<b>Student B3:</b>	In other words, the texts clarify that reasons why we should care about saving water. [PAR] To elaborate, the <b>visual text</b> shows that plants dry up when the ground gets cracked and dried from a lack of water. [BO] Plants will not grow without water. [BO] The infographic clarifies that rainwater should be collected in a barrel to conserve it outside for watering plants and other uses. [BO] How does the infographic make your idea clearer? [PR]
<b>Student A4:</b>	So you are saying that the infographic helps you understand that saving rain can support plant growth. [PAR] Additionally, the <b>visual text</b> shows that although the ground near the man and the cow is dry, the <b>background trees</b> still have <b>green leaves</b> . [BO] They are drought tolerant and save water. The infographic clarifies that people should buy <b>drought tolerant plants</b> . [BO] Can you tell me more about how the infographic clarifies your thinking about the <b>visual text</b> ? [PR]
<b>Student B4:</b>	Your idea is that the infographic clarifies that using <b>drought tolerant plants</b> saves water. [PAR] I would like to add that the <b>visual text</b> shows the effects of not having enough water. Water is not flowing in either picture and food is not growing. [BO]



## LESSON 7 & 8 - VISUAL TEXT & INFOGRAPHIC MODEL - (NOT CODED)

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

<b>Student A1:</b>	My idea is that the visual text shows some reasons why we need to save water. I would like to add that the infographic tells different ways we can save water. What is your idea?
<b>Student B1:</b>	My idea is that the visual text shows why water is so important to people and animals. For example, the banner says “Food Grows Where Water Flows” and there is no water flowing for crops to grow. To elaborate, this clarifies that water is needed to grow food, which is important for people and animals. The infographic shows ways to save water in the home. What can you add to this idea?
<b>Student A2:</b>	I heard you say that visual text shows how essential water is to living things—for crops to grow and for animals and people to live. I would like to add that at the top of the infographic there is an icon above the title that says “mulch retains water”. This is one way to help save water and help the plant grow. What other details can you cite?
<b>Student B2:</b>	To paraphrase, using mulch helps keep the water in the soil instead of drying up, so that the plant can grow. I would like to add that the infographic shows another icon about how to save water for plants. It shows a person holding a spray nozzle and watering the soil around the plant at night. How can you elaborate on this idea?
<b>Student A3:</b>	In other words, watering plants at night helps to conserve water. I would like to add that the visual text shows another example why conserving water is essential to living things. For example, the picture of the man cradling the scrawny cow while he gives it a drink of water from a small plastic bottle shows how much living things need water. This clarifies why the infographic tells us many ways to conserve water. How does the infographic make your idea clearer?
<b>Student B3:</b>	In other words, the texts clarify that reasons why we should care about saving water. To elaborate, the visual text shows that plants dry up when the ground gets cracked and dried from a lack of water. Plants will not grow without water. The infographic clarifies that rainwater should be collected in a barrel to conserve it outside for watering plants and other uses. How does the infographic make your idea clearer?
<b>Student A4:</b>	So you are saying that the infographic helps you understand that saving rain can support plant growth. Additionally, the visual text shows that although the ground near the man and the cow is dry, the background trees still have green leaves. They are drought tolerant and save water. The infographic clarifies that people should buy drought tolerant plants. Can you tell me more about how the infographic clarifies your thinking about the visual text?
<b>Student B4:</b>	Your idea is that the infographic clarifies that using drought tolerant plants saves water. I would like to add that the visual text shows the effects of not having enough water. Water is not flowing in either picture and food is not growing.

**LESSON 7 & 8 - VISUAL TEXT & INFOGRAPHIC NON-MODEL**

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

<b>Student A1:</b>	We need to save water. The infographic tells us about how to save water.
<b>Student B1:</b>	The title is "Save water".
<b>Student A2:</b>	The visual text has different pictures of things without enough water.
<b>Student B2:</b>	It also has a sad cow drinking bottled water.
<b>Student A3:</b>	Yeah. In the infographic, they save water.
<b>Student B3:</b>	I agree. They fix the pipes.
<b>Student A4:</b>	I agree. I think the ground got too dry.



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



Student A: _____ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (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> <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> <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> <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: _____	



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

## LESSON 8

### 2<sup>nd</sup> Grade Non-Model Revision Tool—CREATE & CLARIFY

**Directions:** Work together with your partner to revise the Non-Model Constructive Conversation. Use the Listening Task Poster and the Conversation Pattern Guide to help you.

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

Student A1:	We need to save water. The infographic tells us about how to save water.
Student B1:	The title is “Save water”.
Student A2:	The visual text has different pictures of things without enough water.
Student B2:	It also has a sad cow drinking bottled water.
Student A3:	Yeah. In the infographic, they save water.
Student B3:	I agree. They fix the pipes.
Student A4:	I agree. I think the ground got too dry.
Student B4:	I notice that, too. The infographic also talks about watering at night.

## LESSONS 9, 14, &19

### CONVERSATION SCRIPT TOOL

**Directions:** Use your think time to consider the prompt and the text(s). Collaborate with your partner to write a Constructive Conversation in response to the prompt. Use the Listening Task Poster and your Conversation Pattern Guide to help you. Begin with an initial idea and then follow the **Conversation Pattern**.

**Prompt:**

**Student  
A1:**

**Student  
B1:**

**Student  
A2:**






**Student  
B2:**

**Student  
A3:**

**Student  
B3:**

**Student  
A4:**






**Student  
B4:**

 Initial Idea +  Prompt				
 Paraphrase				
 Build on				
 Prompt				






Feedback:

# LESSONS 9, 14, &19 - CONVERSATION PATTERN LISTENING TOOL (SMALL OPTION)






## Conversation Pattern Listening Tool

	 Initial Idea +  Prompt			
	 Paraphrase			
	 Build on			
	 Prompt			






**Feedback:**

	 Initial Idea +  Prompt			
	 Paraphrase			
	 Build on			
	 Prompt			

**Feedback:**

	 Initial Idea +  Prompt			
	 Paraphrase			
	 Build on			
	 Prompt			

**Feedback:**

	 Initial Idea +  Prompt			
	 Paraphrase			
	 Build on			
	 Prompt			


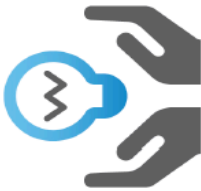

**Feedback:**



# **PARAGRAPH CRITERIA CHART (Large Option) - USE FOR LESSONS 10-11, 15-16, & 20-21**

## **PARAGRAPH CRITERIA CHART**

**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.

<p><b>#1</b></p> 	<p><input type="checkbox"/> <b>First sentence explains the main idea or topic of the paragraph.</b></p> <p><b>Feedback:</b></p>
<p><b>#2</b></p> 	<p><input type="checkbox"/> <b>Next sentences provide supporting details or evidence about the main idea or topic.</b></p> <p><b>Feedback:</b></p>
<p><b>#3</b></p> 	<p><input type="checkbox"/> <b>Sentences are organized and connected with transition words and include a closing.</b></p> <p><b>Feedback:</b></p>



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# PARAGRAPH CRITERIA CHART (Small Option) - USE FOR LESSONS 10-11, 15-16, & 20-21

## PARAGRAPH CRITERIA CHART

**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



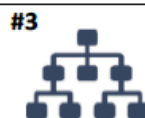
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



☐ Next sentences provide supporting details or evidence about the main idea or topic.

Feedback:



☐ Sentences are organized and connected with transition words and include a closing

Feedback:

## PARAGRAPH CRITERIA CHART

**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



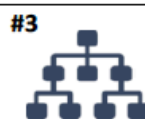
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



☐ Next sentences provide supporting details or evidence about the main idea or topic.

Feedback:



☐ Sentences are organized and connected with transition words and include a closing

Feedback:

## PARAGRAPH CRITERIA CHART

**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



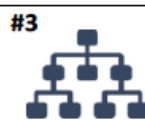
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



☐ Next sentences provide supporting details or evidence about the main idea or topic.

Feedback:



☐ Sentences are organized and connected with transition words and include a closing

Feedback:



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## Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

**My idea is ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**



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**EM-EX**

Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

**The infographic clarifies my  
thinking by ...**

**For example, the visual text ...**

**Additionally, the infographic ...**

**In other words, ...**

**Finally, ...**



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**EX-BR**

## USE FOR LESSONS 10,15, & 20

### MULTIPLE PARTNER PROTOCOL GRAPHIC ORGANIZER (MPP-GO)

Partner A: \_\_\_\_\_ Partner B: \_\_\_\_\_

Prompt: \_\_\_\_\_

**Decide who is Partner A and Partner B.** Use your think time to consider the prompt and consult resources. With your partner, use the information from the resources to write complete sentences to address the prompt.

**Meet with a Partner Pair 1:** Partner A's from each team take turns sharing while Partner B's listen and take notes. At the signal, talk with your partner about the notes.

**Meet with Partner Pair 2:** Partner B's from each team take turns sharing while Partner A's listen and take notes. At the signal, talk with your partner about the notes.

**With your partner, take turns sharing your oral paragraphs. Flip the paper over; do not use your notes.**



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MULTIPLE PARTNER PROTOCOL - DIRECTIONS

## **MULTIPLE PARTNER PROTOCOL**

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



## **LESSON 10 - TEACHER ORAL PARAGRAPH**

The Infographic clarifies my thinking by showing how to conserve water. Living things use water. For example, in the visual text, the banner says that food grows where water flows. It also shows that the earth is cracked and dry and nothing grows. Additionally, the infographic shows how to save water outside. For example, it shows a rain barrel. I also think that the infographic shows ways to save water by stopping leaks in the house with a wrench. In other words, it is about saving water drop by drop. Finally, the man shares a few drops of water from the water bottle with the cow. Every drop counts.



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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



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

ELD/Language Objective:			
Complex Prompt:			
STEPS:		DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:	DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:
<ol style="list-style-type: none"> <li>Write or attach an oral language sample and list date.</li> <li>Write the score and a brief rationale for the scores on the back of this form.</li> <li>Refer to the CA ELD Standards and guiding questions to develop instructional implications.</li> </ol>		<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>	<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.)**



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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	
<b>DIMENSION 2</b> Next sentences clarify and/or support the initial idea or claim:	
Score	
<b>DIMENSION 3</b> 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:**

# PARAGRAPH CODING KEY

**MI**

**MAIN IDEA**

**E/D**

**EVIDENCE / DETAIL**

**T**

**TRANSITION**

**C**

**CLOSING**



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The Infographic clarifies my thinking about the visual text by showing how to conserve water. **[1]** All living things use water. **[2]** For example, in the visual text, the banner says that food grows where water flows. **[3]** Under the banner, the earth is cracked and dry and nothing grows. **[4]** Additionally, the infographic shows how to save water outside. **[5]** For example, it shows to collect water in a rain barrel and to water a plant's roots at night. **[6]** I also think that the infographic shows ways to save water by stopping drips from leaky plumbing in the house with a wrench. **[7]** In other words, water can be saved drop by drop. **[8]** Finally, the visual text shows the man sharing a few drops of water from his water bottle with the cow. **[9]** Every drop of water counts. **[10]**



STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



WOAT (USE FOR LESSONS 11, 16 & 21) Front of Document

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

Date: \_\_\_\_\_

Overall CELDT Proficiency Level: \_\_\_\_\_

L: \_\_\_\_\_ S: \_\_\_\_\_

R: \_\_\_\_\_

W: \_\_\_\_\_

ELD/Language Objective:

Complex Prompt:

**STEPS:**

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

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

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

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

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

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

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

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



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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



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

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

Score

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

Score

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

Score

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

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

Instructional Implications for Student:

# LESSON 12-13 VISUAL TEXT & INFOGRAPHIC MODEL (CODED FOR TEACHER REFERENCE ONLY)

**Prompt: What is an important idea in both texts? State your claim and cite evidence.**

Student A1:	An <b>important idea</b> from <b>both texts</b> is to save water. [CL] <u>What do you think is an important idea from <b>both texts</b>?</u> [PR]
Student B1:	I heard you say that an important idea is to conserve water. [PAR] An <b>important idea</b> in <b>both texts</b> is that <b>living things</b> like people, animals and plants need water. [CL] <u>How can you elaborate on your idea?</u> [PR]
Student A2:	<u>So, what you are saying is that water is a necessity for <b>living things</b>.</u> [PAR] <u>Additionally, people should save water in the home. To elaborate, the infographic explains that people should save <b>tap water</b> by turning off the faucet when they brush their teeth.</u> [BO] <u>I would like to add that the <b>visual text</b> shows that every drop of water is important.</u> [BO] The man is sharing water from a bottle with the <b>skinny cow</b> in the <b>dry pasture</b> . [BO] <u>What <b>other evidence</b> do you have to support your claim?</u> [PR]
Student B2:	<u>To paraphrase, your claim is that water should be conserved and shared.</u> [PAR] <u>According to the infographic, people use water for brushing their teeth, for washing clothes, and for showering, so it should be conserved.</u> [BO] <u>In the <b>visual text</b>, the banner says that <b>flowing water</b> is necessary for growing food.</u> [BO] <u>What <b>additional evidence</b> do you have?</u> [PR]
Student A3:	<u>A <b>different way</b> to say it is people need water to keep themselves clean and feed themselves so it should not be wasted.</u> [PAR] <u>Additionally, the infographic states that water should be conserved outside, too. Water from <b>natural sources</b> like rain should be collected to use after <b>rain storms</b>.</u> [BO] <u>Can you tell me more about your claim?</u> [PR]
Student B3:	<u>In <b>other words</b>, people should keep <b>rainwater</b> from flowing away.</u> [PAR] <u>I would like to add that lawns should get <b>rainwater</b> instead of <b>tap water</b> when rain is expected.</u> [BO] <u>Additionally, the visual text shows what can happen when water is not available. It shows <b>dry, cracked earth</b> and dry and <b>scraggly bushes</b>.</u> [BO] <u>No food grows.</u> [BO] <u>What else in the texts supports your idea?</u> [PR]
Student A4:	<u>I heard you say that the visual text shows what it can look like when water is not present.</u> [PAR] <u>In addition, to save water, the infographic states that we should water plants at night.</u> [BO] <u>How can we summarize our ideas?</u> [PR]
Student B4:	<u>In other words, watering at night is <b>more efficient</b>.</u> [PAR]. <u><b>Living things</b> like people, animals and plants need water so it is important to conserve it. Life grows where water flows.</u> [BO]

**LESSON 12-13 VISUAL TEXT & INFOGRAPHIC MODEL - (NOT CODED)**

**Prompt: What is an important idea in both texts? State your claim and cite evidence.**

<b>Student A1:</b>	An important idea from both texts is to save water. What do you think is an important idea from both texts?
<b>Student B1:</b>	I heard you say that an important idea is to conserve water. An important idea in both texts is that living things like people, animals and plants need water. How can you elaborate on your idea?
<b>Student A2:</b>	So, what you are saying is that water is a necessity for living things. Additionally, people should save water in the home. To elaborate, the infographic explains that people should save tap water by turning off the faucet when they brush their teeth. I would like to add that the visual text shows that every drop of water is important. The man is sharing water from a bottle with the skinny cow in the dry pasture. What other evidence do you have to support your claim?
<b>Student B2:</b>	To paraphrase, your claim is that water should be conserved and shared. According to the infographic, people use water for brushing their teeth, for washing clothes, and for showering, so it should be conserved. In the visual text, the banner says that flowing water is necessary for growing food. What additional evidence do you have?
<b>Student A3:</b>	A different way to say it is people need water to keep themselves clean and feed themselves so it should not be wasted. Additionally, the infographic states that water should be conserved outside, too. Water from natural sources like rain should be collected to use after rain storms. Can you tell me more about your claim?
<b>Student B3:</b>	In other words, people should keep rainwater from flowing away. I would like to add that lawns should get rainwater instead of tap water when rain is expected. Additionally, the visual text shows what can happen when water is not available. It shows dry, cracked earth and dry and scraggly bushes. No food grows. What else in the texts support your idea?
<b>Student A4:</b>	I heard you say that the visual text shows what it can look like when water is not present. In addition, to save water, the infographic states that we should water plants at night. How can we summarize our ideas?
<b>Student B4:</b>	In other words, watering at night is more efficient. Living things like people, animals and plants need water so it is important to conserve it. Life grows where water flows.



**LESSON 12-13 - FORTIFY VISUAL TEXT & INFOGRAPHIC NON-MODEL**

**Prompt: What is an important idea in both texts? State your claim and cite evidence.**

**Student A1:** The infographic and visual text show information about saving water.

**Student B1:** A good idea from the visual text is that no water is bad.

**Student A2:** I agree with you because the cow looks very thirsty.

**Student B2:** I think so, too. The drought is bad so take less showers.

**Student A3:** The infographic says to water at night.

**Student B3:** I think the dried mud looks cracked.

**Student A4:** I think both texts show that water is important, so save it!

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

# CONVERSATION CODING KEY— FORTIFY/NEGOTIATE

**CL** CLAIM

**PAR** PARAPHRASE

**BO** BUILD ON

**PR** PROMPT

**UNDERLINE PROMPT &**

**RESPONSE STARTERS**



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## LESSON 13

### 2<sup>nd</sup> Grade Non-Model Revision Tool—FORTIFY

**Directions:** Work together with your partner to revise the Non-Model Constructive Conversation. Use the Listening Task Poster and the Conversation Pattern Guide to help you.

**Prompt: What is an important idea in both texts? State your claim and cite evidence.**

**Student A1:** The infographic and visual text show information about saving water.

**Student B1:** A good idea from the visual text is that no water is bad.

**Student A2:** I agree with you because the cow looks very thirsty.

**Student B2:** I think so, too. The drought is bad so take less showers.

**Student A3:** The infographic says to water at night.

**Student B3:** I think the dried mud looks cracked.

**Student A4:** I think both texts show that water is important, so save it!

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

## Paragraph Guide Lessons 15 and 16 – FORTIFY

**My idea is ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**



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**EM-EX**



## Paragraph Guide Lessons 15 and 16 – FORTIFY

**An important idea from both texts  
is ...**

**One example, ...**

**Another example is ...**

**Additionally, ...**

**Finally, ...**

**EX-BR**



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## **LESSON 15 TEACHER ORAL PARAGRAPH**

An important idea from both texts is to save water. One example is turning off the faucet when you brush your teeth. Another example is the man sharing water from a bottle with the skinny cow in the dry pasture. He shows that every drop is important. Additionally, the infographic states that water should be conserved outside, too. In addition, food doesn't grow without water. Finally, we should conserve water because life grows where water flows.

## LESSON 16 TEACHER WRITTEN PARAGRAPH

An important idea from both texts is to conserve water. [1] One example from the infographic is to save water at home by turning off the faucet when you brush your teeth. [2] Another example in the visual text shows the man sharing water from a bottle with the skinny cow in the dry pasture. [3] In other words, it shows that every drop of water is important. [4] Additionally, the infographic states that water should be conserved outside, too. [5] To elaborate, Water from natural sources like rain should be collected to use after rain storms. [6] In addition, the visual text shows a dry place. Because there is no water, no food grows there. [7] Finally, we should conserve water because life grows where water flows. [8]

## LESSON 17 & 18

### VISUAL TEXT & INFOGRAPHIC MODEL (CODED FOR TEACHER REFERENCE ONLY)

**Prompt:** Which text best supports the theme: Conserving water is beneficial? Begin by stating your claim. Cite evidence from both texts and come to a consensus.

<b>Student A1:</b>	I think that the infographic <u>best supports</u> the idea that conserving water is beneficial because it shows examples of how to save water in the home. [ID] <u>What is your claim?</u> [PR]
<b>Student B1:</b>	I think that the <u>visual text</u> <u>best supports</u> the theme because it shows <u>visual examples</u> of what happens to living things and the land when there is no water. [ID] <u>Why do you say that the infographic best supports the theme?</u> [PR]
<b>Student A2:</b>	Your claim is that that the <u>visual text</u> is better <u>because</u> it shows pictures of what happens when water is not available. [PAR] <u>The reason I think the infographic is better is because</u> it provides lots of ways to conserve water. [BO] <u>For example</u> , washing <u>bigger loads</u> of laundry in the <u>washing machine</u> saves water. [BO] <u>Tell me more about why you think that the visual text is better.</u> [PR]
<b>Student B2:</b>	Your claim is that the infographic is better <u>because</u> it provides <u>specific information</u> about saving water. [PAR] <u>The reason I think the visual text is better is because it shows specific examples of why we should conserve water.</u> [BO] <u>For example</u> , it shows a man sharing some <u>drinking water</u> with a <u>scrawny cow</u> in a <u>dusty pasture</u> . [BO] <u>What other evidence can you cite?</u> [PR]
<b>Student A3:</b>	I <u>heard you say</u> that the <u>visual text</u> is better <u>because</u> it shows what happens when there is not enough water outside. [PAR] <u>However</u> , the infographic gives us <u>more examples</u> of how to save <u>drinking water</u> . [BO] <u>For example</u> , the infographic shows that you can save water by fixing <u>dripping taps</u> and getting <u>new, more efficient faucets</u> . [BO] <u>What evidence supports your claim?</u> [PR]
<b>Student B3:</b>	I <u>heard you say that</u> the infographic gives <u>more examples</u> of how to conserve water. [PAR] <u>I still think the visual text is better.</u> [BO] <u>For example</u> , it shows <u>a big sign</u> that says water is needed to grow food. [BO] The <u>dry, cracked earth</u> around it shows what happens when water is not available. [BO] <u>Do you agree that the visual text is better?</u> [PR]
<b>Student A4:</b>	I <u>think you said</u> that the <u>visual text</u> shows the effects of a lack of water. [PAR] <u>I agree because it shows a real-life example of why we should save water.</u> [BO] <u>However</u> , without the examples from the infographic, we would not know what to do about it. [BO] <u>For example</u> , we can save <u>drinking water</u> by turning off the faucet while we brush our teeth. [BO] <u>How can we come to a consensus?</u> [PR]
<b>Student B4:</b>	Now I understand what you mean. Even though the <u>visual text</u> shows why conserving water is important, it does not show us what we can do. [PAR] <u>If we could use both texts</u> , then the <u>visual text</u> is more powerful. [BO] <u>However</u> , if we have to choose one, I <u>agree</u> that the infographic is best. [BO]

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

**Prompt: Which text best supports the theme: Conserving water is beneficial? Begin by stating your claim. Cite evidence from both texts and come to a consensus.**

<b>Student A1:</b>	I think that the infographic best supports the idea that conserving water is beneficial because it shows examples of how to save water in the home. What is your claim?
<b>Student B1:</b>	I think that the visual text best supports the theme because it shows visual examples of what happens to living things and the land when there is no water. Why do you say that the infographic best supports the theme?
<b>Student A2:</b>	Your claim is that that the visual text is better because it shows pictures of what happens when water is not available. The reason I think the infographic is better is because it provides lots of ways to conserve water. For example, washing bigger loads of laundry in the washing machine saves water. Tell me more about why you think that the visual text is better.
<b>Student B2:</b>	Your claim is that the infographic is better because it provides specific information about saving water. The reason I think the visual text is better is because it shows specific examples of why we should conserve water. For example, it shows a man sharing some drinking water with a scrawny cow in a dusty pasture. What other evidence can you cite?
<b>Student A3:</b>	I heard you say that the visual text is better because it shows what happens when there is not enough water outside. However, the infographic gives us more examples of how to save drinking water. For example, the infographic shows that you can save water by fixing dripping taps and getting new, more efficient faucets. What evidence supports your claim?
<b>Student B3:</b>	I heard you say that the infographic gives more examples of how to conserve water. I still think the visual text is better. For example, it shows a big sign that says water is needed to grow food. The dry, cracked earth around it shows what happens when water is not available. Do you agree that the visual text is better?
<b>Student A4:</b>	I think you said that the visual text shows the effects of a lack of water. I agree because it shows a real-life example of why we should save water. However, without the examples from the infographic, we would not know what to do about it. For example, we can save drinking water by turning off the faucet while we brush our teeth. How can we come to a consensus?
<b>Student B4:</b>	Now I understand what you mean. Even though the visual text shows why conserving water is important, it does not show us what we can do. If we could use both texts, then the visual text is more powerful. However, if we have to choose one, I agree that the infographic is best.
<b>Student B5:</b>	I think that the infographic best supports the idea that conserving water is beneficial because it shows examples of how to save water in the home. What is your claim?



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

**Prompt: Which text best supports the theme: Conserving Water is beneficial? Begin by stating your claim. Cite evidence from both texts and come to a consensus.**

<b>Student A1:</b>	I think the infographic is good. What do you think?
<b>Student B1:</b>	I think the visual text is good because it shows a thirsty, tired cow. Do you agree with my opinion?
<b>Student A2:</b>	I think your opinion is great, but I think the infographic tells us how to save water.
<b>Student B2:</b>	I think so, too. But, in the visual text, it shows the dry, cracked earth and dry weeds. What is your opinion about this?
<b>Student A3:</b>	I wouldn't want to be there.
<b>Student B3:</b>	That's why I like the visual text because it shows a real example of what a drought is like.
<b>Student A4:</b>	I think both texts show real examples because they both have information about why water is important.
<b>Student B4:</b>	I think so, too.

## LESSON 18

### 2<sup>nd</sup> Grade Non-Model Revision Tool—NEGOTIATE

**Directions:** Work together with your partner to revise the Non-Model Constructive Conversation. Use the **Listening Task Poster** and the **Conversation Pattern Guide** to help you.

**Prompt:** Which text best supports the theme: Conserving Water is beneficial? Begin by stating your claim. Cite evidence from both texts and come to a consensus.

Student A1:	I think the infographic is good. What do you think?
Student B1:	I think the visual text is good because it shows a thirsty, tired cow. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us how to save water.
Student B2:	I think so, too. But, in the visual text, it shows the dry, cracked eart and dry weeds. What is your opinion about this?
Student A3:	I wouldn't want to be there.
Student B3:	That's why I like the visual text because it shows a real example of what a drought is like.
Student A4:	I think both texts show real examples because they both have information about why water is important.
Student B4:	I think so, too.

## Paragraph Guide Lessons 20 and 21 – NEGOTIATE

**I think that ...**

**For example, the visual text...**

**Additionally, the infographic ...**

**In other words, ...**

**In conclusion, ...**



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**EX-BR**

## Paragraph Guide Lessons 20 and 21 – NEGOTIATE

**I think that ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**



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**EM-EX**

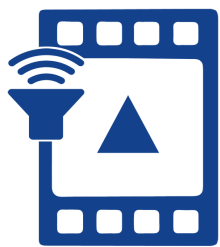
## LESSON 20 TEACHER ORAL PARAGRAPH

I think that the infographic best supports conserving water because it shows how to do it at home. For example, it shows that washing bigger loads saves water. Additionally, the infographic shows how to save drinking water. For example, you can save water by fixing dripping taps and getting new, more efficient faucets. Additionally, we can turn off the faucet while we brush our teeth. In conclusion, the infographic is better because it provides specific information about how to save water.



## LESSON 21 TEACHER WRITTEN PARAGRAPH

I think that the infographic best supports the idea that conserving water is beneficial because it shows how to save water in the home. **[1]** For example, it shows that washing bigger loads of laundry in the washing machine saves water. **[2]** Additionally, the infographic gives us more examples of how to save drinking water. **[3]** For example, the infographic shows that you can save water by fixing dripping taps and getting new, more efficient faucets. **[4]** Additionally, we can save water by turning off the faucet while we brush our teeth. **[5]** In conclusion, the infographic is better because it provides specific information and more examples of how to conserve water. **[6]**




# Multimedia Presentation Criteria

ELD PART I: A2, A4, B6, C9, C10, C11, C12    ELD PART II: A1, A2

1. Slide 1 contains a title related to the theme.
2. Slide 2 contains a claim and two reasons.
3. Slide 3 contains Reason 1 and supporting evidence.
4. Slide 4 contains Reason 2 and supporting evidence.
5. Slide 5 contains multimedia (videos, audio... etc.) that provides evidence linked to the reasons presented.
6. Slide 6 contains key points from the multimedia.
7. Slide 7 contains a conclusion with a call to action.
8. All slides (**text and visual components**) are organized/structured to support the claim.



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Add a catchy  
title that  
represents  
your central  
theme



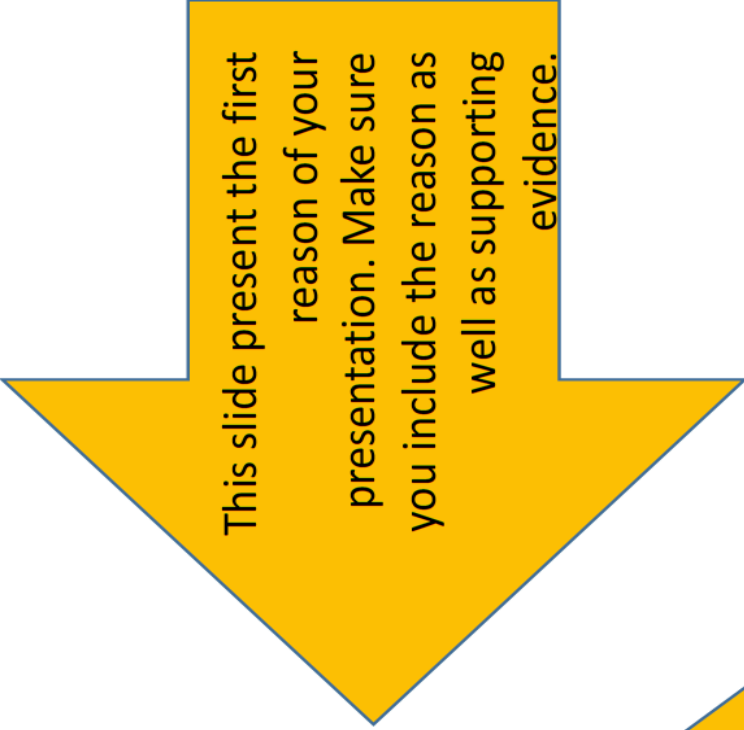
Don't  
forget to  
add your  
names  
and date

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

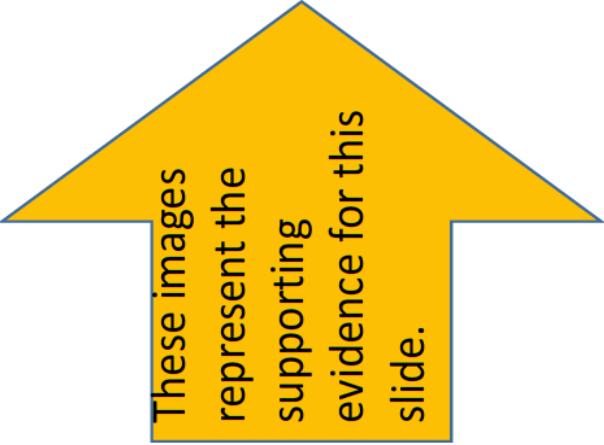
Claim:



# Reason 1:



This slide present the first reason of your presentation. Make sure you include the reason as well as supporting evidence.



These images represent the supporting evidence for this slide.



## Reason 2:



# Informational Video About The Topic

Add multimedia (videos/audio/link) to your presentation for supporting evidence and to make it entertaining for your audience.

Make sure the video supports at least one of the reasons.

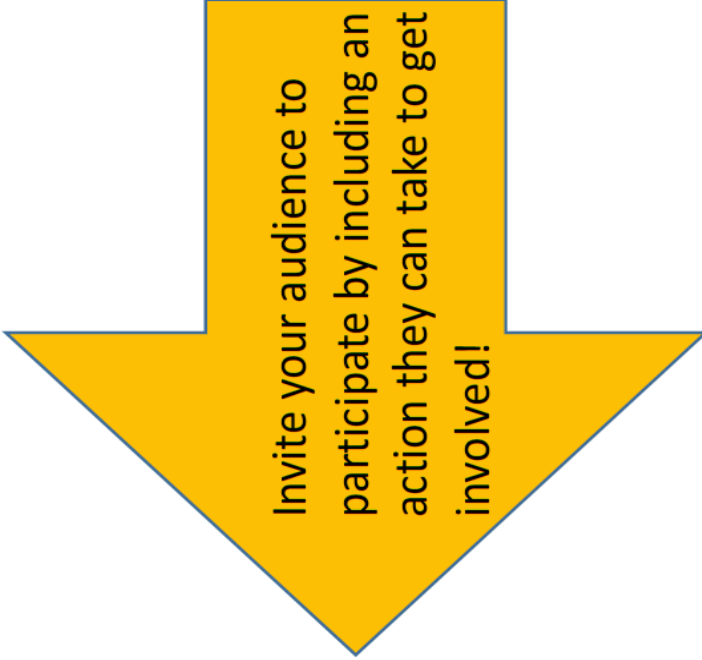
<https://>

# Conclusion



*Invite your audience to participate by including an action they can take to get involved!*

# Questions?



Invite your audience to participate by including an action they can take to get involved!

# Multimedia Presentation Checklist



## Multimedia Presentation Checklist

**Partners:**

Criteria	Yes ✓	No ✓	Why:
1. Slide 1 contains a title related to the theme			
2. Slide 2 contains a claim and two reasons			
3. Slide 3 contains Reason 1 and supporting evidence			
4. Slide 4 contains Reason 2 and supporting evidence			
5. Slide 5 contains multimedia (videos, audio... etc.) that provides evidence linked to the reasons presented			
6 Slide 6 contains key points from the multimedia			
7. Slide 7 contains a conclusion with a call to action			
6. All slides ( <b>text and visual components</b> ) are organized/structured to support the claim			

• One thing you appreciated about the content or structure of the presentation:

• One suggestion for improving the content or structure of the presentation:



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# Oral Presentation Criteria

ELD PART I: A4, B5, B6, C9, C11, C12

## During your presentation you will...

- ✓ use complex language and complete sentences
- ✓ take turns when presenting
- ✓ stay on topic
- ✓ use eye contact and speak appropriately and clearly
- ✓ explain the language and the images in the presentation
- ✓ answer questions from the audience



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# Oral Presentation Checklist



Directions: Check off yes for each criterion you observed or no if you did not.  
In the Why? column, write notes to provide evidence why you marked yes or no.

Criteria Did we/ they...	Yes ✓	No ✓	Why? What's your evidence?
1. Use complex language and complete sentences?			
2. Take turns when presenting?			
3. Stay on topic?			
4. Use eye contact and speak appropriately and clearly?			
5. Explain the language and images in the presentation?			
6. Answer questions from the audience?			

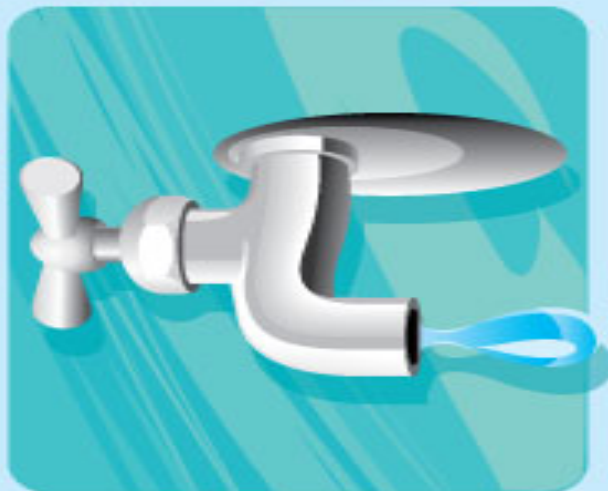


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# Four Tips to Help Conserve Water Indoors

- Turn off faucet while brushing teeth.
- Take shorter showers.
- Fix leaks in faucets, showerheads and toilets.
- Only wash full loads.





# Play your part, be water smart!

## Wise Water Use

**Water your yard and outdoor plants early or late in the day to reduce evaporation.**

**Take shorter showers - five minutes or less is best.**

**Use plants that require less water.**

**Install new toilets that use less than 1.6 gallons per flush.**

**Put faucet aerators on sink faucets.**

**Turn off the water while soaping hands and brushing teeth.**

**Turn off sink faucet while scrubbing dishes and pots.**

**Use a broom, not a hose, to clean driveways and walkways.**

**Mulch around plants to hold water in the soil.**

**Use a shut-off nozzle on your hose.**

**Use low flow showerhead.**

**Get an Energy Star labeled washing machine. Wash only full loads.**

**Save it, or do without it!**

# How to Conserve Water!



Time your showers to be 5 minutes and save up to 3,785 L a month!

Wash your pets outdoors in an area in need of water.



Bathe your young children together.



Don't use running water to thaw food.

Plant in the spring and fall when water requirements are lower



Turn off the tap when brushing your teeth and save up to 15 L a minute.



Water your lawn in several short sessions to allow the water to be absorbed better



Turn the water off while you shampoo to save up to 550 L a week.



Collect and use rain water for watering your garden.



Soak your pots and pans instead of running the water while scraping them clean.



Run your dishwasher only when it's full and save up to 3,785 L a month.



Use one glass for drinking water each day. This will reduce how often you use your dishwasher.



*Help the world... One drop at a time.*