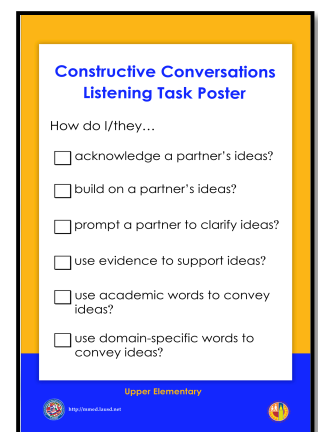
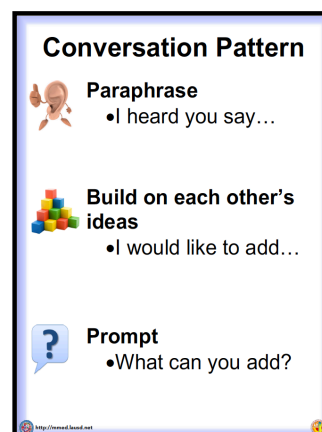


# Start Smart 2.0 - Conversation Practices



## Unit Resources

### Grade 3



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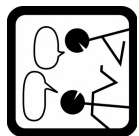
**NOTE:** *Start Smart 2.0 Teacher PowerPoint Model* and *Start Smart 2.0 Teacher PowerPoint Annotated* files are available on **mmed.lausd.net**



## **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...

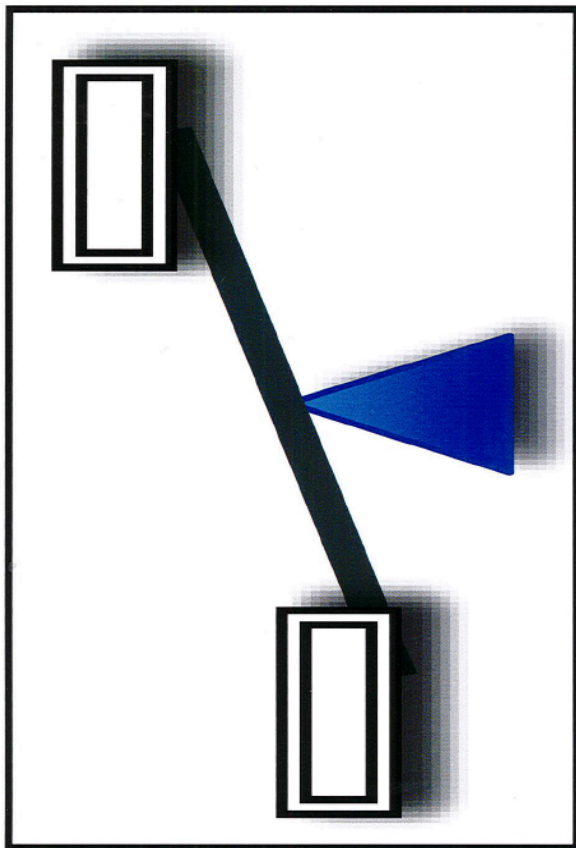
A third thing I know about...

From Partner #3, I learned that...



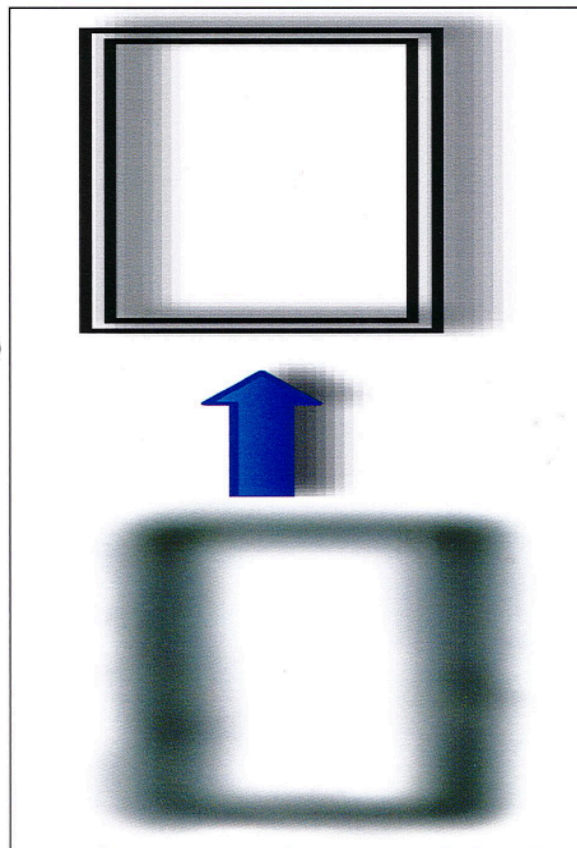
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# Negotiate



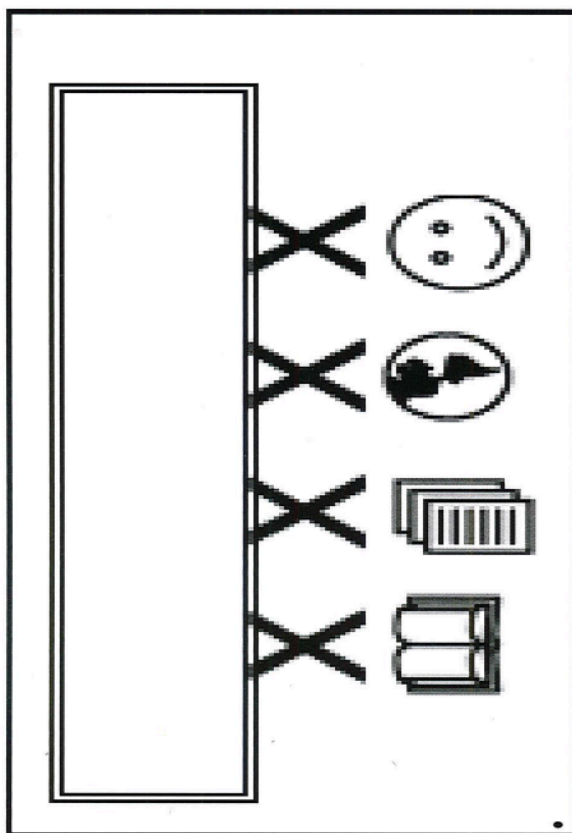
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# Clarify



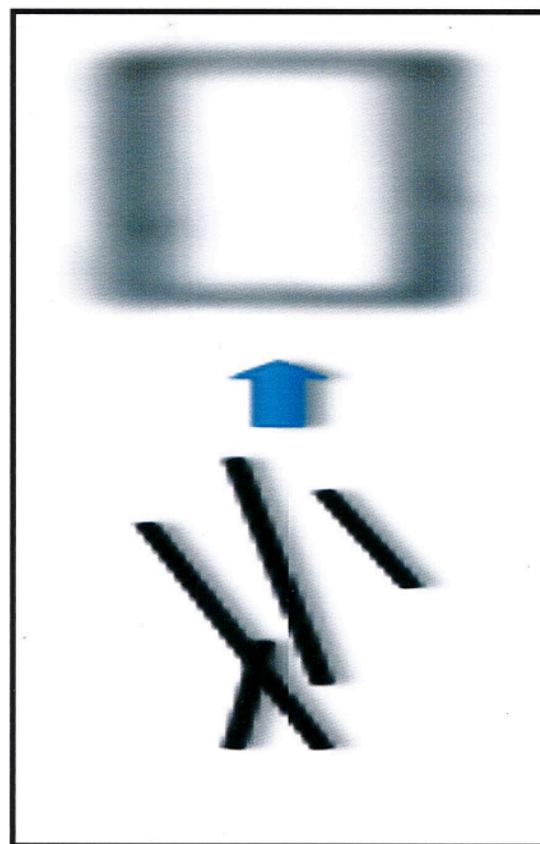
<http://mmed.lausd.net>

# Fortify



<http://mmed.lausd.net>

# Create



<http://mmed.lausd.net>



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3<sup>rd</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> <ol style="list-style-type: none"> <li>1. Transcribe the language sample below &amp; list date.</li> <li>2. Write the score and a brief rationale for the scores on the back of this form.</li> <li>3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.</li> </ol>							
<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: _____							





3<sup>rd</sup> Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)



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

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

Score	
<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.**

**DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)**

A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
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 short phrases.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.
4. <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, social setting, and audience with moderate support from peers or adults.	4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.

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

B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. <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. Use a select number of general academic and domain-specific words to add detail while speaking and writing.	12. Use a growing number of general academic and domain-specific words in order to add detail, create an effect, or create shades of meaning while speaking and writing.	12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.

**Instructional Implications for Student A:**

**Instructional Implications for Student B:**

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 <u>notice</u> a garden with <b>wooden boxes</b> and a <b>wooden fence</b> around it. [ID] <u>What do you notice?</u> [PR]
<b>Student B1:</b>	I <u>notice</u> cars and buildings behind the <b>wooden fence</b> and a <b>colorful sign</b> that says “City Slicker Farms”. [ID] <u>What else do you notice?</u> [PR]
<b>Student A2:</b>	<u>In other words, you noticed that</u> this is a farm in the city. [PAR] <u>I want to add that</u> people are growing vegetables in the <b>wooden boxes</b> . [BO] I think this because there are pictures of different vegetables on the sign. [BO] <u>What more do you notice?</u> [PR]
<b>Student B2:</b>	<u>What I heard you say</u> is that it is a <b>vegetable farm</b> in the city. [PAR] <u>I notice that</u> <b>two people</b> in the back are kneeling and working in the garden. [BO] <u>What else do you notice?</u> [PR]
<b>Student A3:</b>	<u>I heard you say that</u> these <b>two people</b> are working in the garden. [PAR] <u>I also notice</u> another person standing with an <b>orange bucket</b> helping collect the weeds. [BO] <u>What more do you notice?</u> [PR]
<b>Student B3:</b>	<u>In other words, you noticed</u> that these people are working on this farm. [PAR] <u>I would like to add that</u> the <b>colorful sign</b> on the <b>wooden fence</b> says “Community Market Farm”. [BO] People in the community can go to the <b>market farm</b> and buy vegetables. [BO] <u>What do you notice?</u> [PR]
<b>Student A4:</b>	<u>You noticed that</u> this farm is a <b>community farm</b> and also a market. [PAR] <u>I want to add that</u> the <b>colorful sign</b> on the <b>wooden fence</b> has pictures of carrots, tomato, green beans, green leaves, and strawberries. [BO] <u>What else do you notice?</u> [PR]
<b>Student B4:</b>	<u>In other words, there are different vegetables and fruits that are grown and sold in this</u> <b>community farm market</b> . [PAR] <u>I want to add that</u> the <b>colorful sign</b> also says “get involved”. [BO]

## 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 a garden with wooden boxes and a wooden fence around it. What do you notice?
<b>Student B1:</b>	I notice cars and buildings behind the wooden fence and a colorful sign that says “City Slicker Farms”. What else do you notice?
<b>Student A2:</b>	In other words, you noticed that this is a farm in the city. I want to add that people are growing vegetables in the wooden boxes. I think this because there are pictures of different vegetables on the sign. What more do you notice?
<b>Student B2:</b>	What I heard you say is that it is a vegetable farm in the city. I notice that two people in the back are kneeling and working in the garden. What else do you notice?
<b>Student A3:</b>	I heard you say that these two people are working in the garden. I also notice another person standing with an orange bucket helping collect the weeds. What more do you notice?
<b>Student B3:</b>	In other words, you noticed that these people are working on this farm. I would like to add that the colorful sign on the wooden fence says “Community Market Farm”. People in the community can go to the market farm and buy vegetables. What do you notice?
<b>Student A4:</b>	You noticed that this farm is a community farm and also a market. I want to add that the colorful sign on the wooden fence has pictures of carrots, tomato, green beans, green leaves, and strawberries. 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's a garden with wooden boxes and a fence around it.

**Student B1:** I notice a truck some buildings behind the fence. What do you think?

**Student A2:** I think it is a farm because there is a sign at the door. What do you think about it?

**Student B2:** I agree with you. I notice that some people in the back. What do you think about these people?

**Student A3:** I think so too. They are taking care of the plants. What else do you think?

**Student B3:** The plants are vegetables. I think they sell them there.



















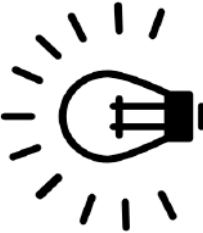

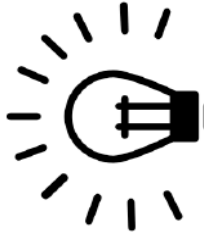

**Student A4:** I agree. I also notice that it is a farm market in the community.

**Student B4:** No turn taken





USE THROUGHOUT THE UNIT - CONVERSATION PATTERN GAME CARDS

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



# why it feels better at the Farmers' Market

## good for your HEALTH & HEART

Freshest possible produce in season and at its peak of deliciousness. Humane treatment of animals and ethically sourced products.

## keep the EARTH HAPPY

Average North American meal travels 2400km and contains ingredients from 5 countries. Local BC produce travels an average of 300km! Less fossil fuels and fresher food makes everyone happy.

## COMMUNITY SPIRIT

Catch up with old friends and make new ones. Talk directly to the farmers and learn more about your food. A great way to get connected with the community you live in.

## support LOCAL FARMERS

Farmers get 100% of the retail price when you buy at market, keeping them in business and preserving our land for generations to come.

## BC STRONG & BEAUTIFUL

Strengthen your local economy and keep your money close to home. Support food security in BC and your local farmers.

PRESENTED BY:

BC ASSOCIATION OF FARMERS' MARKETS

Funding support provided, in part, by the BC Government's Buy Local Program; delivered by the Investment Agriculture Foundation of BC with funding from the BC Ministry of Agriculture and Vancity.

BRITISH COLUMBIA  
Supported by the Premier of British Columbia

Vancity

## 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 <u>notice</u> that the title says, “Why it feels better at the <b>Farmers’ Market</b> ” so I know that this infographic has to do with farms. <b>[ID]</b> <u>What do you notice?</u> <b>[PR]</b>
<b>Student B1:</b>	I <u>notice</u> the Earth is smiling and the text next to it states, “keep the Earth happy.” <b>[ID]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A2:</b>	I <u>heard you say</u> that one idea in the infographic is that people should keep the Earth happy. <b>[PAR]</b> <u>In addition</u> , I notice that next to the <b>smiling Earth</b> is a <b>blue sign</b> that says, “Hawaiian Pizza 2,400 KM.” <b>[BO]</b> <u>How can you add to this idea?</u> <b>[PR]</b>
<b>Student B2:</b>	I <u>heard you say</u> you noticed the <b>blue sign</b> . <b>[PAR]</b> <u>I would like to add</u> that the text next to the <b>blue sign</b> says “less fossil fuels and <b>fresher food</b> make everyone happy”. <b>[BO]</b> <u>What else do you notice?</u> <b>[PR]</b>
<b>Student A3:</b>	I <u>think you said</u> using less fuel and having <b>fresher food</b> makes the people happy. <b>[PAR]</b> I think this is <b>one reason</b> “Why it feels better at the Farmers’ Market.” <b>[BO]</b> <u>I also notice</u> there are three other reasons stated in the infographic. <b>[BO]</b> <u>What other details can you cite?</u> <b>[PR]</b>
<b>Student B3:</b>	<u>In other words</u> , you noticed that the purpose for this infographic is to give <b>four examples</b> , the Earth, the cows, the farmer and the community, of why it feels better at a farmers’ market. <b>[PAR]</b> <u>I also notice</u> that there are <b>forest trees</b> and <b>blue mountains</b> at the bottom of the infographic. <b>[BO]</b> <u>What other details can you cite?</u> <b>[PR]</b>
<b>Student A4:</b>	<u>In other words</u> , the <b>four headings</b> are telling us <b>four reasons</b> why it feels better at a <b>farmers’ market</b> . <b>[PAR]</b> I would like to add that the <b>green heading</b> below the title says, “good for your Health and Heart,” and next to it shows <b>two green animals</b> with hearts in the middle. <b>[BO]</b> <u>What other details can you cite?</u> <b>[PR]</b>
<b>Student B4:</b>	So, you notice that the infographic is saying that caring for the animals we eat is good for your heart and health. <b>[PAR]</b> <u>I also noticed</u> that there is an image of a community with bright colors and lots of flowers below the <b>green cows</b> . <b>[BO]</b> The caption says, “Community Spirit.” <b>[BO]</b>

## 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 that the title says, “Why it feels better at the Farmers’ Market” so I know that this infographic has to do with farms. What do you notice?
<b>Student B1:</b>	I notice the Earth is smiling and the text next to it states, “keep the Earth happy.” What else do you notice?
<b>Student A2:</b>	I heard you say that one idea in the infographic is that people should keep the Earth happy. In addition, I notice that next to the smiling Earth is a blue sign that says, “Hawaiian Pizza 2,400 KM.” How can you add to this idea?
<b>Student B2:</b>	I heard you say you noticed the blue sign. I would like to add that the text next to the blue sign says “less fossil fuels and fresher food make everyone happy”. What else do you notice?
<b>Student A3:</b>	I think you said using less fuel and having fresher food makes the people happy. I think this is one reason “Why it feels better at the Farmers’ Market.” I also notice there are three other reasons stated in the infographic. What other details can you cite?
<b>Student B3:</b>	In other words, you noticed that the purpose for this infographic is to give four examples, the Earth, the cows, the farmer and the community, of why it feels better at a farmers’ market. I also notice that there are forest trees and blue mountains at the bottom of the infographic. What other details can you cite?
<b>Student A4:</b>	In other words, the four headings are telling us four reasons why it feels better at a farmers’ market. I would like to add that the green heading below the title says, “good for your Health and Heart,” and next to it shows two green animals with hearts in the middle. What other details can you cite?
<b>Student B4:</b>	So, you notice that the infographic is saying that caring for the animals we eat is good for your heart and health. I also noticed that there is an image of a community with bright colors and lots of flowers below the green cows. The caption says, “Community Spirit.”

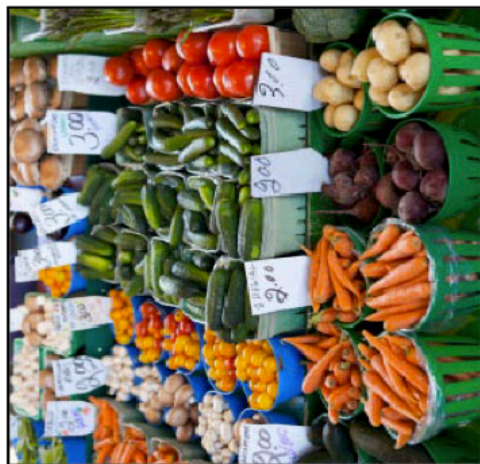
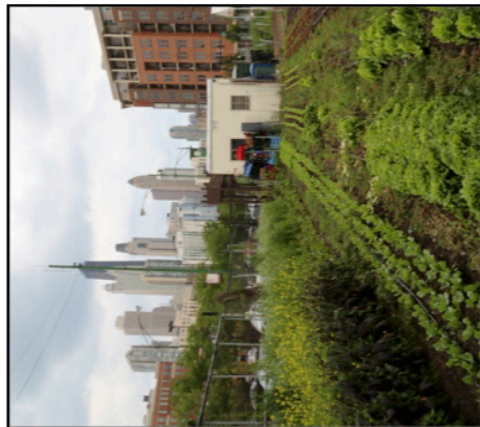
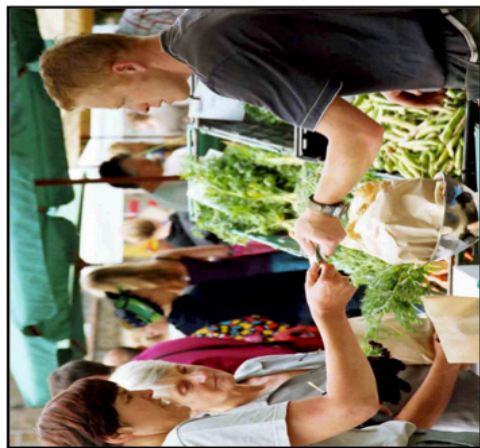
## LESSON 6 - INFOGRAPHIC NON-MODEL

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

<b>Student A1:</b>	There is a picture of the Earth and it is smiling.
<b>Student B1:</b>	I notice a barn and a man with a sheep. What do you think?
<b>Student A2:</b>	He is saying thank you and it says support local farmers. What do you think about it?
<b>Student B2:</b>	I agree with you. I notice that there are buildings on the side. What do you think about these buildings?
<b>Student A3:</b>	I think so, too. I notice that it says community spirit. What else do you think?
<b>Student B3:</b>	I think the farmers' market is good for your health and heart.
<b>Student A4:</b>	I agree. I see the cows and they have hearts, so the momma cow loves its calf.
<b>Student B4:</b>	I disagree. The hearts are for humane treatment.



# How Farmer's Markets Help



## Help the Local Economy

Farmers selling locally create more jobs every time they sell produce.

When farmers sell local produce, three times more money returns to the area than from supermarkets.

## Help Communities to be Healthy

Colorful, fresh and tasty produce from farmer's markets make people want to eat more fruits and vegetables.

Most produce at farmer's markets is organic. Harmful chemicals are kept out.

## Help the Environment

Farmer's markets keep the land green. Farmland is not developed into businesses and homes. Instead, food keeps growing.

## Help Access More Fresh Food

Produce prices are usually lower at Farmer's markets than at supermarkets

Food at farmer's markets is the freshest around. It is usually sold only a few hours away from where it is picked.

## 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> is an example of people growing <b>fresh vegetables</b> in a <b>local community farm</b> . <b>[ID]</b> I would like to add that a <b>community farm</b> is an example of growing food locally. <b>[BO]</b> This infographic helps me understand the idea that "...it Feels Better At The Farmers' Market" just like the title says. <b>[BO]</b> <u>What can you add to this idea?</u> <b>[PR]</b>
<b>Student B1:</b>	My idea is that the <b>visual text</b> is an example of where people in the community can buy <b>fresh vegetables</b> from City Slicker Farms. <b>[ID]</b> Additionally, this infographic gives us reasons to buy at <b>farmers' markets</b> just like the one in the <b>visual text</b> . <b>[BO]</b> <u>What else can you add?</u> <b>[PR]</b>
<b>Student A2:</b>	I heard you say that the infographic encourages us to buy <b>fresh produce</b> from <b>local farmers' markets</b> . <b>[PAR]</b> In addition, I read a heading that says: "Support Local Farmers". In the <b>visual text</b> it says "Get Involved" which is one way to support <b>local farmers' markets</b> . <b>[BO]</b> <u>What other details can you cite?</u> <b>[PR]</b>
<b>Student B2:</b>	So what you are saying is that <b>both texts</b> communicate the idea of supporting <b>your community farmers' market</b> . <b>[PAR]</b> You can get involved by growing the vegetables or buying them. <u>Another detail</u> I read is that <b>local produce</b> travels <b>less distance</b> than food that comes from far away. <b>[BO]</b> This means the <b>local produce</b> is fresher. <b>[BO]</b> <u>How can you elaborate on this idea?</u> <b>[PR]</b>
<b>Student A3:</b>	To paraphrase, the <b>local produce</b> from <b>nearby farmers' markets</b> is fresher. <b>[PAR]</b> In addition, the infographic says <b>local produce</b> travels less and uses less <b>fossil fuel</b> . <b>[BO]</b> <u>How does the infographic CLARIFY your idea?</u> <b>[PR]</b>
<b>Student B3:</b>	In <b>other words</b> , you now understand that the <b>community farm</b> uses less <b>fossil fuels</b> because the farmers don't have to travel far to sell the food. <b>[PAR]</b> I also read that <b>fresher food</b> is good for our health. <b>[BO]</b> In the <b>visual text</b> , people in the <b>community farm</b> grow vegetables and people in the community can buy their <b>fresh vegetables</b> . <b>[BO]</b> <u>This is an example of getting fresh food that it is good for your health.</u> <b>[BO]</b> <u>What else</u> from the infographic clarifies your thinking of the <b>visual text</b> ? <b>[PR]</b>
<b>Student A4:</b>	So you are saying that <b>fresh produce</b> is better for people. <b>[PAR]</b> The infographic says that in <b>farmers' markets</b> people can talk to <b>local farmers</b> and learn about their food. <b>[BO]</b> <u>Can you tell me more about how the infographic clarifies your thinking about the visual text?</u> <b>[PR]</b>
<b>Student B4:</b>	Your idea is that people can learn more about their food at the <b>farmers' markets</b> . <b>[PAR]</b> The infographic also says that <b>farmers' markets</b> are a way to connect with people in their community and make <b>new friends</b> . <b>[BO]</b> In the <b>visual text</b> the sign on the fence asks people to "Get Involved" in the <b>community farm</b> . <b>[BO]</b> That is a way to connect with people in their community.



## 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 is an example of people growing fresh vegetables in a local community farm. I would like to add that a community farm is an example of growing food locally. This infographic helps me understand the idea that "...it Feels Better At The Farmers' Market" just like the title says. What can you add to this idea?
<b>Student B1:</b>	My idea is that the visual text is an example of where people in the community can buy fresh vegetables from City Slicker Farms. Additionally, this infographic gives us reasons to buy at farmers' markets just like the one in the visual text. What else can you add?
<b>Student A2:</b>	I heard you say that the infographic encourages us to buy fresh produce from local farmers' markets. In addition, I read a heading that says: "Support Local Farmers". In the visual text it says "Get Involved" which is one way to support local farmers' markets. What other details can you cite?
<b>Student B2:</b>	So, what you are saying is that both texts communicate the idea of supporting your community farmers' market. You can get involved by growing the vegetables or buying them. Another detail I read is that local produce travels less distance than food that comes from far away. This means the local produce is fresher. How can you elaborate on this idea?
<b>Student A3:</b>	To paraphrase, the local produce from nearby farmers' markets is fresher. In addition, the infographic says local produce travels less and uses less fossil fuel. How does the infographic CLARIFY your idea?
<b>Student B3:</b>	In other words, you now understand that the community farm uses less fossil fuels because the farmers don't have to travel far to sell the food. I also read that fresher food is good for our health. In the visual text, people in the community farm grow vegetables and people in the community can buy their fresh vegetables. This is an example of getting fresh food that it is good for your health. What else from the infographic clarifies your thinking of the visual text?
<b>Student A4:</b>	So, you are saying that fresh produce is better for people. The infographic says that in farmers' markets people can talk to local farmers and learn about their food. Can you tell me more about how the infographic clarifies your thinking about the visual text?
<b>Student B4:</b>	Your idea is that people can learn more about their food at the farmers' markets. The infographic also says that farmers' markets are a way to connect with people in their community and make new friends. In the visual text the sign on the fence asks people to "Get Involved" in the community farm. That is a way to connect with people in their community.

## 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>	The infographic tells us about farmers' markets.
<b>Student B1:</b>	The title is "Why it feels better at the Farmers' Market".
<b>Student A2:</b>	It has different pictures about farmers' markets.
<b>Student B2:</b>	It also has different reasons to buy at farmers' markets.
<b>Student A3:</b>	Yeah, like supporting local farmers.
<b>Student B3:</b>	Or to keep our planet happy.
<b>Student A4:</b>	I read that it creates community spirit because you can talk to the farmers and make friends.



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



SPF 2.0 (USE FOR LESSONS 7-8, 12-13, 17-18, 22, & 23) Front of Document

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 a relevant idea(s) (TLF 3b2):</b> 4 Students create or choose a relevant initial idea(s) that is <b>effectively</b> focused on the prompt and/or learning objective(s) • Students <b>meaningfully/consistently</b> clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using <b>well-connected</b> evidence, examples and/or explanations 3 Students create or choose a relevant initial idea(s) that is <b>sufficiently</b> focused on the prompt and/or learning objective(s) • Students <b>adequately</b> clarify idea(s) by paraphrasing, defining and/or elaborating • Students fortify ideas using <b>consistent</b> evidence, examples and/or explanations 2 Students create or choose a relevant initial idea(s) that is <b>somewhat</b> focused on the prompt and/or learning objective(s) • Students <b>inconsistently</b> clarify idea(s) by paraphrasing, defining and/or elaborating • Students <b>inconsistently</b> fortify ideas using <b>loosely connected</b> evidence, examples and/or explanations 1 Students <b>do not</b> create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) • Students <b>do not</b> clarify idea(s) by paraphrasing, defining and/or elaborating • Students <b>do not</b> fortify ideas using evidence, examples and/or explanations							
<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> 4 Students <b>effectively</b> evaluate the strength/relevance of the evidence of each idea • Students <b>effectively</b> compare the strength/relevance and choose the strongest/best idea • Students <b>effectively</b> explain and/or negotiate final decisions 3 Students <b>sufficiently</b> evaluate the strength/relevance of the evidence of each idea • Students <b>sufficiently</b> compare the strength/relevance and choose the strongest/best idea • Students <b>sufficiently</b> explain and/or negotiate final decisions 2 Students <b>inconsistently</b> evaluate the strength/relevance of the evidence of each idea • Students <b>inconsistently</b> compare the strength/relevance and choose the strongest/best idea • Students <b>inconsistently</b> explain and/or negotiate final decisions 1 Students <b>do not</b> evaluate the strength/relevance of the evidence of each idea • Students <b>do not</b> compare the strength/relevance and choose the strongest/best idea • Students <b>do not</b> explain and/or negotiate final decisions							
<b>STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)</b> <b>COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.</b> 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 - 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>

## LESSON 8

### 3<sup>rd</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.

<b>Student A1:</b>	The infographic tells us about farmers' markets.
--------------------	--

<b>Student B1:</b>	The title is "Why it feels better at the Farmers' Market".
--------------------	--

<b>Student A2:</b>	It also has different pictures about farmers' markets.
--------------------	--

<b>Student B2:</b>	It also has different reasons to buy at farmers' markets.
--------------------	---

<b>Student A3:</b>	Yeah, like supporting local farmers.
--------------------	--------------------------------------

<b>Student B3:</b>	Or to keep our planet happy.
--------------------	------------------------------

<b>Student A4:</b>	I read that it creates community spirit because you can talk to the farmers and make friends.
--------------------	---

<b>Student B4:</b>	
--------------------	--

## 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:**

<b>Student B4:</b>	
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**LESSONS 9, 14, &19**

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






 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 

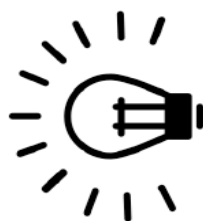
**Feedback:**

# 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.

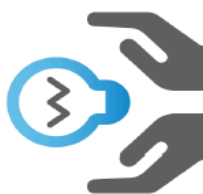
#1



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

Feedback:

#2



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

Feedback:

#3



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

Feedback:



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

## PARAGRAPH CRITERIA CHART

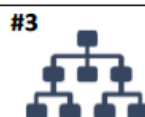
**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



☐ 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

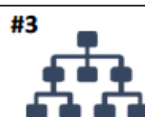
**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



☐ 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

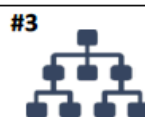
**Directions:** Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



☐ 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 about the visual text 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 about the visual text by giving more information about growing food locally. One example is the visual text that shows a local community farm. In addition, the infographic suggests that we use less fossil fuels when we buy locally. In other words, both farmers and customers use less gas.

Additionally, the infographic states that produce from the farmers' market is more fresh. The visual text is an example of produce that is more fresh because it is grown locally. In conclusion, both texts provide information about growing food locally.

# OOAT (USE FOR LESSONS 10, 15 & 20) Front of Document

Multilingual & Multicultural Education Department

**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:	DIMENSION 3 Sentences are logically organized and connected:
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.	<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>	<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.)**

# OOAT (USE FOR LESSONS 10, 15 & 20) Back of Document



## 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	
<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 giving more information about growing food locally, which helps the Earth. **[1]** One example is the visual text, which shows a local community farm that grows food. **[2]** In addition, the infographic states that we should support local farmers because local produce uses less fossil fuels. **[3]** In other words, both farmers and customers travel less and use less gas to sell and buy fruits and vegetables. **[4]** Additionally, the infographic states that fruits and vegetables from the farmers' market are fresher. **[5]** The visual text is an example of fruits and vegetables that are fresher because they are grown locally. **[6]** In conclusion, both texts provide information about growing and buying produce in a local community farm. **[7]**



Multilingual & Multicultural Education Department  
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 .**

November 18, 2016

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



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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.**

<b>Student A1:</b>	An <b>important idea</b> from both texts is that people can buy the <b> freshest food </b> possible at <b> farmers' markets </b> , which is better for our health. <b>[CL]</b> <u>What do you think is an important idea from both texts?</u> <b>[PR]</b>
<b>Student B1:</b>	I heard you say that food from <b> farmers' markets </b> supports our health. <b>[PAR]</b> <u>An important idea from both texts is supporting <b> community farmers' markets </b> is a way to help the Earth.</u> <b>[CL]</b> <u>Tell me more about your idea.</u> <b>[PR]</b>
<b>Student A2:</b>	So, what you are saying is when we get involved with <b> community farmers' markets </b> we are helping the Earth. <b>[PAR]</b> <u>In addition, the <b> community farmers </b> grow all kinds of vegetables depending on the season.</u> <b>[BO]</b> <u>If you look closely at the visual text, there is a sign on the fence with pictures of <b> different fruits </b> and vegetables, which is evidence to support my claim that farmers' markets promote <b> good health </b>.</u> <b>[BO]</b> <u>What other evidence do you have to support your <b> important idea </b>?</u> <b>[PR]</b>
<b>Student B2:</b>	To paraphrase, your claim is that <b> famers' markets </b> provide <b> fresh seasonal produce </b> that is good for your health. <b>[PAR]</b> <u>In the infographic under the heading, "Support <b> Local Farmers </b>", it tells us that <b> local farmers </b> preserve <b> our land </b> for generations. <b>[BO]</b> <u><b> Local farmers </b> use less land and only harvest what they can sell.</u> <b>[BO]</b> <u>Like in the <b> visual text </b>, the <b> community farmers </b> plant and harvest vegetables in their box and only sell what they harvest.</u> <b>[BO]</b> <u>This is a way of caring for the land. This supports your claim that buying <b> fresh produce </b> in season is good for people's health and also my claim that it's good for <b> Earth's health </b>.</u> <b>[BO]</b> <u>What <b> additional evidence </b> do you have?</u> <b>[PR]</b></u>
<b>Student A3:</b>	In other words, the texts support both our claims. <b>[PAR]</b> <u>Additionally, the infographic states that <b> local produce </b> travel less distance than food from <b> other countries </b>.</u> <b>[BO]</b> <u>The fruits and vegetables from <b> farmers' markets </b> travel less so they are fresher.</u> <b>[BO]</b> <u>The visual text is a <b> perfect example </b> of a <b> local farmers' market </b> where produce is harvested and sold right there.</u> <b>[BO]</b> <u>How can elaborate on your idea that supporting <b> community farmers' markets </b> is a way to support the Earth?</u> <b>[PR]</b>
<b>Student B3:</b>	A different way to say it is that when you buy from a <b> community farmers' market </b> you are buying locally. <b>[PAR]</b> <u>For example, in the infographic it states that when people buy their produce in <b> farmers' markets </b> they can talk directly to the farmers and learn about the fruits and vegetables they will eat.</u> <b>[BO]</b> <u>The <b> visual text </b> is an example of people supporting <b> community farmers' markets </b> because the sign invites people to get involved and support the <b> community farm </b>.</u> <b>[BO]</b> <u>When people get involved in <b> community gardens </b> they learn about the land and how to care for it.</u> <b>[BO]</b> <u>What are examples from <b> both texts </b>?</u> <b>[PR]</b>
<b>Student A4:</b>	Simply put, <b> community farmers' markets </b> promote <b> good health </b> for people and help them get involved with taking care of the land. <b>[PAR]</b> <u>To elaborate on your idea of <b> farmers' markets </b> helping the Earth, in the infographic it states that <b> local produce </b> travels <b> less distance </b>, so it uses less <b> fossil fuel </b>.</u> <b>[BO]</b> <u>That is good for the Earth's health because <b> local farmers </b> in community market farms do not use as much gas.</u> <b>[BO]</b> <u>How can we summarize our ideas?</u> <b>[PR]</b>
<b>Student B4:</b>	I think what we are saying is that <b> both texts </b> support the idea that <b> farmers' markets </b> are helpful to people and the Earth. <b>[PAR]</b> <u>Our evidence is that when people buy locally it is a way to support the Earth because <b> local farmers </b> preserve our planet by using less <b> fossil fuel </b>.</u> <b>[BO]</b> <u>Additionally, buying locally means buying <b> fresh fruits </b> and vegetables, which promotes <b> good health </b> for people and the Earth.</u> <b>[BO]</b>



## 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 that people can buy the freshest food possible at farmers' markets, which is better for our health. What do you think is an important idea from both texts?
<b>Student B1:</b>	I heard you say that food from farmers' markets supports our health. An important idea from both texts is supporting community farmers' markets is a way to help the Earth. Tell me more about your idea.
<b>Student A2:</b>	So, what you are saying is when we get involved with community farmers' markets we are helping the Earth. In addition, the community farmers grow all kinds of vegetables depending on the season. If you look closely at the visual text, there is a sign on the fence with pictures of different fruits and vegetables, which is evidence to support my claim that Farmers' markets promote good health. What other evidence do you have to support your important idea?
<b>Student B2:</b>	To paraphrase, your claim is that farmer's markets provide fresh seasonal produce that is good for your health. In the infographic under the heading, "Support Local Farmers", it tells us that local farmers preserve our land for generations. Local farmers use less land and only harvest what they can sell. Like in the visual text, the community farmers plant and harvest vegetables in their box and only sell what they harvest. This is a way of caring for the land. This supports your claim that buying fresh produce in season is good for people's health and also my claim that it's good for Earth's health. What additional evidence do you have?
<b>Student A3:</b>	In other words, the texts support both our claims. Additionally, the infographic states that local produce travel less distance than food from other countries. The fruits and vegetables from farmers' markets travel less so they are fresher. The visual text is a perfect example of a local farmers' market where produce is harvested and sold right there. How can elaborate on your idea that supporting community farmers' markets is a way to support the Earth?
<b>Student B3:</b>	A different way to say it is that when you buy from a community farmers' market you are buying locally. For example, in the infographic it states that when people buy their produce in farmers' markets they can talk directly to the farmers and learn about the fruits and vegetables they will eat. The visual text is an example of people supporting community farmers' markets because the sign invites people to get involved and support the community farm. When people get involved in community gardens they learn about the land and how to care for it. What are examples from both texts?
<b>Student A4:</b>	Simply put, community farmers' markets promote good health for people and help them get involved with taking care of the land. To elaborate on your idea of Farmers' markets helping the Earth, in the infographic it states that local produce travels less distance, so it uses less fossil fuel. That is good for the Earth's health because local farmers in community market farms do not use as much gas. How can we summarize our ideas?
<b>Student B4:</b>	I think what we are saying is that both texts support the idea that farmers' markets are helpful to people and the Earth. Our evidence is that when people buy locally it is a way to support the Earth because local farmers preserve our planet by using less fossil fuel. Additionally, buying locally means buying fresh fruits and vegetables, which promotes good health for people and the Earth.

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

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

<b>Student A1:</b>	The infographic and the picture show information about farmers' markets.
<b>Student B1:</b>	The infographic says that the farmers' market keep the Earth happy.
<b>Student A2:</b>	I agree with you. You can read that everyone is happy when you can get fresh food. Do you see?
<b>Student B2:</b>	I can see three people having fun at the farmers' market. What do you think of the wooden planters?
<b>Student A3:</b>	We also have planters in our backyard. Can you give another reason to buy at farmers' markets?
<b>Student B3:</b>	The infographic it gives you lots of reasons, like farmers' markets keep the Earth happy or it's good for your health and heart.
<b>Student A4:</b>	How can we combine our ideas based on the evidence we've reviewed?
<b>Student B4:</b>	To combine our ideas, everyone should go to farmers' market.

# CONVERSATION CODING KEY— FORTIFY/NEGOTIATE

**CL** CLAIM

**PAR** PARAPHRASE

**BO** BUILD ON

**PR** PROMPT

**UNDERLINE PROMPT &  
RESPONSE STARTERS**



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## LESSON 13

### 3<sup>rd</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.

<b>Student A1:</b>	The infographic and the picture show information about farmers' markets.
<b>Student B1:</b>	The infographic says that the farmers' market keep the Earth happy.
<b>Student A2:</b>	I agree with you. You can read that everyone is happy when you can get fresh food. Do you see?
<b>Student B2:</b>	I can see three people having fun at the farmers' market. What do you think of the wooden planters?
<b>Student A3:</b>	We also have planters in our backyard. Can you give another reason to buy at farmers' markets?
<b>Student B3:</b>	The infographic it gives you lots of reason, like farmers' markets keep the Earth happy or it's good for your health and heart.
<b>Student A4:</b>	How can we combine our ideas based on the evidence we've reviewed?
<b>Student B4:</b>	To combine our ideas, everyone should go to farmers' market.

## 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, ...**

**In conclusion, ...**



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**EX-BR**

## LESSON 15 TEACHER ORAL PARAGRAPH

An important idea from both texts is that people take care of the Earth by buying fruits and vegetables at a local community farm. One example in the infographic is that the food from local farms grows nearby where it is sold. Another example that supports this idea is from the visual text. In the visual text there are people growing food in a city garden. The food is grown near their homes, so they use less gas. Additionally, the infographic shows that at farmers' markets people are able to learn more about the fruits and vegetables they eat to stay healthy. People are part of the earth, so what is good for them is good for the Earth. In conclusion, an important idea in both texts is that buying produce from local farmers' markets is beneficial for the Earth.

## LESSON 16 TEACHER WRITTEN PARAGRAPH

An important idea from both texts is that people take care of themselves and the Earth by growing food locally. [1] One example from the infographic that supports this idea is that produce grown locally is also sold locally. [2] In other words, local farmers grow their fruits and vegetables at a location close to the farmers' market where the food is sold. [3] The customers who buy their food at the farmers' market also live nearby. This helps care for the Earth because both the farmers and the customers drive shorter distances. Consequently, less pollution is created when transporting the food to the farmers' markets and then to people's homes. [4] Another example that supports this idea is the image of the people growing food in city garden. [5] The food is grown near their homes, so they do not need to use much gas to drive the vegetables to markets far away. [6] Additionally, the visual text shows a small community garden. [7] Community gardens are small, so people use less water, which is good for the Earth. [8] Growing and buying food locally are actions that people can take to help the Earth. [8]

## LESSON 17 & 18

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

**Prompt:** Which text best supports the theme: Farmers' markets are 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 why farmers' markets are great for the earth. [CL] What do you think? [PR]
<b>Student B1:</b>	I think that the visual text is a great example of things we do for the Earth. [CL] Why do you say that the infographic better supports the theme? [PR]
<b>Student A2:</b>	The reason I think that is because there is a heading that reads "Keep the Earth Happy" and states that local produce uses less fuels from the Earth. [BO] So we use less fossil fuel from our planet if people buy at farmers' markets. [BO] Tell me more about why you think that the visual text is better. [PR]
<b>Student B2:</b>	What I heard you say is that the infographic shows better how farmers' markets support the Earth. [PAR] I think that in the visual text you can see people in the community working for a common goal: producing fresh fruits and vegetables in their local community, which is a way to support the Earth because they sell their produce right where they grow it. [BO] They do not have to transport their produce anywhere. [BO] What other evidence can you state to support your claim? [PR]
<b>Student A3:</b>	I heard you say that the visual text is an example of a community working for the [PAR] benefit of the Earth. However, the infographic gives us more reasons how farmers' markets are beneficial for the Earth. [BO] The infographic explains how local farmers grow their produce in season, which is a way to preserve the land. [BO] What evidence supports your claim? [PR]
<b>Student B3:</b>	What I understand about what you said is that the infographic adds more ideas about how local farmers preserve the Earth. [PAR] I still think that the visual text shows real people working in a community farm. [BO] Three people are working in their community farm. [BO] The infographic gives me lots of information, but it doesn't show real local farmers' markets. [BO] Do you agree that the visual text best represents this theme? [PR]
<b>Student A4:</b>	I agree that the visual text represents the theme that farmers' markets are great for the Earth because it shows real farmers in a local farmers' market. [CL] But the infographic additionally states that people go to farmers' markets so they can talk directly to the farmers. [BO] People get more information about their food so they can buy produce that is in season and locally grown. [BO] That is another way to benefit the Earth. [BO] What are your thoughts on my point of view? [PR]
<b>Student B4:</b>	I agree that when people are involved in community farms and farmers' markets, they take care of the Earth's resources. [CL] But in my opinion, the infographic best represents not only that, but also it gives us more reasons why farmers' markets are good for our planet. [BO] Do you agree with my point of view? [PR]
<b>Student B5:</b>	You have convinced me that the infographic represents best that farmers' markets are beneficial for the Earth because it states many reason to go to farmers' markets. [C]

## LESSON 17 &18

### VISUAL TEXT & INFOGRAPHIC MODEL (NOT CODED)

**Prompt: Which text best supports the theme: Farmers' markets are 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 why farmers' markets are great for the earth. What do you think?
<b>Student B1:</b>	I think that the visual text is a great example of things we do for the Earth. Why do you say that the infographic better supports the theme?
<b>Student A2:</b>	The reason I think that is because there is a heading that reads "Keep the Earth Happy" and states that local produce uses less fuels from the Earth. So we use less fossil fuel from our planet if people buy at farmers' markets. Tell me more about why you think that the visual text is better.
<b>Student B2:</b>	What I heard you say is that the infographic shows better how farmers' markets support the Earth. I think that in the visual text you can see people in the community working for a common goal: producing fresh fruits and vegetables in their local community, which is a way to support the Earth because they sell their produce right where they grow it. They do not have to transport their produce anywhere. What other evidence can you state to support your claim?
<b>Student A3:</b>	I heard you say that the visual text is an example of a community working for the benefit of the Earth. However, the infographic gives us more reasons how farmers' markets are beneficial for the Earth. The infographic explains how local farmers grow their produce in season, which is a way to preserve the land. What evidence supports your claim?
<b>Student B3:</b>	What I understand about what you said is that the infographic adds more ideas about how local farmers preserve the Earth. I still think that the visual text shows real people working in a community farm. Three people are working in their community farm. The infographic gives me lots of information, but it doesn't show real local farmers' markets. Do you agree that the visual text best represents this theme?
<b>Student A4:</b>	I agree that the visual text represents the theme that farmers' markets are great for the Earth because it shows real farmers in a local farmers' market. But the infographic additionally states that people go to farmers' markets so they can talk directly to the farmers. People get more information about their food so they can buy produce that is in season and locally grown. That is another way to benefit the Earth. What are your thoughts on my point of view?
<b>Student B4:</b>	I agree that when people are involved in community farms and farmers' markets, they take care of the Earth's resources. But in my opinion, the infographic best represents not only that, but also it gives us more reasons why farmers' markets are good for our planet. Do you agree with my point of view?
<b>Student B5:</b>	You have convinced me that the infographic represents best that farmers' markets are beneficial for the Earth because it states many reason to go to farmers' markets.



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

**Prompt: Which text best supports the theme: Farmers’ markets are 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 is good. What do you think?
<b>Student B1:</b>	I think that the visual text is good because people work together at community farmers’ markets. Do you agree with my opinion?
<b>Student A2:</b>	I think your opinion is great, but I think the infographic tells us that if people go to the farmers’ market, they don’t have to go to the supermarket and it will be better for the farmer and the Earth because they do not use lots of fuel. What do you think?
<b>Student B2:</b>	Yeah, but people can plant fruits and vegetables in a community farm and other people can buy them. That is good for the Earth. What is your opinion about this?
<b>Student A3:</b>	It’s great that people work together in a community farm, but for farmers, that’s their living, if everybody grew their own vegetables, the farmers wouldn’t have a job. The infographic tells us to support the farmers.
<b>Student B3:</b>	Yeah, but people have the right to work together in the community to make it better.
<b>Student A4:</b>	Yeah, but also think of the farmers, if they don’t have a job, other people cannot get fresh vegetables like it says in the infographic.
<b>Student B4:</b>	Yeah, you’re right.

## LESSON 18

### 3<sup>rd</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: Farmers markets are 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 is good. What do you think?
<b>Student B1:</b>	I think that the visual text is good because people work together at community farmers' markets. Do you agree with my opinion?
<b>Student A2:</b>	I think your opinion is great, but I think the infographic tells us that if people go to the farmers' market, they don't have to go to the supermarket and it will be better for the farmer and the Earth because they do not use lots of fuel. What do you think?
<b>Student B2:</b>	Yeah, but people can plant fruits and vegetables in a community farm and other people can buy them. That is good for the Earth. What is your opinion about this?
<b>Student A3:</b>	It's great that people work together in a community farm, but for farmers, that's their living, if everybody grew their own vegetables, the farmers wouldn't have a job. The infographic tells us to support the farmers.
<b>Student B3:</b>	Yeah, but people have the right to work together in the community to make it better.
<b>Student A4:</b>	Yeah, but also think of the farmers, if they don't have a job, other people cannot get fresh vegetables like it says in the infographic.
<b>Student B4:</b>	Yeah, you're right.

## 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**

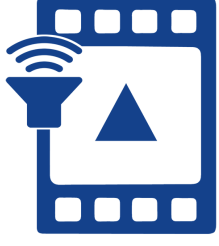
## LESSON 20 TEACHER ORAL PARAGRAPH

I think the infographic best supports why farmers' markets are useful for the Earth. For example, the infographic shows that the food in local farms grows close to where it is sold in the farmers' market. Another example that supports it from the visual text is the people growing food in the garden in the city. The food is grown near their homes, so they do not need to use lots of gas to drive the vegetables to markets far away. Additionally, the infographic shows that in farmers' markets, people learn more about their food, and healthier people are part of the Earth, so what is good for them is good for the Earth. In conclusion, an important idea in both texts is that locally grown food and farmers' markets are valuable for the Earth.



## LESSON 21 TEACHER WRITTEN PARAGRAPH

I think the infographic best supports why farmers' markets are useful for the Earth because people take care of the Earth by growing food locally. [1] For example, the infographic supports this idea because it shows that the food local farmers grow is close to where it is sold in the farmers' market. [2] This helps care for the Earth because less pollution is created in transporting the food to the farmers' markets. [3] Another example from the visual text that supports the key idea is the people growing food in the garden in the city. [4] The food is grown near their homes, so they do not need to use lots of gas to drive the vegetables to markets far away. [5] Additionally, the visual text shows a small community garden. [6] Community gardens are small so people use less water, which is good for the Earth. [7] Growing food locally and buying at farmers' markets are actions that people can take to help the Earth. [8]



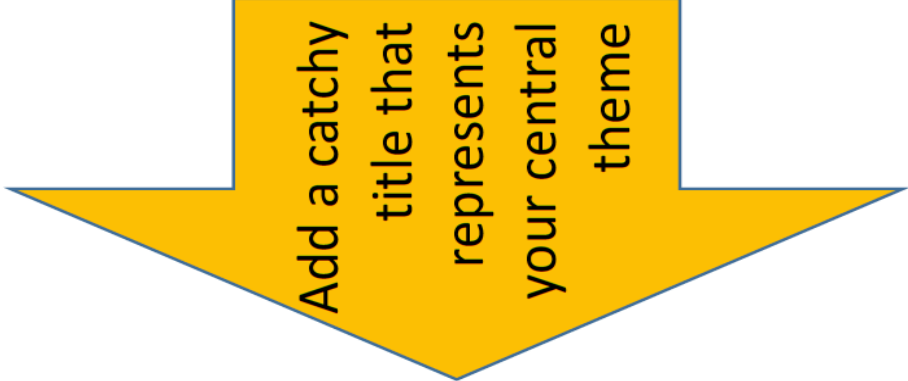
# Multimedia Presentation Criteria

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



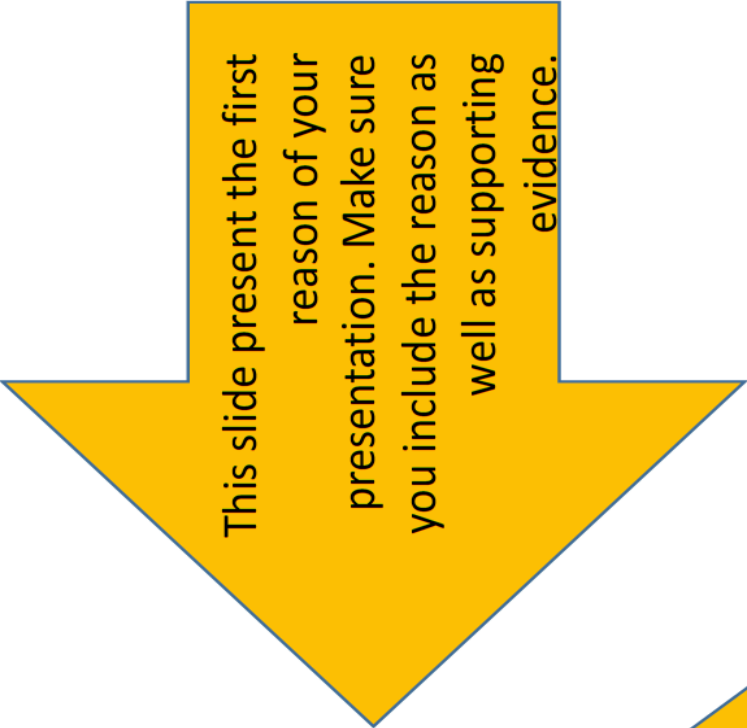
Don't  
forget to  
add your  
names  
and date

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

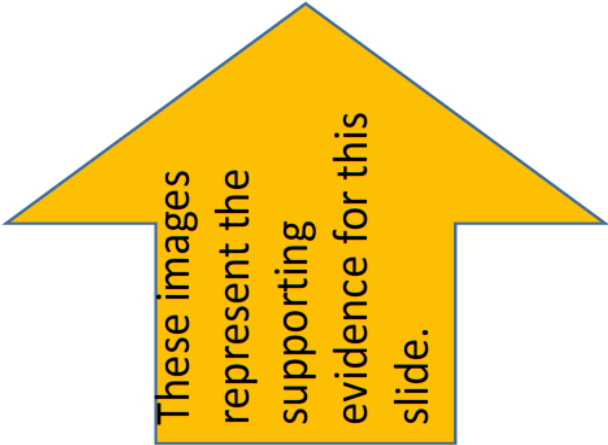
Claim:



# 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.

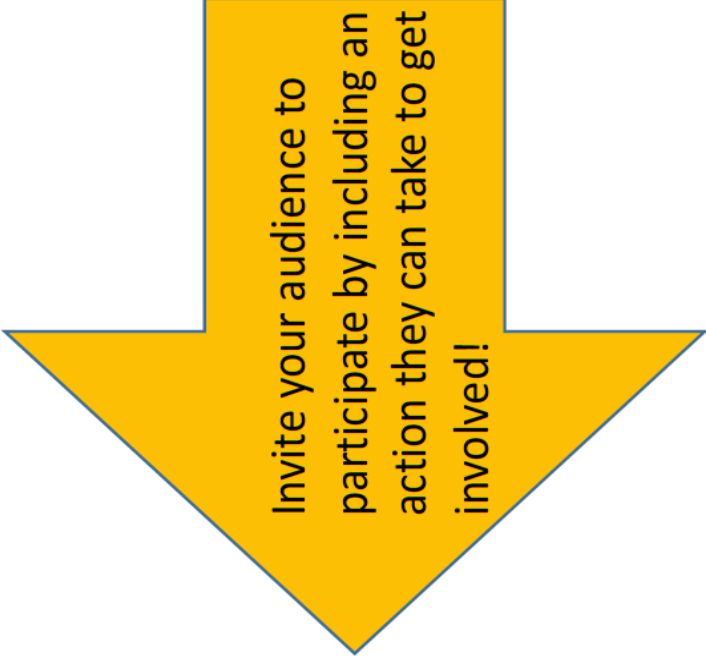
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# Conclusion



*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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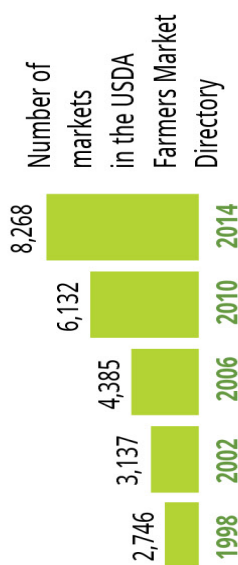




FARMERS MARKET COALITION

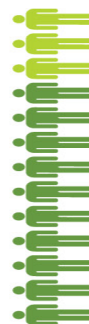


# Why Farmers Markets?



**Stimulate Local Economies**

Growers selling locally create **13 full time jobs** per \$1 million in revenue earned. Those not selling locally create **3**.



Locally-owned retailers, such as farmers markets, **return more than three times as much of their sales to the local economy** than do chain competitors.



**Preserve Farmland & Rural Livelihoods**

The U.S. loses an acre of farmland a minute to development.



The **7** Seattle farmers markets hosted by the Neighborhood Farmers Market Alliance support **9,491 acres of farmland** in diversified production.

**25% of vendors** derive their sole source of income from the market.



**Increase Access to Fresh Food**

**\$18.8 million** in **SNAP benefits** (food stamps) were spent at farmers markets in 2014. That's fresh food for low-income Americans and increased revenue for local farmers.

USDA reports that **produce prices at farmers markets are lower**, on average, than grocery stores prices.

**Markets bring fresh food to the neighborhoods that need it most.**



**Support Healthy Communities**

A study showed that shoppers have more than **three times as many social and informational encounters** at farmers markets than they do at national chain supermarkets.

**Proximity to farmers markets is associated with lower body mass index (BMI).**

