Start Smart 2.0 – Conversation Practices

Grade 3

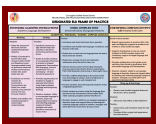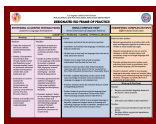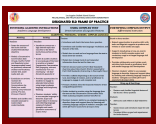| ELD lessons are designed to be taught in this order:					
Teach Start Smart 1.0	Teach lessons using the Designated ELD Frame of Practice	**Teach Start Smart 2.0**	Teach lessons using the Designated ELD Frame of Practice	**Teach Disciplinary Discussions Using Text Sets**	Teach lessons using the Designated ELD Frame of Practice

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INTRODUCTION

"…the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I."

CA ELD Standards (Ch.3, p.13)

Oral language is the foundation for literacy. Based on this understanding, the CA ELD Standards first focus on meaning and interaction. This focus is realized in the twelve Part I CA ELD standards. The Multilingual and Multicultural Education Department (MMED) supports and guides educators in effectively teaching the twelve Part I standards by providing Designated ELD Start Smart units. These units have been designed in collaboration with teachers, Title III coaches and MMED staff.

At the core of the Start Smart Units are the four Constructive Conversation Skills: **CREATE, CLARIFY, FORTIFY** and **NEGOTIATE**. All the units include a daily formative assessment tool that captures evidence of student language development and supports teachers in providing evidence-based differentiated instruction. These skills provide students with the language needed to participate in standards based lessons in which they simultaneously develop language, content knowledge and analytical practices. The Constructive Conversation Skills are the foundation for collaborative writing activities that promote students to use their oral language skills to develop their writing skills.

Start Smart 2.0
This unit builds upon the Constructive Conversation Skills and Norms that have been previously taught in Start Smart 1.0 (Revised). Students must receive instruction with Start Smart 1.0 Revised lessons in the current school year before beginning Start Smart 2.0.

This 25 lesson unit builds upon the students' knowledge of the Constructive Conversation Skills and addresses both Part I and Part II of the CA ELD Standards. A Conversation Pattern that consists of paraphrasing, building-on and prompting, is introduced and explicitly taught. The Constructive Conversation prompts align to the language and critical thinking demands of SBAC. Two cornerstone learning activities in this unit are the oral and written paragraph that support students in applying their knowledge of informational texts. The culminating activity integrates technology and provides students with an opportunity to practice their oral presentation skills. Formative assessment tools are used in most lessons to capture evidence of student progress in the ELD standards.

FORMATIVE ASSESSMENTS – STUDENT PROGRESS FORMS (SPFs)

SPF 1.0 –Constructive Conversation Language Sample
This formative assessment is designed to capture evidence of students' ability to engage in a Constructive Conversation and measures two dimensions:
- Turns build on previous turns to build up an idea
- Turns focus on the knowledge or skills of the conversation objectives/teacher prompt

SPF 2.0 – Constructive Conversation Language Sample
This formative assessment is designed to capture evidence of students' ability to engage in a Constructive Conversation and build their knowledge of a topic by:
- creating or choosing a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)
- clarifying idea(s) by paraphrasing, defining and/or elaborating
- comparing the strength/relevance and choosing the strongest/best idea
- explaining and/or negotiating final decisions
- fortifying ideas using evidence, examples and/or explanations
- evaluating the strength/relevance of the evidence of each idea

SPF – OOAT (Oral Output Assessment Tool)
This formative assessment tool is designed to capture evidence of three key dimensions of effective oral output in lessons. The three key dimensions are: DIMENSION 1: First sentence is a clear topic sentence, claim, or initial idea, DIMENSION 2: Next sentences clarify and/or support the initial idea or claim and DIMENSION 3: Sentences are logically organized and connected. The expectation is that students respond to complex prompts in oral paragraphs.

SPF – WOAT (Written Output Assessment Tool)
This formative assessment tool is designed to look closely at how oral language development supports writing development through the application of the Constructive Conversation Skills. Additionally, it captures evidence of how students apply their knowledge of informational writing as addressed in the three key dimensions.

STRATEGIES AND SCAFFOLDS

- **Give One-Get One Protocol –** Students meet with various partners to give or share ideas and get or collect ideas from others. The purpose of the protocol is to provide students with a structured opportunity to share and build up their ideas about a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources.

- **Constructive Conversation Game –** Students use cards to take turns as they engage in a Constructive Conversation in pairs or quads in response to a prompt given by the teacher. The purpose of this protocol is to provide students with a structured opportunity to practice using the language of the skills and the conversation norms.

- **Fishbowl Model –** The teacher selects a pair or group of students to demonstrate how to complete a specific task while the rest of the class listens and observes. The teacher debriefs the model, which provides students with specific feedback of what is expected. This is also an opportunity for the teacher to collect a language sample for the students who are providing the Fishbowl Model. The purpose of this protocol is to provide students with a structured opportunity to develop active listening skills.

- **Stand Up, Hand Up, Pair Up –** This is a strategy for pairing students up with a different conversation/learning partner. Students stand up, raise one hand in the air, and walk across the room in search of a partner. Students then simulate a "silent high five" to indicate that they have selected a partner. The purpose of this protocol is to provide students with a structured opportunity to engage with diverse partners and practice learning from others.

- **Multiple Partner Protocol –** This protocol provides students an opportunity to work as a pair with other pairs as they take turns listening and sharing their ideas to build up their collective understanding of a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources. The purpose of this protocol is to provide students with a structured opportunity to engage with diverse partners while developing their knowledge of a topic or prompt.

- **Prompt & Response Starters –** These formulaic expressions are provided in the lessons for the teacher to select based on the proficiency level of most of the students in the class. One or two new prompt or response starters should be introduced and provided to students as a scaffold they may choose to utilize should they need it. The purpose of this protocol is to provide students with a structured opportunity to practice the language of participation so they can focus on meaning making and creating new knowledge.

- **Model Conversations –** These are provided for students to listen to and analyze for the specific language required to meet the demands of the task and ultimately build the academic language required for academic discourse across content areas. A coded model is provided to support the teacher to guide students as they discuss and highlight specific language in the model. The purpose of this protocol is to provide students with a structured opportunity to actively listen to examples of academic language that introduce academic vocabulary and concepts.

- **Non-Model Conversations –** These are provided for students to listen to and analyze in contrast to the model. Students have an opportunity to discuss and highlight areas for improving the conversation. The purpose of this protocol is to provide students with a structured opportunity to enhance their knowledge of the conversation skills and constructive conversations by revising non-model conversations.

PART I – SETTING THE FOUNDATION		

LESSON 1—REVIEW NORMS & SKILLS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Share what we know about Constructive Conversations • Have a conversation with a partner and in a small group	• Turn & Talk • Teacher Think Aloud • Give One-Get One Protocol • Constructive Conversation Game—**CREATE, CLARIFY, FORTIFY & NEGOTIATE** • Fishbowl Model	• Conversations Skills & Norms Posters and Artifacts from 1.0 • Give One—Get One Protocol Directions • Give One—Get One Graphic Organizer (Copy Double Sided) • Constructive Conversation Game Cards

Assessment (SPF 1.0) - Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

LESSON 2—CLARIFY BY PARAPHRASING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Introduce Conversation Pattern • Have a Constructive Conversation with a partner based on a visual text • Listen to a partner's ideas • Learn to **CLARIFY** by **paraphrasing** a partner's ideas	• Turn & Talk • Paraphrase – Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by paraphrasing what your partner said.

LESSON 3—CLARIFY BY BUILDING ON

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Have a Constructive Conversation with a partner based on a visual text • Practice clarifying by adding details • Learn to **CLARIFY** by **building on** our own and our partner's ideas	• Turn & Talk • Build On – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by building on each other's ideas.

LESSON 4—CLARIFY BY PROMPTING

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Have a Constructive Conversation with a partner based on a visual text • Practice Clarifying by **prompting** • Learn to **CLARIFY** by **prompting** our partner	• Turn & Talk • Prompting – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by prompting your partner.

LESSON 5—PRACTICE CREATE & CLARIFY WITH VISUAL TEXT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Practice the skills of **CREATE** and **CLARIFY** using a visual text • Have a conversation with a partner and in a small group • Learn to **CLARIFY** by prompting	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Visual Text—**CREATE** & **CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts • Visual Text Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? Cite details to **CLARIFY** your ideas.

LESSON 6—PRACTICE CREATE & CLARIFY WITH INFOGRAPHIC

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE** & **CLARIFY** • Practice **CREATE** & **CLARIFY** with an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Infographic— **CREATE** & **CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Infographics • Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 1.0) - Prompt: What do you notice in the infographic? Cite details to **CLARIFY** your ideas.

PART II – CREATE & CLARIFY

LESSON 7—PRACTICE CREATE & CLARIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE** & **CLARIFY** • Practice **CREATE** & **CLARIFY** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **CREATE** & **CLARIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 8—CODE THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **CREATE** & **CLARIFY** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 9—WRITE A CONVERSATION SCRIPT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review and apply the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback for the conversation script	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 10—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners • Receive and provide feedback to revise an oral paragraph	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer (MPP-GO) • Teacher Oral Paragraph—**CREATE** & **CLARIFY**

Assessment (SPF-OOAT) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

LESSON 11—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use notes to organize information for a written paragraph • Collaborate with a partner to write a paragraph • Receive and provide feedback to revise a paragraph	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph—**CREATE** & **CLARIFY**

Assessment (SPF-WOAT) - Prompt: How does the infographic **CLARIFY** your thinking about the visual text? Cite details to **CLARIFY** your ideas.

PART III – FORTIFY		

LESSON 12— PRACTICE FORTIFY WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and Non-Model for **FORTIFY** • Practice **FORTIFY** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **FORTIFY** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

LESSON 13— CODE THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **FORTIFY** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

LESSON 14—WRITE A CONVERSATION SCRIPT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review and use the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback • Use feedback to revise our work	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 15—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Recount our ideas using the skill of **FORTIFY** • Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer (MPP-GO) • Teacher Oral Paragraph— **FORTIFY**

Assessment (SPF-OOAT) - Prompt: What is an important idea in both texts? State your claim and cite your evidence.

LESSON 16—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use notes to organize information for a written paragraph • Collaborate with a partner to write a paragraph • Receive and provide feedback to revise a paragraph	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph— **FORTIFY**

Assessment (SPF-WOAT) - Prompt: What is an important idea in both texts? State your claim and cite evidence.

PART IV –NEGOTIATE

LESSON 17— PRACTICE NEGOTIATE WITH BOTH TEXTS

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and Non-Model for **NEGOTIATE** • Practice **NEGOTIATE** using a visual and an infographic • Have a Constructive Conversation with a partner and in a small group	• Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with both Student texts— **NEGOTIATE** • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Text & Infographic • Visual Text & Infographic Model & Non-Model • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 18—CODE THE MODEL & REVISE THE NON-MODEL

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review the Constructive Conversation Pattern • Listen to a Model and code it using the Conversation Pattern • Revise a Non-Model using the Conversation Pattern	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Code the Model & Revise Non-Model • Stand Up, Hand Up, Pair Up Conversation with both Student texts • Fishbowl Model	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts & Infographics • Conversation Coding Key- **NEGOTIATE** • Visual Text & Infographic Model & Non-Model • Non-Model Revision Tool • Conversation Pattern Game Cards

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 19—WRITE A CONVERSATION SCRIPT

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Review and apply the Constructive Conversation Pattern • Write a conversation script • Give and receive feedback for the conversation script	• Turn & Talk • Prompt & Response Starters • Teacher Think Aloud • Collaborative script writing • Fishbowl Model • Quads	• Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversation Script Tool • Conversation Pattern Listening Tool

(No Assessment)

LESSON 20—CRAFT AN ORAL PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Recount our ideas using the skill of **NEGOTIATE** • Use notes to organize information for an oral paragraph • Practice crafting an oral paragraph with multiple partners	• Turn & Talk • Multiple Partner Protocol • Teacher Think Aloud • Stand Up, Hand Up Oral Paragraph Share • Fishbowl Model	• Conversation Norms Poster • Student Visual Text & Infographic • Completed Conversation Script Tool • Paragraph Criteria Chart & Guide • Multiple Partner Protocol & Graphic Organizer • Teacher Oral Paragraph— **NEGOTIATE**

Assessment (SPF-OOAT) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 21—WRITE A PARAGRAPH

Lesson Objectives:	Strategies/Scaffolds:	Materials:
• Use notes to organize information for a written paragraph • Collaborate with a partner to write a paragraph • Receive and provide feedback to revise a paragraph	• Turn & Talk • Fishbowl Model • Collaborative Writing • Teacher Think Aloud • Quads	• Conversation Norms Poster • Student Visual Text & Infographic • Completed MPP-GO • Paragraph Criteria Chart & Guide • Paragraph Coding Key • Teacher Written Paragraph— **NEGOTIATE**

Assessment (SPF-WOAT) - Prompt: Which text best supports the theme: Farmers markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

PART V– MULTIMEDIA PROJECT & ORAL PRESENTATION		
LESSON 22—INTRODUCE THE PROJECT		
Lesson Objectives: • Listen to an oral multimedia presentation • Discuss the criteria for our presentations • Collaborate with our teammates to plan our presentations	**Strategies/Scaffolds:** • Triad Turn & Talk • Teacher models presentation • Process As Given/Process As Understood (PAG/PAU) • Constructive Conversation Game— Negotiate the presentation title • Fishbowl model	**Materials:** • Student Visual Text & Infographic • Completed Student Written Paragraphs • Multimedia Presentation Criteria Chart • Teacher PPT Model GR 2-5 • Teacher PPT Model GR 2-5 Annotated • Multimedia Planning Tool • Constructive Conversation Game Cards
Assessment (SPF-2.0) - Prompt: What title and image would make a powerful opening for your presentation? Why?		
LESSON 23—WORK ON THE PROJECT		
Lesson Objectives: • Continue discussing the criteria for our presentations • Collaborate with our teammates to finish our presentations • Research an additional multimedia source to include in our presentations	**Strategies/Scaffolds:** • Teacher models giving feedback • Triad Turn & Talk • PAG/PAU • Teacher Think Aloud • Constructive Conversation Game— Negotiate the conclusion for the presentation • Fishbowl model	**Materials:** • Multimedia Presentation Criteria Chart • Multimedia Presentation Checklist • Student Completed Multimedia Planning Tool—Slides 1-4 • Teacher PPT Model GR 2-5 Annotated • Multimedia Planning Tool—Slides 5-7 • Constructive Conversation Game Cards • PPT Tutorial GR 2-5 (As needed)
Assessment (SPF-2.0) - Prompt: What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?		
LESSON 24—REVISE THE PROJECT		
Lesson Objectives: • Discuss the criteria for the oral presentations • Give and receive feedback to revise our presentations • Collaborate with our teammates to rehearse our presentations	**Strategies/Scaffolds:** • Triad Turn & Talk • PAG/PAU • Triads Squared to give and receive feedback on multimedia • Teacher models oral presentation • Triads Squared to give and receive feedback	**Materials:** • Multimedia Presentation Criteria Chart • Multimedia Presentation Checklist • Student Completed Multimedia Planning Tool • Oral Presentation Criteria Chart • Oral Presentation Checklist • Teacher PPT Model GR 2-5
(No Assessment)		
LESSON 25—FINAL PRESENTATIONS		
Lesson Objectives: • Discuss the criteria for the oral multimedia presentations • Give and receive feedback on final presentations • Collaborate with our teammates to present	**Strategies/Scaffolds:** • PAG/PAU • Triad Turn & Talk • Triads Squared to give and receive feedback	**Materials:** • Oral Presentation Criteria Chart • Multimedia Presentation Criteria Chart • Teacher PPT Model GR 2-5 • Multimedia Presentation Checklist • Oral Presentation Checklist
Assessment: Final Multimedia Projects and Oral Presentation		

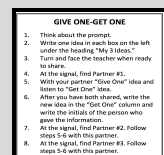|	Start Smart 2.0 - Conversation Practices
	# Lesson 1: Review Norms & Skills
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation to discuss their understanding of the Constructive Conversation Norms and Skills with a partner and then in a group of four.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • share what we know about Constructive Conversations • have a conversation with a partner and in a small group
OPENING	*In this lesson we will review what we know about Constructive Conversations. In the past we have engaged in Constructive Conversations using visual texts and have learned about the Constructive Conversation Norms and Skills. Today, we will begin to learn how to use those norms and skills in a more complex way. But first, we will review what we already know about Constructive Conversations.*
REVIEW **ELD.PI.3.1 EX** **ELD.PI.3.5 EX**	## Review Artifacts **NOTE:** artifacts may include **Constructive Conversation Norms Poster**, **Constructive Conversations Skills Poster**, **Constructive Conversation Game Cards**, **Listening Task Posters**, and additional artifacts such as student-created posters from Start Smart 1.0 Lesson 14 to use as a reference as they engage in a review of norms and skills. Display the Constructive Conversation artifacts and ask the following question: *What do we already know about the **Constructive Conversation Norms** and **Skills**? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
MODEL/ GUIDED PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PI.3.11 EX** **GIVE ONE-GET ONE DIRECTIONS** **CONVERSATION NORMS POSTER**	## Model/Guided Practice—Give One-Get One Review Constructive Conversation Norms *Now you will work with your partners to review all you know about the Constructive Conversation Norms. We will use the **Give One-Get One Graphic Organizer** to think and take notes about the following prompt:* **What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?** Distribute the **Give One-Get One Graphic Organizer** to students. Display the directions for the **Give One-Get One Protocol**. Refer to directions (projected or charted) as you model steps 1-6 for the class. *Let's review the directions for the **Give One-Get One Protocol** as I model how to do it. The first step is, "Think about the prompt."* **GIVE ONE-GET ONE** 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.

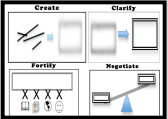|	
MODEL/ GUIDED PRACTICE (CONTINUED) **GIVE ONE-GET ONE GRAPHIC ORGANIZER**	*Hmmm. So, the prompt is:* **What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?** *I'm going to use the artifacts to remind me of what I know about the Norms (point to Norms poster). One thing I know is that I need to use my think time just like I'm doing right now.* Display the **Give One-Get One Graphic Organizer.** *Step 2 is to write one idea in each box on the left under the heading, "My 3 Ideas." I will write my ideas here* (point to the first box in the graphic organizer and complete the statement, "One thing I know about…" the norms is that I need to use my think time to gather ideas). *Now, you think of 3 ideas you have about the Constructive Conversation Norms. Write one idea in each box. Turn and face me when you're ready to share.* *On the signal, I find Partner #1. I look for someone who does not have a partner and is ready to share.* Model following steps 5 and 6 from the Give One, Get One directions with a student. Debrief with the students and review steps 7 and 8.
STUDENT PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PI.3.11 EX** **ELD.PI.3.12 EX** **GIVE ONE-GET ONE GRAPHIC ORGANIZER**	## Student Practice—Give One-Get One ## Review Constructive Conversation Norms *Now it's your turn. We've already done steps 1-3 and we've reviewed all the other steps. We are on step 4. Find Partner #1 and begin. Remember to address the prompt.* **What do you know about the Constructive Conversation Norms? What does it look like and sound like when you use them?** Once everyone has given and received information, lead students in a whole-group discussion of the information they have shared. Students should annotate/edit their notes when ideas are incorrect, such as drawing a line through them.
MODEL/ GUIDED PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PI.3.11 EX** **GIVE ONE-GET ONE GRAPHIC ORGANIZER** **CONSTRUCTIVE CONVERSATION SKILLS POSTER**	## Model/Guided Practice—Give One-Get One ## Review Constructive Conversation Skills *Now we will use the **Give One-Get One Graphic Organizer** to review the Constructive Conversation Skills. Turn your papers over. We will review the directions for the Give One-Get One Protocol as I model how to do it with a different prompt.* *The first step is, "Think about the prompt." The prompt is:* **What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?** *Hmmm. So, I'm going to use the artifacts to remember what I know about the skills (point to skills poster). One thing I know is that when I **FORTIFY** I support my ideas with evidence from the text. I can say, "In the text it says…" or "I know because…"* Display the other side of the **Give One-Get One Graphic Organizer.** *Step 2 is to write one idea in each box on the left under the heading "My 3 Ideas." I will write my ideas here* (point to the first box in the graphic organizer and complete the statement, "One thing I know about…" the Skills is when I **FORTIFY**, I support my ideas with evidence from the text. I can say, "In the text it says…"). *Now, you think of 3 ideas you have about the Constructive Conversation Skills. Write one idea in each box. Turn and face me when you're ready to share.*

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.11 EX ELD.PI.3.12 EX	## Student Practice—Give One-Get One Protocol ## Review Constructive Conversation Skills *Now it's your turn. We've already done steps 1-3. We are on step 4. Find Partner #1 and begin. Remember to address the prompt.* **What do you know about the Constructive Conversation Skills? What does it look like and sound like when you use them?** Once everyone has given and received information, lead students in a whole-group discussion of the information they have shared. Students should annotate/edit their notes when ideas are incorrect, such as drawing a line through them.

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.12 EX CONSTRUCTIVE CONVERSATION GAME CARDS	## Constructive Conversation Game Place students in groups of four to play the Constructive Conversation Game using the **Game Cards**. Give each student two cards for **CREATE, CLARIFY, and FORTIFY.** *You are now going to have the opportunity to practice the Constructive Conversation Skills while playing the game. You will have two cards for each skill of CREATE, CLARIFY, and FORTIFY. Remember to use the norms and the skills as you play the Constructive Conversation Game.* **Prompt: What do you know about Constructive Conversations? What do they look like and sound like?** ## Formative Assessment Monitor students as they play the game and select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Debrief Whole Group Discussion - Fishbowl Facilitate a whole group discussion using the following questions: • *How did you demonstrate the use of the Conversation Norms?* • *How did you demonstrate the use of the Conversation Skills?*

FORMATIVE ASSESSMENT SPF 1.0	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model (For directions refer page 3) a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you know about Constructive Conversations? What do they look like and sound like?** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

| WRAP-UP
ELD.PI.3.1 EX
1-25-16 | ## Review ELD Objective and Self-Assess
In this lesson, we
- *shared what we know about Constructive Conversations*
- *had a conversation with a partner and in a small group*

Teacher will ask students:
- *How did we meet the lesson objectives?*
- *How did the Norms and Skills help us to have a Constructive Conversation?*
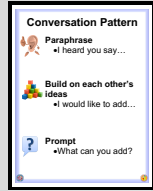- *Work with your partner to do the following:*
  - *Identify one thing that you did to meet today's objective and one thing you want to improve*
  - *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |

	Start Smart 2.0 - Conversation Practices
	# Lesson 2: CLARIFY by Paraphrasing
ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of **paraphrase** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • introduce Conversation Pattern • have a Constructive Conversation with a partner based on a visual text • listen to a partner's ideas • learn to **CLARIFY** by paraphrasing a partner's ideas
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX **CONVERSATION NORMS POSTER**	*Today we are going to build on our understanding of the skill of **CLARIFY**.* (Point to and read charted **Student-Friendly ELD Objective**). *We will learn the Conversation Pattern—which includes paraphrasing, building on, and prompting each time we speak. This pattern will help us **CLARIFY** our ideas when we have a conversation. One way to **CLARIFY** is to repeat our partner's thoughts in our own words after we listen to them attentively. Today's lesson will focus on learning and practicing how to **paraphrase** your partner's ideas during a Constructive Conversation. As we engage in our conversations, we will also remember to follow our Constructive Conversation Norms.* (Point to **Constructive Conversation Norms Poster.**) *Which Conversation Norm will help us to **paraphrase**? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Listen respectfully,"* (point to poster) *so we will make sure to, "Listen respectfully," during our conversations.*

MODEL/GUIDED PRACTICE
 	
 ELD.PI.3.1 EX
 ELD.PI.3.4 EX
 ELD.PI.3.5 EX
 ELD.PI.3.7 EX
 ELD.PII.3.1 EX
 ELD.PII.3.2 EX
 	
 CONVERSATION PATTERN POSTER
	## Model–Introduce the Conversation Pattern
	 Display the **Conversation Pattern Poster** and refer to it as you explain the following:
	
	 Our first objective today is to learn about the new Conversation Pattern. This speaking pattern will help us to get even better at clarifying during our Constructive Conversations.
	
	 Let's look at the pattern:
	 • **Paraphrase:**
	     ○ This means to listen and then we repeat our partner's thoughts in our own words. We paraphrase to **CLARIFY** and make sure we understand what our partner said. (**Gesture:** Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.)
	 • **Build on each other's ideas:**
	     ○ This means that we listen to what our partner says and add details and other information to their ideas to make a clearer and more complete idea. (**Gesture:** Make stacking motion with hands.)
	 • **Prompt:**
	     ○ *This means we get more information, ask for clarification or for new ideas to continue the Constructive Conversation. When prompting, we think about what we <u>did</u> understand and what <u>more</u> we need to understand fully.* (**Gesture:** Shrug shoulders then point to partner with index finger.)
	
	 *Now that we know the pattern, we will focus on how to make our ideas clearer by **paraphrasing**. When we **paraphrase** we use our own words to repeat our partner's ideas. This means we need to listen to them attentively.*

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's look at the pattern again and focus just on paraphrasing. Do the gesture with me.*

Paraphrase Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.

PAIRS *We know that in order to **paraphrase** we need to listen to our partner's ideas. Why is it important to listen actively? Turn and talk to your partner.*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

*Yes. That's right! During a conversation it's important to listen actively to make sure we understand what our partner said. We use our own words to repeat their idea. This really helps us to **CLARIFY**.*

Model—Introduce Response Starters

NOTE: Select one or two prompt and response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters to display and use during the lesson.

*To help us focus on **paraphrasing** to **CLARIFY** we will use our own words to repeat our partners' ideas. We can use these response starters during our conversations to help us **paraphrase**.*

RESPONSE STARTERS		
Paraphrasing		
I heard… You said…	I heard you say… I think you said…	In other words, … To paraphrase,…
EMERGING	**EXPANDING**	**BRIDGING**

For example, if someone says, "I notice that the dog is wagging its tail." Which response starter could you use to help you paraphrase? (Point to pre-charted response starters.)

PAIRS *Turn & talk to a partner. Which response starter would you use?* Call on one or two students to share which response starter they might use and what prompt or response starter they might use to continue the conversation.

CONVERSATION PATTERN GUIDE

You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's add the response starter(s) we learned to our Conversation Pattern Guides.

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and distribute the Conversation Patterns Guides to students and the prompt and response starters you charted.

Guided Practice–Paraphrasing

Display the **Conversation Pattern Poster** to refer to as needed.

*We've learned that the first thing we do in the Conversation Pattern is to paraphrase, which is when we use our own words to restate our partners' ideas. Paraphrasing our partner's ideas helps to **CLARIFY** what our partner said. When we understand what our partner said we can have a clearer, more precise and complete idea. Let's practice **paraphrasing**.*

Display the **Teacher Visual Text for Conversation Pattern** to practice how to **paraphrase:**

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

Use the conversation exchange provided below, to provide guided practice on how to **paraphrase:**
Listen to me as I read what two partners say to each other in a turn where this pattern is used. Here is what the partners say:
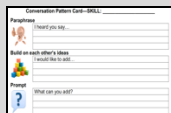
MODEL/GUIDED PRACTICE (CONTINUED) 1-25-16	**Exchange #1:**

Student A:	*I notice people standing and working in the garden in the city. They are all working doing different things and are dressed in work clothes.*
Student B:	___**I heard you say**___ *that there are people working together in the city garden.*

Think Aloud: *I notice that Student B paraphrased by using the response starter, "I heard you say..." and restated Student A's idea. Let's use the response starter Student B used and practice using our own words to restate the idea.*

Have students turn and talk to a partner as they complete the following statement:
Student B: I heard you say…

Have one or two students share their examples of **CLARIFY** by **paraphrasing** to make ideas clearer.

*Let's practice **paraphrasing** with another exchange. Listen to me as I read what two partners say to each other in a turn where they continue to use the pattern. Here is what the partners say:*

Exchange #2:

Student A:	*I notice all the people are wearing gloves on their hands and warm clothes like sweatshirts and jeans.*
Student B:	___**I heard you say**___ *that the people are wearing gloves and warm clothes.*

After reading the A/B conversation turn, highlight language that serves to **paraphrase.**

Let's continue practicing with another example. Listen to me as I read what one partner says to another:

Exchange #3:

Student A:	*I notice that people are in a garden surrounded by apartment buildings and there are trees around the garden. There is a birdhouse in the garden.*
Student B:	**Student should make the paraphrase gesture and paraphrase the idea above. (Student A's idea)**

Have students turn and talk to a partner to discuss the following:
How can you paraphrase what Student A said?

Have one or two students share their examples of **CLARIFY** by **paraphrasing.**

Let's practice one last time. Listen to me as I read what one partner says to another:
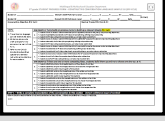
Exchange #4:

Student A:	*I notice the two girls are crouching down in the garden. The girl in the pink sweatshirt is touching the leaf.*
Student B:	**Student should make the paraphrase gesture and paraphrase the idea above. (Student A's idea)**

Have students turn and talk to a partner as they discuss the following:
*How can you **paraphrase** what Student A said?*

Have one or two students share their examples of **CLARIFY** by **paraphrasing.**

STUDENT PRACTICE **ELD.PI.3.1 EX** **STUDENT PRACTICE (CONTINUED)** **ELD.PI.3.5 EX** **ELD.PI.3.6 EX** **ELD.PI.3.12 EX** **ELD.PII.3.2 EX** **STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE**	## Stand Up, Hand Up, Pair Up – Constructive Conversation Distribute **Conversation Pattern Guides**. Display the **Student Visual Text for Conversation Pattern Practice.** *We will now meet with a partner to practice the subskill paraphrase to **CLARIFY** during a Constructive Conversation using the Visual Text.* Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking standing up **(Stand Up)**, raising one hand in the air **(Hand Up)**, and walking across the room to find a partner **(Pair Up)**. Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Now with your partner you will engage in a Constructive Conversation using the following prompt:* **What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.** *As you have your conversations, I will walk around and listen to notice who is using the language of the skill and making sure to **CLARIFY** their partner's ideas by **paraphrasing**. Remember to use your Prompt and Response Starters.* ## Formative Assessment Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Debrief: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they **CLARIFY** by **paraphrasing?*** 2. *What language did they use?*
FORMATIVE ASSESSMENT **SPF 1.0**	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 **(Teacher Group)** – Practice **paraphrase** with the teacher. Group 2 – Practice revising a Start Smart 1.0 Model Conversation for **CLARIFY** to include **paraphrasing.** Group 3 – Continue practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and student visual text from this lesson. Group 4 – Practice Constructive Conversation Skills of **CREATE & CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.

WRAP-UP	**Review ELD Objective and Self-Assess**

ELD.PI.3.1 EX
 	
1-25-16
	In this lesson, we
	   • *had a Constructive Conversation with a partner based on a visual text*
	   • *listened to a partner's ideas*
	   • *learned to **CLARIFY** by paraphrasing a partner's ideas*
	
	Teacher will ask students:
	   • *How did we meet today's objective of listening to a partner and paraphrasing what they said during a Constructive Conversation?*
	   • *How did paraphrasing help you and your partner **CLARIFY** your ideas?*
	   • *Work with your partner to do the following:*
	       ○ *Identify one thing that you did to meet today's objective and one thing you want to improve*
	       ○ *Share and explain to your partner*
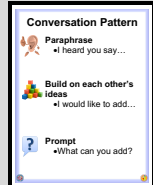	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices # Lesson 3: CLARIFY by Building On
ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of adding details to **build on each other's ideas** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • have a Constructive Conversation with a partner based on a visual text • practice clarifying by adding details • learn to **CLARIFY** by building on our own and our partner's ideas
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX **CONVERSATION NORMS POSTER**	*In the last lesson we learned about the Conversation Pattern and focused on* clarifying *by paraphrasing, which is when we use our own words to repeat or restate our partners' ideas. Today, we are going to build on our understanding of the skill of* **CLARIFY.** (Point to and read charted Student-Friendly ELD Objective.) *Another way to* **CLARIFY** *is to add details to* **build on** *what we hear others say. We will review our new Conversation Pattern—which includes paraphrasing,* **building on**, *and prompting during each turn. This lesson will focus on learning and practicing how to* **build on** *your own and your partner's ideas during a Constructive Conversation. As we engage in our conversations, we will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) *Which Conversation Norm will help us to* **build on each other's ideas?** *Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Take turns and build on each other's ideas,"* (point to poster) *so we will make sure to, "Take turns and build on each other's ideas," during our conversations.*

REVIEW
 	
 ELD.PI.3.1 EX
 ELD.PI.3.5 EX
 ELD.PII.3.1 EX
 	
 CONVERSATION PATTERN POSTER
	## Review the Conversation Pattern
	 Display the **Conversation Pattern Poster** and refer to it as you explain the following:
	
	 Our first objective today is to review our Conversation Pattern. In a Constructive Conversation, we add details to **build on** *one another's ideas, so that at the end of our dialogue we have* **built up** *ideas that weren't in our minds before talking. After we share our first idea, we can use the Conversation Pattern to make sure we listen to and use ideas from each other. This helps us develop a clearer, more precise and complete idea.*
	
	 Let's review the pattern. Who can lead us as we practice the gestures? Choose two student volunteers.
	      o *Paraphrase* (Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.)
	      o *Build on each other's ideas* (Gesture: Make stacking motion with hands.)
	      o *Prompt* (Gesture: Shrug shoulders then point to partner with index finger.)
	
	  In the last lesson we worked on **paraphrasing**. *What is* **paraphrasing**? *How does it help us? Turn and talk to your partner.*
	
	 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
	
	 Yes. That's right! When we **paraphrase,** *we repeat our partner's thoughts in our own words. We paraphrase to* **CLARIFY** *and make sure we understand what our partner said. In this lesson, we will continue to build our knowledge of* **CLARIFY** *by focusing on adding details to* **build on each other's ideas.** *Show me the gesture for* **building on each other's ideas**. *Good!*

MODEL/ GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.7 EX ELD.PII.3.2 EX	*In order to **build on each other's ideas,** we listen to what our partner says and add details and other information to their ideas to develop a clearer, more precise and complete idea.* (Do gesture with students and have them repeat the words—**build on each other's ideas**.)

Model–Introduce Prompt & Response Starters

NOTE: From the table, select two to three prompt and response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters to display and use during the lesson.

*To help us focus on clarifying by adding details to **build on each other's ideas**, we will use these prompt and response starters during our conversations.*

For example, if someone asks you, "How can you add to this idea?" How would you respond? (Point to pre-charted response starters.)

Turn & talk to a partner. Which response starter would you use? Call on one or two students to share which response starter they might use and what prompt or response starter they might use to continue the conversation.

PROMPT & RESPONSE STARTERS		
BUILD ON		
What else do you notice?	How can you add to this idea?	Can you CLARIFY what you mean by…?
I also notice… I also think that… Another detail is…	Another detail is… I would like to add… In addition, … This also makes me (think/wonder) about...	Additionally, … I would like to elaborate by… In other words, …
EMERGING	**EXPANDING**	**BRIDGING**

*You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's add the prompt and response starter(s) we learned to our Conversation Pattern Guides.*

CONVERSATION PATTERN GUIDE

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and have students add to their guides.

Guided Practice–Build On Each Other's Ideas

Display the **Conversation Pattern Guide** to refer to as needed.

*We've learned that the first thing we do in the Conversation Pattern is to paraphrase. After we paraphrase we continue by building on that idea by adding details to develop a clearer, more precise and complete idea. Let's practice **building on each other's ideas.***

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

Display the **Teacher Visual Text for Conversation Pattern** to practice how to **Build on Each Other's Ideas.**

Use the conversation exchange provided below, to provide guided practice on how to **Build On Each Other's Ideas:**

Listen to me as I read what two partners say to each other in a turn where this pattern is used. Here is what the partners say:

Exchange #1:

Student A:	*I notice that the people are in a garden surrounded by apartment buildings and there are trees around the garden. There is a birdhouse in the garden.*
Student B:	*I heard you say that there are people working in the city garden. (Make build signal) **I would like to add** that the people are dressed in work clothes and two women are touching the plants.*

MODEL/ GUIDED PRACTICE (CONTINUED)	**Think Aloud:** *I notice that Student B first paraphrased what Partner A said. Then, Partner B built on the idea by using the response starter, "I would like to add..." and provided specific details from the Visual Text. Let's use the response starter Student B used and practice adding our own details to build on the idea.*

PAIRS Have students turn and talk to a partner as they complete the following statement:

Student B: *I heard you say that there are people working in the city garden.* **I would like to add**…

Have one or two students share their examples of **CLARIFY** by adding details to **build on each other's Ideas.**

Let's practice **building on each other's ideas** *with another exchange. Listen to me as I read what two partners say to each other in a turn where they continue to use the pattern. Here is what the partners say:*

Exchange #2:

Student A:	*I notice that there are three girls and a boy working in a garden. The boy is using a shovel and they all are wearing gardening gloves.*
Student B:	*I heard you say there is a group of people who are gardening and using tools.* (Make paraphrase gesture.) ***I would like to add*** *that the people are wearing long sleeves as they work in the garden which is surrounded by apartment buildings.* (Make build on gesture.)

After reading the A/B conversation turn, highlight language that serves to add details to build on the initial idea making it clearer, more precise and complete.

Let's continue practicing with another example. Listen to me as I read what one partner says to another:

Exchange #3:

Student A:	I notice that the girl wearing the orange shirt is talking to the boy. The boy's foot is on the shovel as he talks to the girl.
Student B:	**Student should make the build on gesture and build on Student A's idea above.**

PAIRS *How can you build on this idea by adding details and information? How would you respond to Student A?*

Have students turn and talk to a partner as they practice building on Student A's idea.
Have one or two students share their examples of **CLARIFY** by adding details to **build on each other's Ideas.**

Let's continue practicing with our final example. Listen to me as I read what one partner says to another:

Exchange #4:

Student A:	I notice the two girls are crouching down in the garden. The girl in the pink sweatshirt is touching the leaf.
Student B:	**Student should make the build on gesture and build on Student A's idea above.**
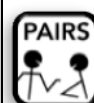
PAIRS *How can you build on this idea by adding details and information? How would you respond to Student A?*
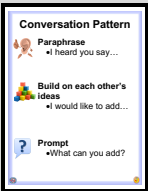
Have one or two students share their examples of **CLARIFY** by adding details to **build on each other's Ideas.**

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.7 EX ELD.PI.3.12 EX ELD.PII.3.2 EX STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE CONVERSATION PATTERN GUIDE	## Stand Up, Hand Up, Pair Up – Constructive Conversation Distribute **Conversation Pattern Guides**. Display the **Student Visual Text for Conversation Pattern Practice** *We will now meet with a partner to have a Constructive Conversation focused on Clarifying. We will use this Visual Text to practice the subskill of **Build On Each Other's Ideas.*** Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Now with your partner you will engage in a Constructive Conversation using the following prompt:* **What do you notice in the visual text? CLARIFY by building on each other's ideas.** *As you engage in conversations, I will walk around and listen to see who is using the language of the skill and details to build on each other's ideas. Remember to use your Prompt and Response Starters.* ## Formative Assessment Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Debrief: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they **CLARIFY** by adding details to **build on each other's ideas?*** 2. *What language did they use?*
FORMATIVE ASSESSMENT SPF 1.0	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you notice in the visual text? CLARIFY by building on each other's ideas.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 **(Teacher Group)** – Practice **building on an idea** with the teacher. Group 2 – Practice revising a Start Smart 1.0 Model Conversation for **CLARIFY** to include **building on an idea.** Group 3 – Continue practice Constructive Conversation Skills of **CREATE** and **CLARIFY** with Conversation Pattern and student visual text from this lesson. Group 4 – Practice Constructive Conversation Skills of **CREATE** and **CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.

WRAP-UP ELD.PI.3.1 EX	**Review ELD Objective and Self-Evaluate**
	In this lesson, we
	• *had a Constructive Conversation with a partner based on a visual text*
	• *practiced clarifying by adding details*
	• *learned to build on our own and our partners' ideas*
	• *learned to CLARIFY by building on our own and our partner's ideas*
	Teacher will ask students the following:
	• *How did we meet our objectives in this lesson?*
	• *What is building on? How did we build on each other's ideas?*
	• *Work with your Constructive Conversation partner to do the following:*
	○ *Identify one thing that you did to meet today's objective and one thing you want to improve*
	○ *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 4: CLARIFY by Prompting
ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of **prompting** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • have a Constructive Conversation with a partner based on a visual text • learn to **CLARIFY** by **prompting** a partner • practice clarifying by **prompting** • learn to get clarification of our partners' ideas
OPENING **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** [Conversation Norms poster image] **CONVERSATION NORMS POSTER**	*Today we are going to build on our understanding of the skill of **CLARIFY.*** (Point to and read charted **Student-Friendly ELD Objective.**) *One way to **CLARIFY** is to prompt to get more information. We will review our new Conversation Pattern—which includes **paraphrasing, building on**, and **prompting** during each turn. Today's lesson will focus on learning and practicing how to **prompt** your partner to get more information during a Constructive Conversation. As we engage in our conversations, we will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) [PAIRS icon] *Which Conversation Norm will help us **prompt** our partner? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use your Think Time"* (point to poster) *to think about what we **did** understand and what **more** we need to understand. We will make sure to use our think time during our conversations.*
REVIEW **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PII.3.1 EX** [Conversation Pattern poster image] **CONVERSATION PATTERN POSTER**	## Review the Conversation Pattern Display the **Conversation Pattern Poster** and refer to it as you explain the following: *In the last few days we have learned and practiced how to **CLARIFY** our ideas. We learned about the three subskills that will help us make our ideas clearer. Those subskills are **paraphrasing, building on**, and **prompting** each other.* *After we share our first idea, we can use the Conversation Pattern. First, we **paraphrase** our understanding of our partner's ideas. We then add details to **build on one another's ideas**. Then, we need to **prompt** our partner. When we **prompt,** or ask questions, we get more information.* *Let's review the pattern. Show me the gestures:* • ***Paraphrase*** (Gesture: Point index finger to ear and whoosh hand out in front of mouth to symbolize listening and then paraphrasing what was heard.) • ***Build on each other's ideas*** (Gesture: Make stacking motion with hands.) • ***Prompt*** (Gesture: Shrug shoulders then point to partner with index finger.) [PAIRS icon] *In the last lesson we worked on **building each other's ideas**. What is **building each other's ideas**? How does it help us? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *Yes. That's right! When we **build on each other's ideas,** we listen to what our partner says and add details to make our ideas clearer. We can make a more complete idea.* *In this lesson, we will continue to build our knowledge of **CLARIFY** by focusing on **prompting**, or*

*questioning, our partner to get more information. Show me the gesture for **prompting**. Good!*

*In order to **prompt,** we need to think about what we <u>did</u> understand, and what <u>more</u> we need to understand fully.* (Do gesture with students and have them repeat the words—**prompting**.)

**MODEL/
GUIDED
PRACTICE**

**ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.7 EX
ELD.PII.3.2 EX**

Model—Introduce Prompt & Response Starters

NOTE: Select two to three prompt and response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters to display and use during the lesson.

*To help us focus on clarifying by **prompting** to get more information, we will use these prompt and response starters during our conversations.*

For example, if someone asks you, "How can you add to this idea?" (Point to pre-charted response starters.)

Which response starter would you use? Turn & talk to a partner.

PROMPT & RESPONSE STARTERS		
PROMPTING		
What else do you notice?	How can you add to this idea?	Can you CLARIFY what you mean by…?
I also notice…	Another detail is…	Additionally,
I also think that…	I would like to add…	I would like to elaborate by…
Another detail is…	In addition,	In other words,
	This also makes me (think/wonder) about…	
EMERGING	**EXPANDING**	**BRIDGING**

CONVERSATION PATTERN GUIDE

Call on one or two students to share which response starter they might use and what prompt or response starter they might use to continue the conversation.

*You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's add the prompt and response starter(s) we learned to our Conversation Pattern Guides.*

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and have students add to their guides.

Guided Practice–Prompting

Display the **Conversation Pattern Poster** to refer to as needed.

*We've learned the first two subskills are paraphrase and build on. These two subskills help us CLARIFY our ideas. In this lesson, we will focus on Clarifying by **prompting.** When we don't understand our partner or if we are not clear on the idea, we prompt our partner for more information or ask questions to make the ideas clearer. Let's practice.*

Display the **Teacher Visual Text for Conversation Pattern** to practice how to **prompt.**

Use the conversation exchange provided below, to provide guided practice on how to **prompt:**

Listen to me as I read what two partners say to each other in a turn where this pattern is used. Here is what the partners say:

TEXT FOR CONVERSATION PATTERN

Exchange #1:

Student A:	There are people working in the city garden.
Student B:	I heard you say that there are people working in the city garden. I would like to add the people are dressed in work clothes and two women are touching the plants. (make build signal) ***How can you add to this idea?*** (Make prompting gesture.)

| MODEL/ GUIDED PRACTICE (CONTINUED) | |

Think Aloud: *I notice that Student B first paraphrased and then built the idea by adding details. Finally, she **prompted** for more information to be added to the idea using the prompt starter "How can you add to this idea?" This will help Partner A know that more information is needed. Let's practice prompting.*

Point to the visual text and have students turn and talk to a partner as they complete the following statements:

If Student A says: I heard you say that there are people working in the city garden, how would you respond?
- Have one or two students share their examples of the response using the Conversation Pattern.

*How would you **prompt** for more information?*
- Have one or two students share their examples of **CLARIFY** by **prompting** to get more information.

*Let's practice **prompting** with another exchange. Listen to me as I read what two partners say to each other in a turn where they continue to use the pattern. Let's pay close attention to the part of the conversation where they are **prompting.** Here is what the partners say:*

Exchange #2:

| Student A: | *I notice that there are three girls and a boy working in a garden. The boy is using a shovel and they all are wearing gardening gloves.* |
| Student B: | *I heard you say there is a group of people who are gardening and using tools.* (Make paraphrase gesture.) *I would like to add that the people are wearing long sleeves as they work in the garden which is surrounded by apartment buildings.* (Make build on gesture.) ***How can you add to this idea?*** (Make prompting gesture.) |

After reading the A/B conversation turn, highlight language that serves to **prompt** the partner for more information and how the language shows we are adding more information to make our idea clearer.

Let's continue practicing with another example. Listen to me as I read what one partner says to another:
Exchange #3:

| Student A: | *I notice that the girl wearing the orange shirt is talking to the boy. The boy's foot is on the shovel as he talks to the girl.* |
| Student B: | *I heard you say that a boy and girl are talking.* (Make paraphrase gesture.) **Students should make prompting gesture and prompt for more information.** |

Have students turn and talk to a partner as they complete exchange using the prompt and response starters for **prompting**: *How can you prompt for more information about this idea?*
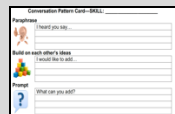Have one or two students share their examples of **CLARIFY** by prompting or asking for more information**.**
Exchange #4:

| Student A: | *I notice the two girls are crouching down in the garden. The girl in the pink sweatshirt is touching the leaf.* |
| Student B: | *I think you said two girls are squatting.* ***Students should make prompting gesture and prompt for more information.*** |

What other information might we need to get a clear and more detailed idea?

Have students turn and talk to a partner as they complete exchange using the prompt and response starters for **prompting**:
How can you prompt for more information about this idea?

Have one or two students share their examples of **CLARIFY** by prompting or asking for more information**.**

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STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.7 EX
ELD.PI.3.12 EX
ELD.PII.3.2 EX

STUDENT VISUAL TEXT FOR CONVERSATION PATTERN

CONVERSATION PATTERN GUIDE

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Stand Up, Hand Up, Pair Up – Constructive Conversation

Distribute **Conversation Pattern Guide.**
Display the **Visual Text Conversation Pattern – Independent Practice**

We will now meet with a partner to practice the subskill Prompting to CLARIFY during a Constructive Conversation using the Visual Text.

Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same.

Now with your partner you will engage in a Constructive Conversation using the following prompt:

What do you notice in the visual text? CLARIFY by prompting your partner.

*As you engage in conversations, I will walk around and listen to notice who is using the language of the skill and **prompting** others for more information. Remember to use your Prompt and Response Starters.*

Formative Assessment

Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they **CLARIFY** by **prompting** others for more information?*
2. *What language did they use?*

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FORMATIVE ASSESSMENT

SPF 1.0

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Student Progress Form (SPF) 1.0-Constructive Conversation Sample

Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt:

What do you notice in the visual text? CLARIFY by prompting your partner.

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

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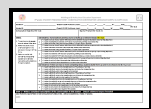
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 **(Teacher Group)** – Practice **prompting** with the teacher.
	Group 2 – Practice revising a Start Smart 1.0 Model for **CLARIFY** to include **prompting.**
	Group 3 – Continue to practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and student visual text from this lesson.
	Group 4 – Practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.

WRAP-UP ELD.PI.3.1 EX	## Review ELD Objective and Self-Evaluate
	In this lesson, we
	- *had a Constructive Conversation with a partner based on a visual text*
	- *practiced clarifying by **prompting***
	- *learned to **CLARIFY** by **prompting** a partner*
	Teacher will ask students the following:
	- *How did we meet our objectives in this lesson?*
	- *What is **prompting**? How did we **prompt**?*
	- *Work with your Constructive Conversation partner to do the following:*
	- *Identify one thing that you did to meet today's objective and one thing you want to improve*
	- *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
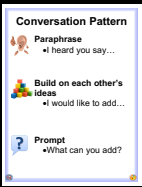
Lesson 5: Practice CREATE & CLARIFY with Visual Text

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation after they analyze a **Model** and a **Non-Model** for the Constructive Conversation Skills- **CREATE** and **CLARIFY** in paired and whole group discussions using a visual text.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • practice the skills of **CREATE** and **CLARIFY** using a visual text • have a conversation with a partner and in a small group
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX CONVERSATION NORMS POSTER	*In this lesson we will review the Constructive Conversation Skills-CREATE and CLARIFY. When we CREATE we say what we think or notice about something. When we CLARIFY we make our ideas clearer for ourselves and our partners. We CLARIFY each other's ideas by paraphrasing, building on, and prompting. During conversations, remember to follow our conversation norms (point to poster).* *Which conversation norm will help us to CREATE and CLARIFY? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use the language of the skill" (point to poster) to speak in complete sentences as we CREATE and CLARIFY ideas. We will use prompt and response starters to help us.*
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Display the **Constructive Conversation Pattern Poster.** *In the last few lessons, you learned and practiced how to CLARIFY your ideas by using the Conversation Pattern.* *Let's review the pattern together.* Have students do gestures as they chorally recite each of the subskills of the Conversation Pattern. *When and how do we paraphrase in a Constructive Conversation? Turn and talk to your partner.* *When and how do we build an idea in a Constructive Conversation? Turn and talk to your partner.* *When and how do we prompt in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. ***Teacher Think Aloud:** We know the pattern helps us to **CLARIFY,** but if we haven't shared our idea, we have nothing to **CLARIFY.** So, the very first step of a Constructive Conversation is to **CREATE** and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.*
MODEL/ GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	## Model—Prompt and Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to engage in a Constructive Conversation for the Skills-**CREATE** and **CLARIFY** using a visual text. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.*

MODEL/ GUIDED PRACTICE (CONTINUED)	*You will use the __Conversation Pattern Guide__ to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.*

CONVERSATION PATTERN GUIDE

Model adding one or two prompt and response starters to your __Conversation Pattern Guide__ and have students add to their guides.

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say…	I think you said…	In other words,…
BUILD ON		
I also notice…	Another detail is…	Additionally,…
PROMPT		
What else…?	How can you add to this idea?	Can you CLARIFY what you mean by…?
EMERGING	**EXPANDING**	**BRIDGING**

Introduce the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text Model—CREATE and CLARIFY

Display the **Teacher Visual Text**. Model using think time and pointing at key elements in the visual text before reading the script.

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

As we __CREATE__ and __CLARIFY__ our ideas we will use the Conversation Pattern to help __CLARIFY__ our ideas by __paraphrasing__, __building on each other's ideas__ and __prompting__. Remember, we always start by stating our idea. Then we follow the __Conversation Pattern__. Let's listen to a model Constructive Conversation using the visual text to address the following prompt:

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

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and _____ will be Partner B.*

CONVERSATION CODING KEY CREATE & CLARIFY	
ID	**INITIAL IDEA**
PAR	**PARAPHRASE**
BO	**BUILD ON**
PR	**PROMPT**
<u>**UNDERLINE PROMPT & RESPONSE STARTERS**</u>	

- Model using think time and pointing at key elements of the visual text before reading the script.
- Model consulting the **Conversation Pattern Guide** or chart Conversation Pattern to follow the paraphrase, build on, prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**

ELD PART II
- **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation.

MODEL/ GUIDED PRACTICE (CONTINUED)	## Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I notice a garden with wooden boxes and a wooden fence around it. [ID] What do you notice?[PR]
Student B1:	I notice cars and buildings behind the wooden fence and a colorful sign that says "City Slicker Farms". [ID] What else do you notice? [PR]
Student A2:	In other words, you noticed that this is a farm in the city. [PAR] I want to add that people are growing vegetables in the wooden boxes. [BO] I think this is because there are pictures of different vegetables on the sign. [BO] What more do you notice? [PR]
Student B2:	What I heard you say is that it is a vegetable farm in the city. [PAR] I notice that two people in the back are kneeling and working in the garden. [BO] What else do you notice? [PR]
Student A3:	I heard you say that these two people are working in the garden. [PAR] I also notice another person standing with an orange bucket helping collect the weeds. [BO] What more do you notice? [PR]
Student B3:	In other words, you noticed that these people are working on this farm. [PAR] I would like to add that the colorful sign on the wooden fence says "Community Market Farm". [BO] People in the community can go to the market farm and buy vegetables. [BO] What do you notice? [PR]
Student A4:	You noticed that this farm is a community farm and also a market. [PAR] I want to add that the colorful sign on the wooden fence has pictures of carrots, tomato, green beans, green leaves, and strawberries. [BO] What else do you notice? [PR]
Student B4:	In other words, there are different vegetables and fruits that are grown and sold in this community farm market. [PAR] I want to add that the colorful sign also says "get involved".[BO]

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

TEACHER VISUAL TEXT

CONVERSATION PATTERN GUIDE

Debrief the Model Conversation

Guide students through an analysis of what makes this a **Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY**. **(See Coded Model and Conversation Coding Key for your reference.)** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*What makes this a model for **CLARIFY?** What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer to the **Listening Task Poster** and the **Conversation Pattern Guide**. Have one or two students share out.*

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples.) How did they add details? Turn and talk to your partner. Have one or two students share out.

Introduce Visual Text Non-Model--CREATE and CLARIFY

Now we will listen to a Non-Model conversation.

Prompt: What do you notice in the visual text? Cite details to CLARIFY your ideas.
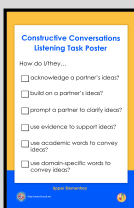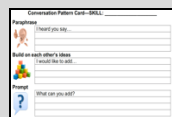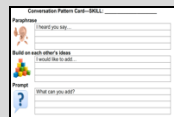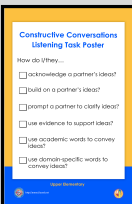
MODEL/ GUIDED PRACTICE (CONTINUED)	**Non-Model Conversation**	
	Student A1:	There's a garden with wooden boxes and a fence around it.
	Student B1:	I notice a truck some buildings behind the fence. What do you think?
CONVERSATION PATTERN GUIDE	**Student A2:**	I think it is a farm because there is a sign at the door. What do you think about it?
	Student B2:	I agree with you. I notice there are 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.
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	**Student A4:**	I agree. I also notice that it is a farm market in the community.
	Student B4:	(no turn taken)

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE and CLARIFY.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*What makes this a **Non-Model Conversation**? How would you improve this **Model**? Use your think time. Remember to refer the **Listening Task Poster** and **Conversation Pattern Guide** (point to resources). Now, turn and talk to your partner.*

How can you expand **noun phrases** *to add details? What adjectives or other details would you add to **CLARIFY** ideas? Use your think time. Now, turn and talk to your partner.* Have one or two students share out.

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	**Constructive Conversation Game with Visual Text**
	Organize students into quads and distribute the **Conversation Pattern Game Cards**. *Now you are going to play the Constructive Conversation Game. Your conversations will focus on the skills of **CREATE** and **CLARIFY** using the visual text. You will be in a group of four. Each of you will have one card for your initial idea and 3 cards to cite details as you follow the Conversation Pattern. You will take turns sharing in a Round Robin fashion until all cards have been played. Remmmed2ember to follow our **Constructive Conversation Norms** and use* the **Constructive Conversations Listening Task Poster**. *Begin by stating your idea. Cite details to **CLARIFY** your ideas. Remember to use the Conversation Pattern.* **Prompt: What do you notice in the visual text? Cite details to CLARIFY your ideas.**
GAME CARDS	## Formative Assessment
	Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.
STUDENT VISUAL TEXT	

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 1.0-Constructive Conversation Sample**
SPF 1.0	After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What do you notice in the visual text? Cite details to CLARIFY your ideas.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 **(Teacher Group)** – Practice **Conversation Pattern** with the teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**. Group 3 – Play Constructive Conversation Game again with student visual text from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

WRAP-UP ELD.PI.3.1 EX CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	**Review ELD Objective and Self-Evaluate**

	In this lesson, we…
	- *reviewed the Conversation Pattern*
	- *practiced the skills of CREATE and CLARIFY using a visual text*
	- *had a conversation with a partner and in a small group*
	
	Teacher will ask students the following:
	- How did we meet our lesson objectives?
	- *How did the Conversation Pattern help us to CLARIFY our ideas?*
	- *Look at the **Conversations Listening Task Poster** and work with your partner to do the following:*
	  - *Identify one thing that you did well and one thing you want to improve*
	  - *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 6: Practice CREATE & CLARIFY with Infographic

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **CREATE** and **CLARIFY** in paired and whole group discussions using an infographic.

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **CREATE** and **CLARIFY** • practice **CREATE** and **CLARIFY** with an infographic • have a Constructive Conversation with a partner and in a small group

OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX CONVERSATION NORMS POSTER	*In this lesson, we will review the Constructive Conversation Skills-**CREATE** and **CLARIFY**. When we **CREATE** we say what we think or notice about something. When we **CLARIFY** we make our ideas clearer for ourselves and our partners. We **CLARIFY** each other's ideas by **paraphrasing, building on,** and **prompting.** We can use our Conversation Pattern Cards to help us. We are going to use what we know about creating and clarifying ideas with an infographic. During conversations remember to follow our conversation norms (point to poster).* *Which conversation norm will help us to **CREATE** and **CLARIFY**? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say*: I heard many of you say that you would "Use your think time" (point to poster) to think about what you notice.*

REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Display the **Conversation Pattern Poster.** *In the last few lessons, we focused using the Conversation Pattern to **CLARIFY**. Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. *When and how do we **paraphrase** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. *When and how do we **build an idea** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. *When and how do we **prompt** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. **Teacher Think Aloud:** *We know the pattern helps us to **CLARIFY**, but if we haven't shared our idea, we have nothing to **CLARIFY**. So, the very first step of a Constructive Conversation is to **CREATE** and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.*

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	## Model—Prompt and Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to engage in a Constructive Conversation for the Skills-**CREATE and CLARIFY** using an Infographic. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.*

MODEL/GUIDED PRACTICE (CONTINUED)	You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.

CONVERSATION PATTERN GUIDE

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… So what you are saying is…	In other words, … To paraphrase,…
BUILD ON		
I would like to add… I also notice…	Another detail is… In addition,…	Additionally, … To elaborate,…
PROMPT		
What else…? What can you add?	How can you add to this idea? What other details can you cite?	Can you CLARIFY what you mean by…? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and have students add to their guides.

Review the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Infographic Model Conversation—CREATE & CLARIFY

Display the **Teacher Infographic**. *In past lessons we used a visual text. From now on we will also use a new source of information called an infographic. An infographic is an informational text that combines visuals and words to provide information about a topic clearly and concisely.*

TEACHER INFOGRAPHIC

*As we **CREATE** and **CLARIFY** our ideas we will use the Conversation Pattern to help **CLARIFY** our ideas by **paraphrasing, building on**, and **prompting.** Remember, we always start by stating our idea. Then we follow the Conversation Pattern. Let's listen to a model Constructive Conversation using the infographic text to address the following prompt:*

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

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and _____ will be Partner B.*

CONVERSATION CODING KEY CREATE/CLARIFY	
ID	INITIAL IDEA
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

- Model using think time and pointing at key elements of the infographic before reading the script.
- Model consulting the **Conversation Pattern Guide** or chart Conversation Pattern to follow the **paraphrase, build, prompt pattern. (See Coded Model and Conversation Coding Key for your reference.)**

ELD PART II

- **Noun phrases** used to cite details from the infographic are highlighted in yellow; you may refer to these examples when you debrief the Model Constructive Conversation.

MODEL/GUIDED PRACTICE (CONTINUED)	**Model Conversation** (CODED FOR TEACHER REFERENCE ONLY)	
	Student A1:	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. [ID] What do you notice? [PR]
	Student B1:	I notice the Earth is smiling and the text next to it states, "keep the Earth happy." [ID] What else do you notice? [PR]
	Student A2:	I heard you say that one idea in the infographic is that people should keep the Earth happy. [PAR] In addition, I notice that next to the smiling Earth is a blue sign that says, "Hawaiian Pizza 2,400 KM." [BO] How can you add to this idea? [PR]
	Student B2:	I heard you say you noticed the blue sign. [PAR] I would like to add that the text next to the blue sign says "less fossil fuels and fresher food make everyone happy". [BO] What else do you notice? [PR]
	Student A3:	I think you said using less fuel and having fresher food makes the people happy. [PAR] I think this is one reason "Why it feels better at the farmers' market." [BO] I also notice there are three other reasons stated in the infographic. [BO] What other details can you cite? [PR]
	Student B3:	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. [PAR] I also notice that there are forest trees and blue mountains at the bottom of the infographic. [BO] What other details can you cite? [PR]
	Student A4:	In other words, the four headings are telling us four reasons why it feels better at a farmers' market. [PAR] 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. [BO] What other details can you cite? [PR]
	Student B4:	So you notice that the infographic is saying that caring for the animals we eat is good for your heart and health. [PAR] I also noticed that there is an image of a community with bright colors and lots of flowers below the green cows. [BO] The caption says, "Community Spirit." [BO]

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONVERSATION PATTERN GUIDE

Debrief the Model Conversation

Guide students through an analysis of what makes this a **Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY**. Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference. **(See Coded Model and Coding Key for your reference.)**

*What makes this a model for **CLARIFY**? What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer the **Conversations Listening Task Poster** and the **Conversation Pattern Guide.*** Have one or two students share out.

Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples.) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

Introduce Infographic Non-Model Conversation--CREATE & CLARIFY
Prompt: What do you notice in the infographic? Cite details to CLARIFY your ideas.

Non-Model Conversation

Student A1:	There is a picture of the Earth and it is smiling.
Student B1:	I notice a barn and a man with a sheep. What do you think?
Student A2:	He is saying thank you and it says support local farmers. What do you think about it?

MODEL/GUIDED PRACTICE (CONTINUED)	**Student B2:**	I agree with you. I notice that there are buildings on the side. What do you think about these buildings?
	Student A3:	I think so, too. I notice that it says community spirit. What else do you think?
	Student B3:	I think the farmers' market is good for your health and heart.
	Student A4:	I agree. I see the cows and they have hearts, so the momma cow loves its calf.
	Student B4:	I disagree. The hearts are for humane treatment.

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*What makes this a non-model conversation? How would you improve this model? Use your think time. Remember to refer the **Listening Task Poster** and **Conversation Pattern Guide** (point to resources.) Now, turn and talk to your partner.*

*How can you expand noun phrases to add details? What adjectives or other details would you add to **CLARIFY** ideas? Use your think time. Now, turn and talk to your partner.* Have one or two students share out.

STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX

GAME CARDS

STUDENT INFOGRAPHIC

Constructive Conversation Game with Infographic

Organize students into quads and distribute the **Conversation Pattern Game Cards**. *Now you are going to play the Constructive Conversation Game. Your conversations will focus on the skills of **CREATE** and **CLARIFY** using the infographic. You will be in a group of four. Each of you will have one card for your initial idea and 3 cards to cite details as you follow the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our **Conversation Norms** and use* the **Constructive Conversations Listening Task Poster**.

*Begin by stating your idea. Cite details to **CLARIFY** your ideas and use the Conversation Pattern.*

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

Formative Assessment

Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

FORMATIVE ASSESSMENT

SPF 1.0

Student Progress Form (SPF) 1.0-Constructive Conversation Sample

After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt:

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

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 **(Teacher Group)** – Practice **Conversation Pattern** with the teacher.
	Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**.
	Group 3 – Play Constructive Conversation Game again with student infographic from this lesson.
	Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

WRAP-UP ELD.PI.3.1 EX CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	**Review ELD Objective and Self-Evaluate**
	In this lesson, we…
	• *reviewed the Conversation Pattern*
	• *listened to a Model and Non-Model for **CREATE** and **CLARIFY***
	• *practiced **CREATE** and **CLARIFY** with an infographic*
	• *had a conversation with a partner and in a small group*
	Ask students the following:
	• *How did we meet our lesson objectives?*
	• *How did the Conversation Pattern help us to **CLARIFY** our ideas?*
	• *Look at the **Conversations Listening Task Poster** and work with your partner to do the following:*
	○ *Identify one thing that you did well and one thing you want to improve*
	○ *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
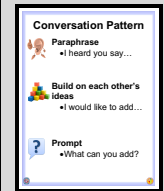
	Start Smart 2.0 - Conversation Practices
	# Lesson 7: Practice CREATE & CLARIFY with Both Texts
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **CREATE** and **CLARIFY** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 7-11.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **CREATE** and **CLARIFY** • practice **CREATE** and **CLARIFY** using a visual text and an infographic • have a Constructive Conversation with a partner and in a small group
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX **CONVERSATION NORMS POSTER**	Establish partnerships for lessons 7 through 11. *In this lesson, we will review the Constructive Conversation Skills-**CREATE** and **CLARIFY**. When we **CREATE** we say what we think or notice about something. When we **CLARIFY** we make our ideas clearer for ourselves and our partners. We **CLARIFY** each other's ideas by **paraphrasing, building on,** and **prompting.** We can use our Conversation Pattern Guides to help us. We are going to use what we know about **creating** and **clarifying** ideas using a visual text and an infographic. During your conversations remember to follow our conversation norms (point to poster).* *Which conversation norm will help us to **CREATE** and **CLARIFY**? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use your think time" (point to poster) to notice the details in both texts.*
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX **CONVERSATION PATTERN POSTER**	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *In the last few lessons, we focused on how to **CREATE** (model and have students do gesture) and **CLARIFY** (model and have students do gesture) your ideas by using the Conversation Pattern.* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. *How does each part of the Conversation Pattern help us to **CLARIFY** our ideas? Turn and talk to your partner.* Have one or two students share out. *Teacher Think Aloud: We know the pattern helps us to **CLARIFY,** but if we haven't shared our idea, we have nothing to **CLARIFY**. So, the very first step of a Constructive Conversation is to **CREATE** and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.*
MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX	## Model—Review Prompt & Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to engage in a Constructive Conversation for the Skills-**CREATE** and **CLARIFY** using an Infographic. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.* *You will use the **Conversation Pattern Guide** to remind you of the pattern.*

MODEL/GUIDED PRACTICE (CONTINUED)

ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
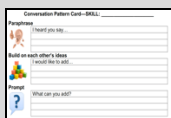
CONVERSATION PATTERN GUIDE

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

TEACHER VISUAL TEXT & INFOGRAPHIC

Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.

Model adding one or two prompt and response starters to your **Conversation Pattern Guide** *and have students add to their Guides.*

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… So what you are saying is…	In other words, … To paraphrase,…
BUILD ON		
I would like to add… I also notice…	Another detail is… In addition,…	Additionally, … To elaborate,…
PROMPT		
What else…? What can you add?	How can you add to this idea? What other details can you cite?	Can you CLARIFY what you mean by…? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

Review the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text & Infographic Model—CREATE & CLARIFY

Display the **Teacher Visual Text and Infographic**. *In past lessons we used a visual text and Infographic. From now on we will use both the visual text and infographic when we engage in Constructive Conversations.*

As we **CREATE** *and* **CLARIFY** *our ideas we will use the Conversation Pattern to help* **CLARIFY** *our ideas by* **paraphrasing**, **building on,** *and* **prompting**. *Let's listen to a model Constructive Conversation using the visual text to address the following prompt:*

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

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and _____ will be Partner B.*

CONVERSATION CODING KEY CREATE/CLARIFY	
ID	INITIAL IDEA
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

- Model using think time and pointing at key elements of the visual text before reading the script.
- Model consulting the **Conversation Pattern Guide** to follow the paraphrase, build on, prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**
- **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

ELD PART II

MODEL/GUIDED PRACTICE (CONTINUED)

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	My idea is that the visual text is an example of people growing fresh vegetables in a local community farm. [ID] I would like to add that a community farm is an example of growing food locally. [BO] This infographic helps me understand the idea that "…it Feels Better At The Farmers' Market" just like the title says. [BO] What can you add to this idea? [PR]
Student B1:	My idea is that the visual text is an example of where people in the community can buy fresh vegetables from City Slicker Farms. [ID] Additionally, this infographic gives us reasons to buy at farmers' markets just like the one in the visual text. [BO] What else can you add? [PR]
Student A2:	I heard you say that the infographic encourages us to buy fresh produce from local farmers' markets. [PAR] 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. [BO] What other details can you cite? [PR]
Student B2:	So what you are saying is that both texts communicate the idea of supporting your community farmers' market. [PAR] 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. [BO] This means the local produce is fresher. [BO] How can you elaborate on this idea?[PR]
Student A3:	To paraphrase, the local produce from nearby farmers' markets is fresher. [PAR] In addition, the infographic says local produce travels less and uses less fossil fuel. [BO] How does the infographic CLARIFY your idea? [PR]
Student B3:	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. [PAR] I also read that fresher food is good for our health. [BO] In the visual text, people in the community farm grow vegetables and people in the community can buy their fresh vegetables. [BO] This is an example of getting fresh food that it is good for your health. [BO] What else from the infographic clarifies your thinking of the visual text? [PR]
Student A4:	So you are saying that fresh produce is better for people. [PAR] The infographic says that in farmers' markets people can talk to local farmers and learn about their food. [BO] Can you tell me more about how the infographic clarifies your thinking about the visual text? [PR]
Student A5:	Your idea is that people can learn more about their food at the farmers' markets. [PAR] The infographic also says that farmers' markets are a way to connect with people in their community and make new friends. [BO] In the visual text the sign on the fence asks people to "Get Involved" in the community farm. [BO] That is a way to connect with people in their community.

Debrief the Model Conversation

Guide students through an analysis of what makes this a **Model Constructive Conversation** for the skills of **CREATE** and **CLARIFY**. **(See Coded Model and key for your reference)** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference. **(See Coded Model and Conversation Coding Key for your reference.)**

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONVERSATION PATTERN GUIDE

PAIRS *What makes this a model for CLARIFY? What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer to the **Conversation Listening Task Poster** and the **Conversation Pattern Guide.** Have one or two students share out.*

ELD PART II *Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details.* (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

MODEL/GUIDED PRACTICE (CONTINUED)	## Introduce Visual Text and Infographic Non-Model--CREATE & CLARIFY

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

Non-Model Conversation

Student A1:	The infographic tells us about farmers' markets.
Student B1:	The title is "Why it feels better at the farmers' market".
Student A2:	It has different pictures about farmers' markets.
Student B2:	It also has different reasons to buy at farmers' markets.
Student A3:	Yeah, like supporting local farmers.
Student B3:	Or to keep our planet happy.
Student A4:	I read that it creates community spirit because you can talk to the farmers and make friends.
Student B4	(No turn taken)

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY**. Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*What makes this a non-model conversation? How would you improve this model? Use your think time. Remember to refer the **Listening Task Poster** and **Conversation Pattern Guide** (point to resources) Now, turn and talk to your partner.*

*How can you expand noun phrases to add details? What adjectives or other details would you add to **CLARIFY** ideas? Use your think time. Now, turn and talk to your partner.* Have one or two students share out.

| STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC | ## Constructive Conversation Game with Both Texts
Organize students into quads and distribute **Conversation Pattern Game Cards**. *Now you are going to play the Constructive Conversation Game. Your conversations will focus on the skills of **CREATE and CLARIFY** using both texts. You will be in a group of four. Each of you will have one card for your initial idea and 3 cards to cite details as you follow the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our conversation norms and use* the **Constructive Conversations Listening Task Poster**.

Begin by stating your idea. Cite details to CLARIFY your ideas and use the Conversation Pattern.

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

Formative Assessment
Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. |
|---|---|

FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Practice **Conversation Pattern** with teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

WRAP-UP
 	
ELD.PI.3.1 EX
 	
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER
 	
CONVERSATION PATTERN POSTER
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, we…
	• reviewed the Conversation Pattern
	• listened to a Model and Non-Model for **CREATE** and **CLARIFY**
	• practiced **CREATE** and **CLARIFY** using a visual and an infographic
	• had a Constructive Conversation with a partner and in a small group
	
	Ask students the following:
	• *How did we meet our lesson objectives?*
	• *How did the Conversation Pattern help us to have a Constructive Conversation?*
	• *Look at the* **Conversation Listening Task Poster** *and work with your partner to do the following:*
	  ○ *Identify one thing that you did well and one thing you want to improve*
	  ○ *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices

Lesson 8: Code the Model & Revise the Non-Model

ELD OBJECTIVE	Students will be able to revise a Constructive Conversation focused on the skills of **CREATE** and **CLARIFY** **in** paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and code it using the Conversation Pattern • revise a Non-Model using the Conversation Pattern
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX **CONVERSATION NORMS POSTER**	*In this lesson, we are going to use what we know about creating and clarifying ideas to revise a Constructive Conversation using a visual text and an infographic. During conversations remember to follow our conversation norms (point to poster).* *Which conversation norm will help us to revise the conversation for **CREATE** and **CLARIFY**? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses.

REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX

CONVERSATION PATTERN POSTER

CONVERSATION PATTERN GUIDE

Review - Conversation Pattern

Display the **Conversation Pattern Poster.** *In the last few lessons, we focused on how to **CLARIFY** your ideas by using the Conversation Pattern* (Point to Poster).

Who can help us review the pattern together? Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.

How do we begin a Constructive Conversation? What do we do to continue the conversation? Turn and talk to your partner. Give students 1 minute to talk to a partner.

Affirm all responses and say: *I heard many of you say that you would "Begin by stating your idea and then follow the Conversation Pattern,"* (point to Pattern Poster).

Review - Prompt and Response Starters

NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students.

Today you are going to engage in a Constructive Conversation for the Skills- **CREATE** and **CLARIFY** *using both texts. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.*

Distribute Conversation Pattern Guides.

*You will use the **Conversation Pattern Guides** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our **Conversation Pattern Guides.***

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… So what you are saying is…	In other words, … To paraphrase,…
BUILD ON		
I would like to add… I also notice…	Another detail is… In addition,…	Additionally, … To elaborate,…
PROMPT		
What else…? What can you add?	How can you add to this idea? What other details can you cite?	Can you CLARIFY what you mean by…? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

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REVIEW (CONTINUED)

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

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Model adding one or two prompt and response starters to your **Conversation Pattern Guide** and have students add to their guides.

Review - Constructive Conversations Listening Task Poster

Display the **Constructive Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

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MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

TEACHER VISUAL TEXT & INFOGRAPHIC

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

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Model/Guided Practice - Code the Model

Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model.

*We use this Conversation Coding Key to help us highlight the structure of the conversation. What do you notice about the **Conversation Coding Key**?*

Guide students through an analysis of the first two turns. Use the **Conversation Coding Key**, **Conversation Pattern Guide** and the **Listening Task Poster** to highlight the following:
How did we:
- *acknowledge a partner's ideas*
- *build on a partner's ideas*
- *prompt a partner to CLARIFY ideas*

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

CONVERSATION CODING KEY CREATE/CLARIFY	
ID	INITIAL IDEA
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

Model

*Let's look at the Model Script to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. When you hear the initial idea show me the gesture for **CREATE**. You will also show me the gestures for the Conversation Pattern. I will pause after each sentence, so that you have time to show me the gestures.*

Student A1:	My idea is that the visual text is an example of people growing fresh vegetables in a local community farm. **[ID]** I would like to add that a community farm is an example of growing food locally. **[BO]** This infographic helps me understand the idea that, "It Feels Better at The Farmers' Market" just like the title says. **[BO]** What can you add to this idea? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job! Now I will look closely at what Student A says. I notice that student A begins by stating her initial idea. I will underline where it says, "My idea is" and mark it with "ID" because the language signals the initial idea. Then she builds on her idea in the second sentence. I will mark it with "BO" to show that she's building on.

Let's read the third sentence together. (This infographic helps me understand the idea that "…it Feels

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MODEL/GUIDED PRACTICE (CONTINUED)	Better at The Farmers' Market" just like the title says.)

[PAIRS] *How would we mark this? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.

[THINK ALOUD] *I heard many of you say you would mark it with "BO" because she is continuing to build on her initial idea. I also notice that she's citing details from the text. All of this helps to CLARIFY her initial idea.*

In the last sentence she says, "What can you add to this idea?" (Point to Conversation Pattern Guide). How should we code it? That's right. It's "PR" because she's prompting her partner.

GUIDED PRACTICE

Listen actively as I read what Student B says aloud. When you hear the initial idea show me the gesture for CREATE. You will also show me the gestures for the Conversation Pattern. I will pause after each sentence, so that you have time to show me the gestures.

Student B1:	My idea is that the visual text is an example of where people in the community can buy fresh vegetables from City Slicker Farms. **[ID]** Additionally, this infographic gives us reasons to buy at farmers' markets just like the one in the visual text. **[BO]** What else can you add? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

[Constructive Conversations Listening Task Poster]

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

[PAIRS] *Now you and your partner will look closely at what Student B says and code using the Conversation Coding Key. Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 2-3 minutes to Turn and Talk and code. Have one or two pairs share and justify their findings.

[PAIRS] *Now you and your partner will work together to code A2, B2, A3, and B3 using the Conversation Coding Key.* Give students sufficient time to code at least one or two additional turns.

[icon] **Differentiation Opportunity – Extended Practice**
Students performing at the Expanding to Bridging Level for Interpretive Mode of the Part I ELD Standards may complete the coding for all the turns in the conversation (A2-B4).

Let's come back together to review the coding. (Refer to Resources for Coded Model.) Guide students to share and justify their findings.

Review - Non-Model for CREATE & CLARIFY

Listen actively as I read the Non-Model. I will pause after each sentence, so that you have time to show me the gestures. Then we will discuss how we can improve the conversation.

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

Non-Model Conversation

Student A1:	The infographic tells us about farmers' markets.
Student B1:	The title is "Why it feels better at the Farmers' Market".
Student A2:	It has different pictures about farmers' markets.
Student B2:	It also has different reasons to buy at farmers' markets

Student A3:	Yeah, like supporting local farmers.
Student B3:	Or to keep our planet happy.
Student A4:	I read that it creates community spirit because you can talk to the farmers and make friends.

MODEL/GUIDED PRACTICE (CONTINUED)

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

NON-MODEL REVISION TOOL

CONVERSATION PATTERN GUIDE

Guided Practice – Revise Non-Model Conversation

Display and distribute the __Non-Model Revision Tool__. Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **CREATE** and **CLARIFY.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

Coding the model really helped us understand the structure of a Model Conversation. Now that we understand that, let's apply what we know as we revise the __Non-Model Constructive Conversation__.

> *Prompt:* **How does the infographic CLARIFY your thinking of the previous text? Cite details to CLARIFY your ideas.**

Think aloud to revise the first two interactions of the **Non-Model** conversation text on chart paper or document reader. Students will then use the **Non-Model Revision Tool** to revise in pairs.

Student A1:	The infographic tells us about farmers' markets.
Student B1:	The title is "Why it feels better at the Farmers' Market".

Teacher Think Aloud: (Point to A1) *I notice that Partner A's initial idea does not answer the prompt. His idea does not say how the infographic relates to the visual text. He also does not use the language of the skill for* **CREATE***. I will revise it by using the language of the skill,* I notice that *the infographic tells us about farmers' markets and I will add* which reminds me of the visual text*. Then, I would prompt my partner by saying,* What is your idea? (Model referring to the Pattern Guide as you revise)

Let's read it together now that it's revised. (Point to revised script) I notice that *the infographic tells us about farmers' markets,* which reminds me of the visual text*.* What can you add?

Let's read what Student B says (Point to B1). *I notice that Partner B's initial idea does not answer the prompt either. His idea does not say how the infographic relates to the visual text. He also does not use the language of the skill for* **CREATE***. How would you revise it? Turn and talk to your partner.* Give students 2-3 minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings.

Student A2:	It has different pictures about farmers' markets.
Student B2:	It also has different reasons to buy at farmers' markets
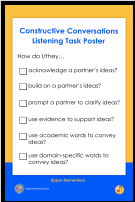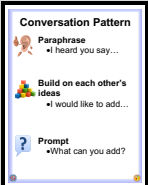
Teacher Think Aloud: (Point to A2) *I notice that Partner A does not paraphrase what his partner said. He builds on the idea by citing details in the infographic when he says, "different pictures about farmers' markets," but he does not use a response starter for building on. I will use the Conversation Pattern Guide to revise.* (Model referring to the **Pattern Guide** as you revise)

Let's read it together now that it's revised. (Point to revised script) I heard you say *the title of the infographic reminds you of the visual text.* I would like to add *that the infographic also has pictures about farmers' markets.* What other details can you add?

Let's read what Student B says (Point to B2). *I notice that Partner B doesn't paraphrase either.*

MODEL/GUIDED PRACTICE (CONTINUED)	*How would you revise it? Turn and talk to your partner.* Give students 2-3 minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings. **PAIRS** *Now you and your partner will work together to finish revising the Non-Model.* Give students enough time to revise the last two turns of the Non-Model Conversation using the **Non-Model Revision Tool—CREATE** and **CLARIFY** and their **Conversation Pattern Guides**

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX **CONVERSATION PATTERN GAME CARDS** **STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC**	## Stand Up, Hand Up, Pair Up – Constructive Conversation Display the **Student Visual Text & Infographic** *We will now meet with a partner to practice the skills of CREATE and CLARIFY during a Constructive Conversation using the Visual Text and Infographic.* Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Now with your partner you will engage in a Constructive Conversation using the prompt. Remember to begin by stating your idea and prompting your partner. Then use the Conversation Pattern.* **PAIRS** **Prompt: How does the infographic CLARIFY your thinking about the visual text?** **Cite details to CLARIFY your ideas.** ## Formative Assessment Monitor students as they converse. Use the **Conversation Pattern Poster** to support students in applying the subskills of **paraphrase, build on** and **prompt.** Select two students who will **Fishbowl Model** in front of the class. ## Debrief the Model: Whole-Group Discussion of Student Model Display and refer to the Listening Task Poster and Conversation Pattern Poster Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they use the Conversation Pattern to CLARIFY their ideas?* 2. *What specific language did they use?*

FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt*:* **How does the infographic CLARIFY your thinking about the visual text?** **Cite details to CLARIFY your ideas.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** - Practice **Conversation Pattern** with teacher by revising an SPF.
	Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern.
	Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson.
	Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0 or other theme-related visual text.

| WRAP-UP

ELD.PI.3.1 EX

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONVERSATION PATTERN POSTER | ## Review ELD Objective and Self-Evaluate
In this lesson, we…
• *reviewed the Conversation Pattern*
• *listened to and coded a Model Conversation using the Conversation Pattern*
• *revised a Non-Model using the Conversation Pattern*

Ask students the following:
• *How did we meet our lesson objectives?*
• *How did the Conversation Pattern help us to code the Model and revise the Non-Model?*
• *Look at the **Conversations Listening Task Poster** and work with your partner to do the following:*
   ○ *Identify one thing that you did well and one thing you want to improve*
   ○ *Share and explain to your partner*

After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |

	Start Smart 2.0 - Conversation Practices
	# Lesson 9: Write a Conversation Script
ELD OBJECTIVE	Students will be able to write a Constructive Conversation script focused on the skills of **CREATE** and **CLARIFY** in paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • give and receive feedback for the conversation script
OPENING **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** CONVERSATION NORMS POSTER	*Today we will apply the Constructive Conversation Skills-**CREATE** and **CLARIFY** by writing our own conversation script. We will use what we know about creating and clarifying ideas using a visual text and an infographic.* **PAIRS** *Which conversation norm will help us to craft our script? Why? Turn and talk to your partner. Give students 1 minute to talk to a partner.* Affirm all responses and say: *I heard many of you say you will focus on using the language of the skill to make your ideas clear.*
REVIEW **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PII.3.1 EX** CONVERSATION PATTERN POSTER CONVERSATION PATTERN GUIDE	## Review - Conversation Pattern Display the **Conversation Pattern Poster**. *In the last few lessons, we focused on how to **CLARIFY** our ideas by using the Conversation Pattern. In this lesson, we will use the Conversation Pattern and listen actively to when and how others use the Conversation Pattern to **CLARIFY** their ideas.* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the sub-skills of the **Conversation Pattern.** **PAIRS** *Why do we use the Conversation Pattern? How does it help our conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner and have one or two students share out. Affirm all responses. ## Review - Prompt & Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to write a Constructive Conversation script. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.* *You will use the **Conversation Pattern Guide** to remind you of the pattern. These are prompt and response starters that you may use to help you during your conversations and add them to our **Conversation Pattern Guides.*** **PAIRS** *Tell your partner which ones you might use and why.* Have one or two students share.

Review - Prompt & Response Starters table:

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… So what you are saying is…	In other words, … To paraphrase, …
BUILD ON		
I would like to add… I also notice…	Another detail is… In addition, …	Additionally, … To elaborate, …
PROMPT		
What else…? What can you add?	How can you add to this idea? What other details can you cite?	Can you CLARIFY what you mean by…? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	## Model/Guided Practice—Write the Conversation Script Display the **Conversation Script Tool.** Model using the **Teacher Visual Text, Infographic** and the **Conversation Pattern Guide** to write the script. *We have practiced having Constructive Conversations using the pattern to help us **CLARIFY** our ideas. In this lesson, we will have an opportunity to showcase what we know by writing our own Constructive Conversation scripts with a partner. Let's try it together first. We will use the **Conversation Script Tool** to help us. I will show you. Look and listen. Don't write.*

Teacher Think Aloud: (Point to A1) *First, I will write in the prompt for this conversation. **The prompt is: How does the infographic CLARIFY your thinking about your visual text?** I will use Think Time.* Model using Think Time and pointing at key elements of both texts.

*What would the first partner say? It says to start the Constructive Conversation by stating an idea. Hmmm. The idea needs to be about how the infographic and the visual text are related. **I will write that Student A says**: My idea is that the infographic tells us about farmers' markets just like the visual text. Now, Student A builds on. I will use the language of the skill (point to Conversation Pattern Card): **I also notice** that the visual text shows a community market farm in the city.*

How should Student A complete her first share? Turn and talk to your partner. After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

*Yes. That's right! Then, Student A would prompt her partner by asking: **What is your idea?***

Let's read what I wrote for Student A's first share one more time.
My idea is that the infographic tells us about farmers' markets just like the visual text. I also notice that the visual text shows a community market farm in the city. What is your idea?

How should Student B respond in the first share? Turn and talk to your partner. After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Affirm all responses and model writing the response using the **Conversation Script Tool.**

CONVERSATION SCRIPT TOOL

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	## Student Practice - Collaborative Writing - Conversation Script Display and distribute the **Conversation Script Tool** to partner pairs. Students will use the Visual and Infographic Texts to write their conversation script with their partners using a graphic organizer—the **Conversation Script Tool.** Students will use the Visual Text and Infographic Texts collaboratively write their conversation script with their partners using a graphic organizer, the **Conversation Script Tool.** *Now you will use your Student Visual Text and Infographic to write a Constructive Conversation Script. First, you will use your Think Time to examine both texts just as I modeled for you. Then you will talk with your partner about Student A's first share. You will use the prompt: **How does the infographic text Clarify your thinking about the visual text?***

*With your partner, you will use the **Conversation Script Tool** to write your Constructive Conversation script. Use the prompt/response starters as reference when writing your claims, ideas, and questions. Remember, begin with your claim, then follow the Conversation Pattern in your interactions.*

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

Give students time to write with their partners. Think about which two partner pairs you will select for the **Fishbowl Model in** the next part of the lesson.

MODEL/GUIDED PRACTICE	**Model – Giving & Receiving Feedback**
	NOTE: Copy double-sided - **Conversation Pattern Listening Tool** —one to use for the Model Fishbowl practice and one to use during Student Practice (SEE NEXT SECTION).
ELD.PI.3.1 EX **ELD.PI.3.4 EX** **ELD.PI.3.5 EX** **ELD.PI.3.7 EX** **ELD.PII.3.1 EX** **ELD.PII.3.2 EX**	Display and distribute the **Conversation Pattern Listening Tool** to each partner pair*.* Orient students to the different features and purpose of this tool. *Now that you've written a Constructive Conversation script, we will use the Conversation Pattern Listening Tool* (point to **Conversation Pattern Listening Tool**) *to give and receive feedback to improve your script. Your feedback will focus on the specific language of skill for **CLARIFY** and the Conversation Pattern.*

CONVERSATION PATTERN LISTENING TOOL

 What do you notice about Conversation Pattern Listening Tool? How might we use it to give someone feedback about their script? Turn and Talk to your partner. Have one or two students share out. Affirm all responses.

 Teacher Think Aloud: *I heard many of you say that you notice that there are four boxes for each part of the Conversation Pattern—paraphrase, build on, and prompt—but only one box for an initial idea. Why might that be?* (Pause to let one or two students share.)

Yes. That's right! We start with an initial idea, then we follow the pattern. Also, there are four boxes where we will check off—one box for each turn in the conversation.

To show you how to do this, we will use a Fishbowl model activity.

CONVERSATION PATTERN GUIDE

 Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**

I have selected _____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.**

*What specific language should we listen for? What can we use to help us give specific feedback focused on the language of the skill for **CLARIFY** and the Conversation Pattern?*

Have one or two students share out. Affirm all responses and say: *Yes. That's right! We can refer to the* **Conversation Pattern Guide** *and the Listening Task Poster.*

*We will use the **Conversation Pattern Listening Tool** to keep track of what we hear in order to give feedback.*
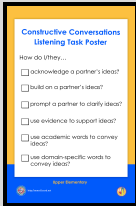
We will listen actively as they share their script. As we listen, we will check off whenever we hear paraphrasing, building on, or prompting. We will use this information to give them feedback on how to improve their conversation.

Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.**

Now that one partner pair finished sharing their script let's look at what we recorded (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model).

 What part of the Constructive Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Affirm all responses.
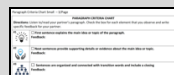
MODEL/GUIDED PRACTICE (CONTINUED)	Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW).
	Teacher Think Aloud (Adjust based on student Fishbowl Model): *According to this example, (point to completed **Conversation Pattern Listening Tool**) the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as "I would like to add…" I will write in here in the feedback section.*
	What part of the Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Affirm all responses. *Let's write comments in the feedback section.*
	We will use the feedback we receive to go back and revise our Constructive Conversation scripts.

| STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX | ## Student Practice - Give and Receive Feedback
Direct students to join another pair to give and receive feedback for their Constructive Conversation scripts.

Pairs Square - Now that we know how to give and receive feedback, your partner pair will team up with another partner pair to form a quad. I will walk around and help anyone that needs it. Give students time to give and receive feedback.

Now you will use the feedback you received to make any needed revisions to your script. |

| DIFFERENTIATED INSTRUCTION | ## Differentiated Instruction
Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.

Group 1 – **(Teacher Group)** - Practice **Conversation Pattern** with teacher by revising a script.
Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text.
Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair.
Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text. |

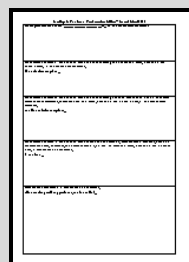| WRAP-UP

ELD.PI.3.1 EX

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER | ## Review ELD Objective and Self-Evaluate
In this lesson, we
• *reviewed and applied the Conversation Pattern*
• *wrote a conversation script*
• *gave and received feedback for the Constructive Conversation script*

Teacher asks students the following:
• *How did we meet our objectives in this lesson?*
• *What helped you craft your Constructive Conversation Script?*
• *Look at the Listening Task Poster and work with your partner to do the following:*
   o *Identify one thing that you did well and one thing you want to improve*
   o *Share and explain to your partner*
After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. |

Lesson 10: Craft an Oral Paragraph

ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skills of **CREATE and CLARIFY.**

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for an oral paragraph • practice an oral paragraph with multiple partners • give and receive feedback to revise an oral paragraph

OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*In previous lessons, we focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson we will apply our knowledge of the topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will learn a new strategy called Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.* **PAIRS** *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why do we use our Think Time? Why do we listen respectfully? Turn and talk to your partner.* Have one or two students share out. Affirm all responses*.*

REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX	## Review - Constructive Conversation Script, Infographic and Visual Text **Display and distribute both Student Texts** and distribute student's completed **Conversation Script Tool**. *In the last lesson, we focused on how to **CLARIFY** our ideas by using the Conversation Pattern to organize our ideas in a conversation. In this lesson, we will focus on using key information to organize our oral paragraphs.* *What was some key information from your script?* Have partners review their scripts and circle key information about the topic. **PAIRS** *What was some key information from your script? How does it help you **CLARIFY** your thinking about the topic? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have one or two students share out. Affirm all responses. *So, we will use this information and consult both texts as we craft our oral paragraph.*

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PI.3.9 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX PARAGRAPH CRITERIA CHART	## Introduce – Paragraph Criteria Chart and Paragraph Guide Display the **Paragraph Criteria Chart**. *We have practiced talking about this topic in previous lessons, but today will be different. The challenge will be that you will have to share your response to the prompt in the form of an oral paragraph on your own. First, let's review the structure of a strong oral paragraph* (Refer to **Paragraph Criteria Chart**). **PAIRS** *According to the **Paragraph Criteria Chart,** what does a strong paragraph include?* Allow students time to review document*. Turn and talk to your partner.* Have one or two students share out. Affirm all responses. **Differentiation Opportunity – Additional Support** For students performing at the **Emerging Level**, explain each visual and how it relates to each criterion of a strong and organized paragraph. *I heard many of you say that the Criteria Chart tells what you need to include, or criteria, for your paragraph* (Point to **Paragraph Criteria Chart** and read each criterion chorally with students).

MODEL/GUIDED PRACTICE (CONTINUED)	Display the **Paragraph Guide (EX-BR)** to the class.

PARAGRAPH GUIDE (EX-BR)

My idea is…

The infographic clarifies my thinking about the visual text

Another example is…

For example, …

Additionally, the infographic…

In other words, …

Here is a structure we can use to help us craft a strong and well organized oral paragraph. Let's read it together (Refer to Pre-Charted Paragraph Guide).

PARAGRAPH CRITERIA CHART

What connections can you make between the Paragraph Guide and the Paragraph Criteria Chart? Allow students time to review both documents. *Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

I heard many of you notice that the Criteria Chart tells you what you need to include in your oral paragraph. The Paragraph Guide provides examples of language you may use. It also models how you might organize and connect your sentences to CREATE and CLARIFY.

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.
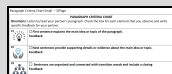4. At the signal, talk with your partner about the notes.
5. At the next signal, find a different Partner Pair. Partner B's share and Partner A's take notes.
6. At the signal, talk with your partner about the notes.
7. With your partner, take turns sharing your oral paragraphs. Do not use your notes.

MPP-GO

Model/Guided Practice - Multiple Partner Protocol

Pair students up. Display and distribute the **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to the class. Have a previously selected student come up to model with you.

The Multiple Partner Protocol will give you an opportunity to practice crafting an oral paragraph. Refer to the Paragraph Guide if you need help.

Let's review the directions for the Multiple Partner Protocol as _____ and I model how to do it. The first step is, "Decide who is Partner A and Partner B. I will be Partner A and you will be Partner B (point to student volunteer). Ok, let's write it on our paper. Then, we need to use your Think Time to consider the prompt and consult resources."

So, the prompt is: How does the infographic CLARIFY your thinking about the visual text? What key information will we use from the Conversation Script and the texts? Model thinking and pointing to both texts and the script with the student volunteer.

Display the **Multiple Partner Protocol Graphic Organizer**.

Step 2 is to write complete sentence(s) in the first box. My partner and I will write our ideas here (point to the first box in the graphic organizer) *using the Paragraph Guide* (point to the Paragraph Guide) *and write the statement, "The infographic clarifies my thinking because the infographic states that…"*

Now it's your turn. With your partner do steps 1 and 2. Provide students with sufficient time to complete steps 1 and 2. Circulate and support students as needed. Select two partner pairs to model the next steps.

Let's review what you will do next. At the signal, each partner pair will find another partner pair. Have the partner pairs model steps 3 and 4. *At the signal, each partner pair will find a different partner pair.* Have the partner pairs model steps 5 and 6 by finding a different pair.

PAG/ PAU

Process As Given/Process As Understood: *Who can restate what we are about to do?* Have one or two student volunteers restate the directions

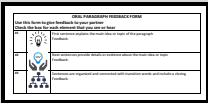|	
MODEL/GUIDED PRACTICE (CONTINUED) **ELD.PI.3.1 EX** **ELD.PI.3.4 EX** **ELD.PI.3.5 EX** **ELD.PI.3.7 EX** **ELD.PII.3.1 EX** **ELD.PII.3.2 EX** **PARAGRAPH CRITERIA CHART** **TEACHER VISUAL TEXT & STUDENT INFOGRAPHIC**	Call attention to the specific instructions with each step. Give students sufficient time to complete steps 3-6, stopping to signal each time. Circulate and support students as needed. *Let's review step 7. For step 7, you and your partner will take turns sharing your oral paragraphs without using any notes. Please hand in your papers now. I will give them back to you in the next lesson when we work on writing a paragraph.* Collect **Multiple Partner Protocol Graphic Organizers** from students. Keep them for use in the next lesson. ## Teacher Oral Paragraph – Giving & Receiving Feedback Display the Teacher Visual Text and Infographic and the **Paragraph Criteria Chart.** *Now we will talk about how to give and receive feedback to improve our paragraphs.* **Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.** Have students listen to the Teacher Oral Paragraph. Do not display it at this time as the focus is on listening. *Listen to me share my Teacher Oral Paragraph. Listen actively for these three things* (point to **Paragraph Criteria Chart**). Read the Teacher Oral Paragraph and debrief with students. **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.* Display the Teacher Oral Paragraph and elicit feedback from students. *How did my Oral Paragraph meet the criteria? What feedback might you have? Turn and talk to your partner.* Have one or two students share out. Validate all responses.
STUDENT PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PI.3.6 EX** **ELD.PI.3.9EX** **ELD.PI.3.10BEX** **ELD.PI.3.11 EX** **ELD.PI.3.12 EX** **ELD.PII.3.1 EX** **ELD.PII.3.2 EX** **ELD.PII.3.4 EX**	## Stand Up, Hand Up, Pair Up – Oral Paragraph Share **NOTE: Cover or remove the Paragraph Guide.** Distribute and display both Student Texts. Students will meet with a new partner to give and receive feedback. Distribute **Paragraph Criteria Chart** for students to provide feedback to their partners. *You will now meet with a new partner to share your oral paragraphs.* Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Decide who is Partner A and Partner B. Partner A will share to receive feedback. Partner B will listen to give feedback using the Paragraph Criteria Chart.* **NOTE: Collect a language sample using the OOAT while all students are sharing. Collect an additional sample during the Fishbowl Model (SEE BELOW).**

STUDENT PRACTICE (CONTINUED)	## Formative Assessment
	Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class.
	## Debrief the Model: Whole-Group Discussion of Student Model
	Facilitate a whole-group discussion to debrief:
	1. *How did her oral paragraph meet the criteria?*
	2. *What feedback might you have?*
	Have one or two students share out. Affirm all responses.

FORMATIVE ASSESSMENT OOAT	## Student Progress Form (SPF) - Oral Output Assessment Tool
	Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt:
	How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.
	NOTE: In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph.
	Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner.
	Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP ELD.PI.3.1 EX	## Review ELD Objective and Self-Assess
	In this lesson, we …
	• *used notes to organize information for an oral paragraph*
	• *practiced crafting an oral paragraph with multiple partners*
	• *received and provided feedback to revise an oral paragraph*
	Teacher asks students the following:
	• *How did you meet the objectives?*
	• *What helped you craft your oral paragraph?*
	• *Work with your conversation partner to do the following:*
	• *Identify one thing that you did to meet today's objective and one thing you want to improve*
	• *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

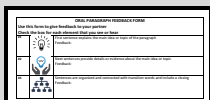|	
	 # Lesson 11: Write a Paragraph
ELD OBJECTIVE	Students will be able to collaboratively construct a written paragraph focused on the skills of **CREATE** and **CLARIFY.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for a written paragraph • collaborate with a partner to write a paragraph • receive and provide feedback to revise a paragraph
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*In previous lessons, we focused on using the Conversation Pattern to help us **CREATE** and **CLARIFY** with our partners. We applied our learning to construct an oral paragraph to write about our topic. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to make and organize ideas in a clear way.* *Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.* **PAIRS** *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX PARAGRAPH CRITERIA CHART MPP-GO	## Review - Multiple Partner Protocol Graphic Organizer Display and distribute both **Student Texts** and distribute student's completed **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. *In the last lesson, we focused on using the information we have to review, organize and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you write your paragraph.* *We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **MPP-GO** to recreate your oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.* Allow students to use the **MPP-GO** to share/review their oral paragraph with their partner. **PAIRS** Invite a student pair to Fishbowl Model their oral paragraph with the class and highlight the following: • **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to help you with the information and ideas • *Paragraph Criteria Chart* to know what to include and how to organize the information • *Paragraph Guide* to provides you with sample language that you can use as you are crafting and connecting your ideas. ## Formative Assessment Opportunity Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class.

REVIEW (CONTINUED)	**Debrief the Fishbowl Model**
	Facilitate a whole-group discussion to debrief:
	1. *How did her oral paragraph meet the criteria?*
	2. *What feedback might you have?*

MODEL/GUIDED PRACTICE	**Model/Guided Practice - Collaborative Writing**

MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

PARAGRAPH CRITERIA CHART

Model/Guided Practice - Collaborative Writing

You are now going to work on writing a paragraph using the ideas and details that you used as you created the oral paragraph.

Display and distribute the **Teacher Written Paragraph** to partner pairs. Display and use the **Paragraph Criteria Chart** and the **Paragraph Coding Key** to guide the students as you analyze and code the model. *What do you notice about the **Paragraph Criteria Chart** and the **Paragraph Coding Key**?*

PARAGRAPH CODING KEY	
MI	MAIN IDEA
E/D	EVIDENCE/DETAIL
T	TRANSITION
C	CLOSING

*We will use this **Paragraph Criteria Chart** to highlight the structure of the paragraph. We will also use the **Paragraph Coding Key** to analyze and code the **Model**.*

Guide students through an analysis of the first two sentences in the paragraph. Use the **Paragraph Criteria Chart** to highlight the following:

- *Does my first sentence explain the main idea or topic of the paragraph?*
- *Do the next sentences provide details or evidence about the main idea or topic?*
- *Are my sentences organized and connected with transition words and include a closing sentence?*

Display the **Teacher Written Paragraph** and read it to the whole class.

Let's look at a teacher written paragraph to find evidence of the elements that make this a model paragraph.

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

Model Written Paragraph:

> 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]**

Let's look at the teacher written paragraph to find evidence for each of the elements on the Paragraph Criteria Chart. Listen actively as I read what the Model shows. I will pause after each sentence, so that you have time discuss what element(s) you notice.

MODEL/GUIDED PRACTICE (CONTINUED)	The infographic clarifies my thinking about the visual text by giving more information about growing food locally, which helps the Earth. [MI]

PARAGRAPH CODING KEY	
MI	**MAIN IDEA**
E/D	**EVIDENCE/DETAIL**
T	**TRANSITION**
C	**CLOSING**

*Using the **Paragraph Criteria Chart** and the **Paragraph Guide** will help me focus on the elements that I need to include in my written paragraph. Now I will look closely at what this sentence shows. The sentence begins by addressing the prompt. I will underline where it says: "The infographic clarifies my thinking about the visual text by" and mark it with a "MI" because that is the language that signals the main idea.*

Let's read the second sentence together. "One example is the visual text, which shows a local community farm that grows food."

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share and justify their responses.

I heard many of you say you would mark it "D" because the sentence provides details about the main idea. I also heard some of you say you would mark it with "T" because the sentence has a transition phrase One example is…

GUIDED PRACTICE

Let's read the third sentence in the paragraph:

> *In addition, the infographic states that we should support local farmers because local produce uses less fossil fuels.* [3]

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1-2 minutes to Turn and Talk. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

Now you and your partner will work together to code sentences 4-7 using the Paragraph Coding Key. Remember to say why you think you should mark each a certain way. Give students enough time to code at least one or two additional turns and circulate to provide support as needed. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	**Student Practice – Collaboratively Written Paragraph** Students will collaboratively write their paragraph with their partners using notes from their **Multiple Partner Protocol Graphic Organizer** **(MPP-GO),** which they completed in the previous lesson. They may refer to the **Paragraph Guide** and the **Paragraph Criteria Chart** for support. *Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address the prompt:* **How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.** Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed.

STUDENT PRACTICE (CONTINUED)	**Student Practice - Giving & Receiving Feedback**
	Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to give and receive feedback using the **Paragraph Criteria Chart.***
	One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will give to the other partner pair.
	I will walk around and help anyone that needs it. Give students time to give and receive feedback. Circulate and provide support as needed.
	Now you will use the feedback you received to make any needed revisions to your paragraph. Give students time to make any last revisions to their paragraphs based on the feedback they received.
	Formative Assessment
	Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will show what you know by writing your own paragraph to address the same prompt: **How does the infographic CLARIFY your thinking about the visual text?** I will collect your paragraphs when you're done.*
FORMATIVE ASSESSMENT WOAT	**Student Progress Form (SPF) - Written Output Assessment Tool**
	Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt:
	How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.
DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Continue working on the **Written Paragraph** with teacher.
	Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair.
	Group 4 – Play Constructive Conversation Game with a or other theme-related visual text.
WRAP-UP ELD.PI.3.1 EX	**Review ELD Objective and Self-Evaluate**
	In this lesson, we
	• *used notes to organize information for a written paragraph*
	• *collaborated with a partner to write a paragraph*
	• *received and provided feedback to revise a paragraph*
	Teacher asks students the following:
	• *How did we meet our objectives in this lesson?*
	• *What helped you craft your written paragraph?*
	• *Work with your conversation partner to do the following:*

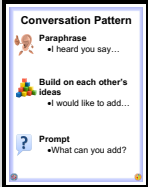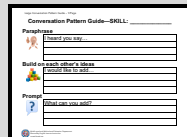|		
		○ *Identify one thing that you did to meet today's objective and one thing you want to improve* ○ *Share and explain to your partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *You have worked with the same partner for the last six lessons. Think about the following:* • *What did you do to support your partner's learning? How did this help you both?* • *What is one thing you would like to improve for your next partnership?*

	Start Smart 2.0 - Conversation Practices # Lesson 12: Practice FORTIFY with Both Texts
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **FORTIFY** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 12-16.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **FORTIFY** • practice **FORTIFY** using a visual text and an infographic • have a Constructive Conversation with a partner and in a small group
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	Establish partnerships for lessons 12 through 16. *In this lesson, we will review the Constructive Conversation Skill-**FORTIFY**. When we **FORTIFY** we support our ideas with evidence. Before we **FORTIFY**, we must **CREATE** or share our idea. Then, we must **CLARIFY** our idea to have enough shared understanding. Only then can we **FORTIFY** or support our idea with evidence. So, we will continue to use the Conversation Pattern to paraphrase, build on, and prompt. We can use our Conversation Pattern Cards to help us. During conversations remember to follow our conversation norms (point to poster).* **PAIRS** *Which conversation norm will help us to focus on fortifying or supporting our ideas with evidence? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use the Language of the Skill" (point to poster) to make sure you **FORTIFY** or support your ideas with evidence.*
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX **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 POSTER**	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *In this lesson, we will continue to use the **Conversation Pattern.** Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. **PAIRS** *We know the conversation pattern helps us to **CLARIFY**, especially when we paraphrase. How will building on an idea and prompting help us to **FORTIFY** or support our ideas with evidence? Turn and talk to your partner.* Have one or two students share out. **THINK ALOUD** *Teacher Think Aloud: I heard many of you say paraphrasing, building on, and prompting can help us to **CLARIFY**. I also heard some of you say that building on can help us give evidence and prompting can help us to ask for evidence. I would like to add that we can't do any of this without creating or sharing an initial idea. So, the very first step of a Constructive Conversation is to **CREATE** and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.*
MODEL/ GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX	## Model—Review Prompt and Response Starters **NOTE:** Additional prompt & response starters were added to provide variety. Select one or two new prompt and response starters that correspond to the proficiency level of most of your students. *We will use the prompt and response starters to help us follow the Conversation Pattern. Here are some new ones. The response starters for Paraphrase will help us to **CLARIFY**. The response starters for Building On and Prompting can be used to **FORTIFY** or support our ideas with evidence.*

| MODEL/ GUIDED PRACTICE (CONTINUED)

ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX | *Our focus for this lesson is **FORTIFY**. What could I say to **build on** and **support an idea with evidence**? Hmmm. I might say "In the text, it says…" Then, I would prompt my partner. What could I say to prompt my partner? Yes, that's right. I could say "Can you give an example from the text?"* |

*You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guide.*

Model adding one or two new prompt and response starters to your **Conversation Pattern Guide** and have students add to their guides.

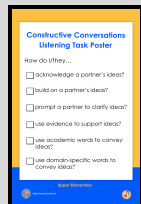| PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say…	So what you are saying is…	To paraphrase, …
Your idea is…	A different way to say it is…	That is to say, …
I think you said…	In other words,…	Simply put,…
BUILD ON		
I would like to add…	Another detail is…	Additionally, …
I also think…	In addition, …	To elaborate, …
One example…	For example,…	In the text…
PROMPT		
What else…?	How can you add to this idea?	Can you CLARIFY what you mean by…?
What can you add?	Can you give an example from the text?	How could you elaborate on…?
Can you give an example?	What evidence do you have?	What are examples from both texts?
EMERGING	**EXPANDING**	**BRIDGING**

CONSTRUCTIVE CONVERSATION PATTERN GUIDE

Review the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

TEACHER VISUAL TEXT & INFOGRAPHIC

Introduce Visual Text & Infographic Model—FORTIFY

Display the **Teacher Visual Text and Infographic**.
Let's listen to a model Constructive Conversation using the visual text and infographic to address the following prompt:

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

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and _____ will be Partner B.*

CONVERSATION CODING KEY FORTIFY/NEGOTIATE	
CL	CLAIM
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

- Model using think time and pointing at key elements of the visual text before reading the script.
- Model consulting the **Conversation Pattern Guide** or chart Conversation Pattern to follow the paraphrase, build on, prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**

ELD PART II
- **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

MODEL/ GUIDED PRACTICE (CONTINUED)	**Model Conversation** (CODED FOR TEACHER REFERENCE ONLY	
	Student A1:	An important idea from both texts is that people can buy the freshest food possible at farmers' markets, which is better for our health. **[CL]** What do you think is an important idea from both texts? **[PR]**
	Student B1:	I heard you say that food from farmers' markets supports our health. **[PAR]** An important idea from both texts is supporting community farmers' markets is a way to help the Earth. **[CL]** Tell me more about your idea. **[PR]**
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	**Student A2:**	So what you are saying is when we get involved with community farmers' markets we are helping the Earth. **[PAR]** In addition, the community farmers grow all kinds of vegetables depending on the season. **[BO]** 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. **[BO]** What other evidence do you have to support your important idea? **[PR]**
TEACHER VISUAL TEXT & INFOGRAPHIC	**Student B2:**	To paraphrase, your claim is that famer's markets provide fresh seasonal produce that is good for your health. **[PAR]** In the infographic under the heading, "Support Local Farmers", it tells us that local farmers preserve our land for generations. **[BO]** Local farmers use less land and only harvest what they can sell. **[BO]** Like in the visual text, the community farmers plant and harvest vegetables in their box and only sell what they harvest. **[BO]** This is a way of caring for the land. **[BO]** 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. **[BO]** What additional evidence do you have? **[PR]**
	Student A3:	In other words, the texts support both our claims. **[PAR]** Additionally, the infographic states that local produce travel less distance than food from other countries. **[BO]** The fruits and vegetables from farmers' markets travel less so they are fresher. **[BO]** The visual text is a perfect example of a local farmers' market where produce is harvested and sold right there. **[BO]** How can you elaborate on your idea that supporting community farmers' markets is a way to support the Earth? **[PR]**
	Student B3:	A different way to say it is that when you buy from a community farmers' market you are buying locally. **[PAR]** 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. **[BO]** 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. **[BO]** When people get involved in community gardens they learn about the land and how to care for it. **[BO]** What are examples from both texts? **[PR]**
	Student A4:	Simply put, community farmers' markets promote good health for people and help them get involved with taking care of the land. **[PAR]** 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. **[BO]** That is good for the Earth's health because local farmers do not use as much gas. How can we summarize our ideas? **[PR]**
	Student B4:	I think what we are saying is that both texts support the idea that farmers' markets are helpful to people and the Earth. **[PAR]** 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. **[BO]** Additionally, buying locally means buying fresh fruits and vegetables, which promotes good health for people and the Earth. **[BO]**

Debrief the Model Conversation

Guide students through an analysis of what makes this a **Model Constructive Conversation** for **FORTIFY. (See Coded Model and key for your reference)** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*What makes this a model for **FORTIFY**? What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer to the Listening Task Poster and the Conversation Pattern Card.* Have one or two students share out.

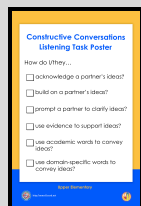|	
MODEL/ GUIDED PRACTICE (CONTINUED)	*Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details.* (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

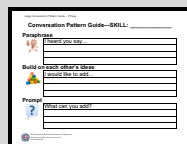## Introduce Visual Text and Infographic Non-Model—FORTIFY

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

Non-Model Conversation

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

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for **FORTIFY.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

What makes this a Non-Model conversation? How would you improve this model? Use your think time. Remember to refer the Listening Task Poster and the Conversation Pattern Guide (point to resources) *Now, turn and talk to your partner.*

*How can you expand noun phrases to add details? What adjectives or other details would you add to **CLARIFY** ideas? Use your think time. Now, turn and talk to your partner.* Have one or two students share out.

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONSTRUCTIVE CONVERSATION PATTERN GUIDE

STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX
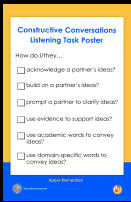
Constructive Conversation Game with Both Texts

NOTE: Students working at different proficiency levels may benefit from using different texts. See differentiated texts in the resources.

Organize students into quads and distribute **Conversation Pattern Game Cards**. *Now you are going to play the Constructive Conversation Game. Your conversations will focus on the skills of **FORTIFY** using both texts. You will be in a group of four. Each of you will have one card for your initial idea/claim and 3 cards to cite evidence and support your claim as you follow the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our **Conversation Norms** and use the **Constructive Conversations Listening Task Poster**.*

Begin by stating your claim. Cite evidence to support your claim and summarize your ideas. Remember to use the Conversation Pattern.
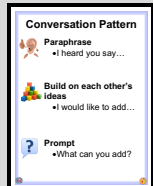
Prompt: What is an important idea in both texts? State your claim and cite evidence.

STUDENT PRACTICE (CONTINUED) **STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC**	## Formative Assessment Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea in both texts? State your claim and cite evidence.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for FORTIFY to include the **Conversation Pattern**. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

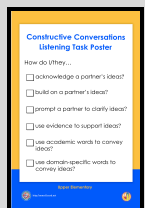|	

WRAP-UP
 	
ELD.PI.3.1 EX
 	
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, we…
	
	- *reviewed the Conversation Pattern*
	- *listened to a Model and Non-Model for **FORTIFY***
	- *practiced **FORTIFY** using a visual and an infographic*
	- *had a Constructive Conversation with a partner and in a small group*
	
	Ask students the following:
	
	- *How did we meet our objectives in this lesson?*
	- *How did the Conversation Pattern help us to **FORTIFY** our ideas?*
	- *Look at the Listening Task Poster and work with your partner to do the following:*
	  - *Identify one thing that you did well and one thing you want to improve*
	  - *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices
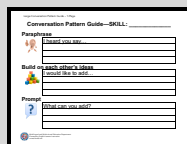
Lesson 13: Code the Model & Revise the Non-Model

ELD OBJECTIVE	Students will be able to revise a Constructive Conversation focused on the skills of **FORTIFY** in paired and whole group discussions using both a visual text and an infographic.

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and code it using the Conversation Pattern • revise a Non-Model using the Conversation Pattern

OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*In this lesson, we are going to use what we know about fortifying ideas to revise a Constructive Conversation using both texts. Remember to follow our conversation norms (point to poster).* **PAIRS** *Which conversation norm will help us to revise a conversation focused on fortifying? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses.

REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	## Review - Conversation Pattern *Who can help us review the pattern together.* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. **PAIRS** *How do we begin a Constructive Conversation? What do we need to do to continue the conversation? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Begin by stating your idea and then follow the Conversation Pattern,"* (point to **Conversation Pattern Poster**)*.*

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 POSTER

Constructive Conversations Listening Task Poster
How do 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?

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

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

Review - Prompt and Response Starters

NOTE: Select one or two new prompt and response starters that correspond to the proficiency level of most of your students.

*We will use the prompt and response starters to help us. The response starters for **Paraphrase** will help us to **CLARIFY**. The response starters for **Building On** and **Prompting** can be used to **FORTIFY** or support our ideas with evidence.*

Distribute Constructive Conversation Guides.

*Our focus for this lesson is **FORTIFY**. What could I say to **build on** and **support an idea with evidence**? Hmmm. I might say "For example, …" Then, I would prompt my partner. What could I say to prompt my partner? Yes, that's right. I could say "What evidence do you have?"*

*You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.*

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is… I think you said…	So what you are saying is… A different way to say it is… In other words,…	To paraphrase, … That is to say, … Simply put,…
BUILD ON		
I would like to add… I also think… One example…	Another detail is… In addition, … For example,…	Additionally, … To elaborate, … In the text…
PROMPT		
What else…? What can you add? Can you give an example?	How can you add to this idea? Can you give an example from the text? What evidence do you have?	Can you CLARIFY what you mean by…? How could you elaborate on…? What are examples from both texts?
EMERGING	**EXPANDING**	**BRIDGING**

| REVIEW (CONTINUED)	**Review - Constructive Conversations Listening Task Poster**
	Display the **Conversations Listening Task Poster** and read each of the questions.
	While you are listening to me and my partner, listen for the following:
	How did we…
	• *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 (notice, in other words, etc.) to convey ideas?*
	• *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX TEACHER INFOGRAPHIC CONVERSATION PATTERN POSTER CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	**Model/Guided Practice - Code the Model**
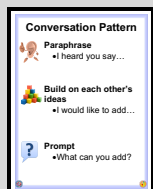
Model/Guided Practice - Code the Model

Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model.

We use this Coding Key to help us highlight the structure of the Constructive Conversation. What do you notice about the Conversation Coding Key?

Guide students through an analysis of the first two turns. Use the **Conversation Coding Key**, **Conversation Pattern Poster** and the **Listening Task Poster** to highlight the following:

- *acknowledge a partner's ideas*
- *build on a partner's ideas*
- *prompt a partner to CLARIFY ideas*

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

CONVERSATION CODING KEY FORTIFY/NEGOTIATE	
CL	CLAIM
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

MODEL

Let's look at the Model Script to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. Show me the gestures for the Conversation Pattern as you hear them. I will pause after each sentence, so that you have time to show me the gestures.

Student A1:	An important idea from both texts is that people can buy the freshest food possible at farmers' markets, which is better for our health. **[CL]** What do you think is an important idea from both texts? **[PR]**

Great job! Using the gestures as we listen to the Model Conversation helps us focus on specific language.

Now I will look closely at what Student A says. Model consulting Coding Key and Conversation Pattern. *I notice that student A begins by stating her claim. I will underline where it says, "An important idea is" and mark it with "CL" because that's her claim.*

Let's read the second sentence together. "What do you think is an important idea from both texts?"

How would we mark this? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.

I heard many of you say you would mark it with "PR" because she is prompting her partner to state his claim.

MODEL/GUIDED PRACTICE (CONTINUED)	
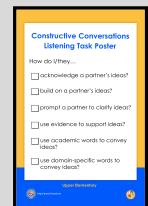
GUIDED PRACTICE

Listen actively as I read what Student B says aloud. When you hear the CLAIM show me the gesture for CREATE. You will also show me the gestures for the Conversation Pattern. I will pause after each sentence, so that you have time to show me the gestures.

Student B1:	I heard you say that food from farmers' markets supports our health. **[PAR]** An important idea from both texts is supporting community farmers' markets is a way to help the Earth. **[CL]** Tell me more about your idea. **[PR]**

Great job! Using the gestures as we listen to the Model Constructive Conversation helps us focus on specific language.

CODED MODEL CONVERSATION

Now you and your partner will look closely at what Student B says and code using the Conversation Coding Key. Use your think time. Pause to give students Think Time. Now turn and talk to your partner. Give students 2-3 minutes to Turn and Talk and code. Have one or two pairs share and justify their findings.

Now you and your partner will work together to code A2, B2, A3, and B3 using the Conversation Coding Key. Give students enough time to code at least one or two additional turns.

Differentiation Opportunity – Extended Practice

Students performing at the Expanding to Bridging Level for Interpretive Mode of the Part I ELD Standards may complete the coding for the remaining turns in the conversation (A2-B4).

*Let's come back together to review the coding. (Refer to **Resources: Coded Model Conversation—FORTIFY**). Guide students to share and justify their findings.*

Review - Non-Model

Listen actively as I read the Non-Model. I will pause after each sentence, so that you have time to show me the gestures. Then we will discuss how we can improve the conversation.

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

Non-Model Conversation

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

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

MODEL/GUIDED PRACTICE (CONTINUED)	**Guided Practice – Revise Non-Model**

Display and distribute the <u>Non-Model Revision Tool</u>**.** Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for **FORTIFY.** Use the <u>Conversations Listening Task Poster</u> and the <u>Conversation Pattern Guide</u> as a reference.

Coding the Model really helped us understand the structure of a Model Conversation. Now that we understand that, let's apply what we know as we revise the **Non-Model Conversation***.*

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

Think aloud to revise the first two interactions of the **Non-Model** Constructive Conversation text on chart paper or document reader. Students will use the <u>Non-Model Revision Tool</u> to revise in pairs.

NON-MODEL REVISION TOOL

CONVERSATION PATTERN GUIDE

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

CONVERSATION PATTERN POSTER

Example 1:

Student A1:	The infographic and the picture show information about farmers' markets.
Student B1:	The infographic says that the farmers' market keeps the Earth happy.

Teacher Think Aloud: (Point to A1) *I notice that Partner A's initial idea does not answer the prompt. He does not state a claim that tells one important idea from both texts. I will revise it by stating a claim first.* <u>One important idea from both texts is that…farmers' markets are better for people.</u> *Then, I would prompt my partner by saying,* <u>What is your claim?</u>

(Point to revised script and read aloud) <u>One important idea from both texts is that farmers' markets are good for the community. What is your claim?</u>

Let's read what Student B says (Point to B1). *I notice that Partner B's initial idea does not answer the prompt either. His idea does not state a claim that tells an important idea from both texts. How would you revise it? Turn and talk to your partner.* Give students 2-3 minutes to Turn and Talk. Have one or two pairs share and justify their findings. Then, revise it to read as follows:

Let's read it together now that it's revised:
Example 1 - REVISED:

Student A1:	*One important idea from both texts is that farmers' markets are good for the community. What is your claim?*
Student B1:	*I heard you say one important idea from both texts is that farmers' markets benefit the community. My claim is that both the visual text and infographic show how buying food locally benefits people. How can you elaborate on your idea?*

Let's look at the next example.
Example 2:

Student A2:	I agree with you. You can read that everyone is happy when you can get fresh food. Do you see?
Student B2:	I can see three people having fun in the farm market. What do you think of the wooden planters?

Teacher Think Aloud: (Point to A2) *I notice that Partner A does not paraphrase what his partner said. He cites evidence when he says "You can read that everyone is happy when you can get fresh food.," but he does not use a response starter for building on. I will use the* <u>Conversation Pattern Guide</u> *to revise. First I will paraphrase, then build on, then prompt.* (Chart the revised share for A2.)

(Point to revised script and read aloud) *In other words, your idea is that buying from local farmers' markets is good for people. In the text, there is a community market farm where members of the community can go to buy fresh produce. Can you give an example from the text?*

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's read what Student B says* (Point to B2). *I notice that Partner B doesn't paraphrase either. How would you revise it? Turn and talk to your partner.* Give students 2 minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings. **PAIRS** *Now you and your partner will work together to finish revising the Non-Model Constructive Conversation.* Give students enough time to revise the last two turns of the Non-Model Constructive Conversation using the **Non-Model Revision Tool—FORTIFY**.

STUDENT PRACTICE
 	
ELD.PI.3.1 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
 	
STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC
	## Stand Up, Hand Up, Pair Up – Constructive Conversation
	Display the **Student Visual Text & Infographic**
	
	We will now meet with a partner to practice the skill FORTIFY during a Constructive Conversation using the Student Visual Text and Infographic.
	
	Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same.
	
	Now with your partner you will engage in a Constructive Conversation using the prompt. Remember to begin by stating your claim, then use the Conversation Pattern.
	
	PAIRS **Prompt: What is an important idea in both texts? State your claim and cite evidence.**
	
	## Formative Assessment
	Monitor students as they converse. Use the **Conversation Pattern Poster** to support students in applying the subskills of *paraphrase, build on and prompt*. Select two students who will Fishbowl Model in front of the class.
	
	## Debrief the Model: Whole-Group Discussion of Student Model
	Facilitate a whole-group discussion to debrief how the students did the following:
	    1. *How did they use the Conversation Pattern to FORTIFY their ideas?*
	    2. *What specific language did they use?*

FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea in both texts? State your claim and cite evidence.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising an SPF.
	Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern.
	Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson.
	Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP	**Review ELD Objective and Self-Evaluate**
ELD.PI.3.1 EX	*In this lesson, we…*
	• *reviewed the Conversation Pattern*
	• *listened to a Model and coded it using the Conversation Pattern*
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	• *revised a Non-Model using the Conversation Pattern*
	Ask students the following:
	• *How did we meet our lesson objectives?*
	• *Look at the Listening Task Poster and work with your partner to do the following:*
	○ *Identify one thing that you did well and one thing you want to improve*
	○ *Share and explain to your partner*
CONVERSATION PATTERN POSTER	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 14: Write a Conversation Script
ELD OBJECTIVE	Students will be able to write a Constructive Conversation script focused on the skills of **FORTIFY** in paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • give and receive feedback • use feedback to revise our work
OPENING **ELD.PI.3.1 EX** **ELD.PI.3.5 EX**	*Today we will apply the Constructive Conversation Skill **FORTIFY** by writing our own conversation script. We will use what we know about fortifying ideas using a visual text and an infographic.* **PAIRS** *Which conversation norm will help us craft our script? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say you will focus on using the language of the skill for **FORTIFY** to support your ideas with evidence.*

REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

CONVERSATION PATTERN GUIDE

Review - Conversation Pattern

*In this lesson, we will use the Conversation Pattern and listen actively to when and how others use the Conversation Pattern to **FORTIFY** their ideas.*

Who can help us review the pattern together? Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern.

PAIRS *Why do we use the Conversation Pattern? How does it help our conversation? Turn and talk to your partner.* Give students 1 minute to talk to a partner and have one or two students share out. Affirm all responses.

Review - Prompt & Response Starters

NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students.

*Today you are going to write a Constructive Conversation script. Do your best to follow the Conversation Pattern as you **FORTIFY** your ideas.*

*You will use the **Conversation Pattern Guide** to remind you of the pattern. These are prompt and response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guides.*

PAIRS *Tell your partner which ones you might use and why.* Have one or two students share.

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is… I think you said…	So what you are saying is… A different way to say it is… In other words,…	To paraphrase, … That is to say, … Simply put,…
BUILD ON		
I would like to add… I also think… One example…	Another detail is… In addition, … For example,…	Additionally, … To elaborate, … In the text…
PROMPT		
What else…? What can you add? Can you give an example?	How can you add to this idea? Can you give an example from the text? What evidence do you have?	Can you CLARIFY what you mean by…? How could you elaborate on…? What are examples from both texts?
EMERGING	**EXPANDING**	**BRIDGING**

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX **TEACHER VISUAL TEXT & INFOGRAPHIC**	# Model/Guided Practice—Write the Conversation Script Display the **Conversation Script Tool**. Model using the **Teacher Visual Text and Infographic** and the **Conversation Pattern Guide** to write the script. *We have practiced having Constructive Conversations using the pattern to help us FORTIFY our ideas. In this lesson, we will have an opportunity to showcase what we know by writing our own conversation scripts with a partner. Let's try it together first. We will use the* **Conversation Script Tool** *to help us.* **Teacher Think Aloud:** *(Point to A1) First, I will write in the prompt for this conversation.* *Prompt:* **What is an important idea in both texts? State your claim and cite evidence.** *I will use Think Time.* Model using Think Time and pointing at key elements of both texts. *What would the first partner say? It says to start the conversation by stating your claim. Hmmm. The claim needs to state one important idea from both texts. I will write that Student A says:* <u>One important idea from both texts is that farmers' markets are good for the community.</u> *Next we build on (point to Conversation Pattern Card). I will build on by supporting the claim with evidence from the text.* <u>For example, in the visual text it says "Get Involved" on the sign for the Community Market Farm.</u> <u>Having a farmers' market in the community provides opportunities to get involved and get to know your neighbors.</u> *Finally, we prompt our partner.* <u>What is your claim?</u> *Let's read what I wrote for Student A's first share one more time.* <u>One important idea from both texts is that farmers' markets are good for the community. For example, in the visual text it says "Get Involved" on the sign for the Community Market Farm. Having a farmers' market in the community provides opportunities to get involved and get to know your neighbors. What is your claim?</u> *How should Student B respond in the first share? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share and justify responses. Affirm all responses and model writing the response using the **Conversation Script Tool.**
STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	# Student Practice - Collaborative Writing - Conversation Script Display and distribute the **Conversation Script Tool** to partner pairs. Students will use the Student Visual Text and Infographic to write their conversation script with their partners using the **Conversation Script Tool**. *Now you will use both the visual text and infographic to write a Constructive Conversation Script. First, you will use your Think Time to examine both texts just as I modeled for you. Then you will talk with your partner about Student A's first share.* **Prompt: What is an important idea in both texts? State your claim and cite evidence.** *With your partner, you will use the* **_Conversation Script Tool_** *to write your Constructive Conversation script. Use the prompt/response starters as reference. Remember, begin with your claim, then follow the Conversation Pattern in your interactions.* Give students time to write with their partners. Think about which two partner pairs you will select for the Fishbowl Model in the next part of the lesson.

MODEL/GUIDED PRACTICE (CONTINUED)	# Model – Giving & Receiving Feedback

NOTE: Copy double-sided - **Conversation Pattern Listening Tool** —one to use for the Model Fishbowl practice and one to use during Student Practice (SEE NEXT SECTION).

Display and distribute the **Conversation Pattern Listening Tool** to each partner pair**.** Orient students to the different features and purpose of this tool.

Now that you've written a Constructive Conversation script, we will use the Conversation Pattern Listening Tool (point to **Conversation Pattern Listening Tool**) *to give and receive feedback to improve your script. Your feedback will focus on the specific language of skill for* **FORTIFY** *and the Conversation Pattern.*

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

What do you notice about Conversation Pattern Listening Tool? How might we use it to give someone feedback about their script? Turn and Talk to your partner. Have one or two students share out. Affirm all responses.

Teacher Think Aloud: *I heard many of you say that you notice that there are four boxes for each part of the Conversation Pattern—paraphrase, build on, and prompt—but only one box for an initial idea. Why might that be?* (Pause to let one or two students share.)

Yes. That's right! We start with an initial idea, then we follow the pattern. Also, there are four boxes where we will check off—one box for each turn in the conversation.

To show you how to do this, we will use a Fishbowl model activity.

Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**

CONVERSATION PATTERN LISTENING TOOL

*I have selected _____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.***

What specific language should we listen for? What can we use to help us give specific feedback focused on the language of the skill for **FORTIFY** *and the Conversation Pattern?*

Have one or two students share out. Affirm all responses and say: *Yes. That's right! We can refer to the **Conversation Pattern Guide** and the Listening Task Poster.*

CONVERSATION PATTERN GUIDE

*We will use the **Conversation Pattern Listening Tool** to keep track of what we hear in order to give feedback.*

We will listen actively as they share their script. As we listen, we will check off whenever we hear paraphrasing, building on, or prompting. We will use this information to give them feedback on how to improve their conversation.

Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.**

Now that one partner pair finished sharing their script let's look at what we recorded (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model).

What part of the Constructive Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Affirm all responses.

MODEL/GUIDED PRACTICE (CONTINUED)	Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW).
	Teacher Think Aloud (Adjust based on student Fishbowl Model): *According to this example,* (point to completed **Conversation Pattern Listening Tool**) *the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as "I would like to add…" I will write in here in the feedback section.*
	What part of the Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Affirm all responses. *Let's write comments in the feedback section.*
	We will use the feedback we receive to go back and revise our Constructive Conversation scripts.

| STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX | ## Student Practice - Give and Receive Feedback
Distribute Conversation Pattern Listening Tool to each partner pair. Direct students to join another pair to give and receive feedback for their conversation scripts.

Pairs Square - Now that we know how to give and receive feedback, each partner pair will team up with another partner pair to form a quad. I will walk around and help anyone that needs it. Give students time to give and receive feedback. Circulate to support students as needed.

Now you will use the feedback you received to make any needed revisions to your script. I will collect them when you're finished. Give students time to revise their scripts based on the feedback they received. Collect scripts from students to use in the next lesson. |

| DIFFERENTIATED INSTRUCTION | ## Differentiated Instruction
Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.

Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising a script.
Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text.
Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair.
Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text. |

WRAP-UP	**Review ELD Objective and Self-Evaluate**

ELD.PI.3.1 EX	*In this lesson, we…*
	 • *reviewed and applied the Conversation Pattern*
	 • *wrote a conversation script*
	 • *gave and received feedback*
	 • *used feedback to revise our work*
	
	 Teacher asks students the following:
	 • *How did we meet our lesson objectives?*
	 • *What helped you craft your Constructive Conversation Script?*
	 • *Work with your conversation partner to do the following:*
	  • *Identify one thing that you did to meet today's objective and one thing you want to improve*
	  • *Share and explain to your partner*
	
	 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2" align="center">Start Smart 2.0 - Conversation Practices
<h1>Lesson 15: Craft an Oral Paragraph</h1></td></tr>
<tr><td>ELD OBJECTIVE</td><td>Students will be able to collaboratively construct an oral paragraph focused on the skill of FORTIFY to summarize their learning based on Constructive Conversations in pairs and individually.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>STUDENT-FRIENDLY ELD OBJECTIVE</td><td>In this lesson, we will…
use notes to organize information for an oral paragraph
practice crafting an oral paragraph with multiple partners
give and receive feedback to revise an oral paragraph</td></tr>
<tr><td></td><td></td></tr>
<tr><td>OPENING

ELD.PI.3.1 EX
ELD.PI.3.5 EX</td><td>In previous lessons, we focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson we will apply our knowledge of the topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will use the Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.

For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why do we use our Think Time? Why do we listen respectfully? Turn and talk to your partner. Have one or two students share out. Affirm all responses.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>REVIEW

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX</td><td><h2>Review - Constructive Conversation Script, Infographic and Visual Text</h2>Display and distribute both Student Texts and distribute student's completed Conversation Script Tool. In the last lesson, we focused on how to FORTIFY our ideas by using the Conversation Pattern to organize our ideas in a conversation. In this lesson, we will focus on using key information to organize our oral paragraphs.

What was some key information from your script? Have partners review their scripts and circle key information about the topic.

What was some key information from your script? How does it help you FORTIFY or support your claim with evidence? Turn and talk to your partner. Give students 2 minutes to talk to a partner and have one or two students share out. Affirm all responses. So, we will use this information and consult both texts as we craft our oral paragraph.</td></tr>
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<tr><td>MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PI.3.9 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

PARAGRAPH CRITERIA CHART</td><td><h2>Review – Paragraph Criteria Chart and Paragraph Guide</h2>Display the Paragraph Criteria Chart.

We have practiced talking about this topic in previous lessons, but today will be different. The challenge will be that you will have to share your response to the prompt in the form of an oral paragraph on your own. First, let's review the structure of a strong oral paragraph (Refer to Paragraph Criteria Chart).

According to the Paragraph Criteria Chart, what does a strong paragraph include? Allow students time to review document. Turn and talk to your partner. Have one or two students share out. Affirm all responses.

Differentiation Opportunity – Additional Support
For students performing at the Emerging Level, explain each visual and how it relates to each criterion of a strong and organized paragraph.

I heard many of you say that the Criteria Chart tells what you need to include, or criteria, for your paragraph (Point to Paragraph Criteria Chart and read each criterion chorally with students).</td></tr>
</table>

MODEL/GUIDED PRACTICE (CONTINUED)

Display the **Paragraph Guide (EX-BR)** for the class.

*Here is a structure we can use to help us craft a strong, organized oral paragraph. Let's read it together (*Refer to Pre-Charted Paragraph Guide).

PAIRS *What connections can you make between the **Paragraph Guide** and the **Paragraph Criteria Chart**?* Allow students time to review both documents. *Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

*I heard many of you notice that **Criteria Chart** tells you what you need to include in your paragraph. The **Paragraph Guide** provides examples of language you may use. It also models how you might organize and connect your sentences to **FORTIFY** your ideas.*

Model/Guided Practice - Multiple Partner Protocol

Pair students up. Display and distribute the **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to the class. Have a previously selected student come up to model with you.

The Multiple Partner Protocol will give you an opportunity to practice crafting an oral paragraph. Refer to the Paragraph Guide if you need help.

*Let's review the directions for the **Multiple Partner Protocol** as _____ and I model how to do it. The **first step** is, "Decide who is Partner A and Partner B. I will be Partner A and you will be Partner B (*point to student volunteer). *Ok, let's write it on our paper. Then, we need to use our Think Time to consider the prompt and consult resources."*

*So, the prompt is, "**What is an important idea from both texts? State your claim and cite evidence."** What key information will we use from the **Conversation Script** and the texts?* Model thinking and pointing to both texts and the script with the student volunteer.

Display the **Multiple Partner Protocol Graphic Organizer**.

THINK ALOUD *Step 2 is to write complete sentence(s) in the first box. My partner and I will write our ideas here (*point to the first box in the graphic organizer) *using the Paragraph Guide (*point to the Paragraph Guide) *and write the statement, "An important idea from both texts is..."*

Now it's your turn. With your partner do steps 1 and 2. Provide students with sufficient time to complete steps 1 and 2. Circulate and support students as needed. Select two partner pairs to model the next steps.

Let's review what you will do next. At the signal, each partner pair will find another partner pair. Have the partner pairs model steps 3 and 4. *At the signal, each partner pair will find a different partner pair.* Have the partner pairs model steps 5 and 6 by finding a different pair.

PAG/ PAU **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.

MPP-GO

Boxed content

PARAGRAPH GUIDE (EX-BR)

My idea is…
An important idea from both…
For example, …
Another example is…
One example, …
I also think, …
Another example is,…
Additionally,…
In conclusion,

MULTIPLE PARTNER PROTOCOL

1. First think… Then, use Think Time to consider the prompt and additional 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 paragraph. Do not use your notes.

MODEL/GUIDED PRACTICE (CONTINUED)	Call attention to the specific instructions with each step. Give students sufficient time to complete steps 3-6, stopping to signal each time. Circulate and support students as needed.
	Let's review step 7. For step 7, you and your partner will take turns sharing your oral summaries without using any notes to show your understanding. Please hand in your papers now. I will give them back to you in the next lesson when we work on writing a paragraph. Collect **Multiple Partner Protocol Graphic Organizers** from students. Keep them for use in the next lesson.
TEACHER VISUAL TEXT & INFOGRAPHIC	## Teacher Oral Paragraph – Giving & Receiving Feedback
	Display both **Teacher Texts** and the **Paragraph Criteria Chart.** *Now we will talk about how to give and receive feedback to improve our paragraphs.*
	Prompt: What is an important idea from both texts? State your claim and cite evidence.
	Listen to me share my oral paragraph. Listen actively for these three things (point to **Paragraph Criteria Chart**). Read the Oral Paragraph and debrief with students.
	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.
	PAIRS Display the Teacher Oral Paragraph. *How did my oral paragraph meet the criteria? What feedback might you have? Turn and talk to your partner.* Have one or two students share out. Validate all responses.
STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.9 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX **STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC**	## Stand Up, Hand Up, Pair Up – Oral Paragraph Share **NOTE: Cover or remove the Paragraph Guide** Distribute and display both **Student Texts** to each partner pair. Students will meet with a new partner to give and receive feedback. Distribute Paragraph Criteria Chart for students to provide feedback to their partners. **PAIRS** *You will now meet with a new partner to share your oral paragraphs.* Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Decide who is Partner A and Partner B. Partner A will share to* ***receive*** *feedback. Partner B will listen to* ***give*** *feedback using the Paragraph Criteria Chart.* **NOTE: Collect a language sample using the OOAT while all students are sharing. Collect additional language sample during the Fishbowl Model (SEE below).**

STUDENT PRACTICE (CONTINUED)	## Formative Assessment
	Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class.
	## Debrief the Model: Whole-Group Discussion of Student Model
	Facilitate a whole-group discussion to debrief:
	1. *How did her oral paragraph meet the criteria?*
	2. *What feedback might you have?*
	Have one or two students share out. Affirm all responses.

FORMATIVE ASSESSMENT	## Student Progress Form (SPF) - Oral Output Assessment Tool
	Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt:
OOAT	**What is an important idea from both texts? State your claim and cite evidence.**
	NOTE: In order for students to have an opportunity to address all three dimensions of the **OOAT**, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond to the prompt.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph.
	Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner.
	Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP	## Review ELD Objective and Self-Assess
	In this lesson, we …
	• *practiced crafting an oral paragraph with multiple partners*
	• *used notes to organize information for an oral paragraph*
ELD.PI.3.1 EX	• *received and provided feedback to revise an oral paragraph*
	Teacher asks students the following:
	• How did you meet the objectives?
	• What helped you craft the oral paragraph?
	Work with your conversation partner to do the following:
	• *Identify one thing that you did to meet today's objective and one thing you want to improve*
	• *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

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Start Smart 2.0 - Conversation Practices
Lesson 16: Write a Paragraph

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ELD OBJECTIVE	Students will be able to collaboratively construct a written paragraph focused on the skill of **FORTIFY**.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for a written paragraph • collaborate with a partner to write a paragraph • receive and provide feedback to revise a paragraph
OPENING **ELD.PI.3.1 EX** **ELD.PI.3.5 EX**	*In previous lessons, we focused on using the Conversation Pattern to help us **CREATE** and **CLARIFY** with our partners. We applied our learning to construct an oral paragraph to write about our topic. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to make and organize ideas in a clear way.* *Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.* **PAIRS** *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.
REVIEW **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **ELD.PII.3.1 EX** **ELD.PII.3.2 EX** **PARAGRAPH CRITERIA CHART** **MPP-GO**	## Review - Multiple Partner Protocol Graphic Organizer Display and distribute both **Student Texts** and distribute student's completed **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. *In the last lesson, we focused on using the information we have to review, organize and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you write your paragraph.* *We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **(MPP-GO)** to craft an oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.* Allow students to use the **(MPP-GO)** to share/review their oral paragraph with their partner. **PAIRS** **PROMPT: What is an important idea from both texts? State your claim and cite evidence.** ## Formative Assessment Opportunity Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class. ## Debrief the Fishbowl Model Facilitate a whole-group discussion to debrief: 1. *How did her oral paragraph meet the criteria?* 2. *What feedback might you have?* Affirm all responses and refer to the resources below.

REVIEW (CONTINUED)	**Multiple Partner Protocol Graphic Organizer (MPP-GO)** to help you with the information and ideas
	Paragraph Criteria Chart to know what to include and how to organize the information
	Paragraph Guide to provide you with sample language that you can use as you are crafting and connecting your ideas.

MODEL/GUIDED PRACTICE	

MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

PARAGRAPH CRITERIA CHART

Model/Guided Practice - Collaborative Writing

You are now going to work on writing a paragraph using the ideas and details that you used as you created the oral paragraph.

Display and distribute the **Teacher Written Paragraph** to partner pairs. Display and use the **Paragraph Criteria Chart** and the **Paragraph Coding Key** to guide the students as you analyze and code the model. *What do you notice about the* **Paragraph Criteria Chart** *and the* **Paragraph Coding Key**?

PARAGRAPH CODING KEY	
MI	MAIN IDEA
E/D	EVIDENCE/DETAIL
T	TRANSITION
C	CLOSING

We will use this **Paragraph Criteria Chart** *to highlight the structure of the paragraph. We will also use the Paragraph Coding Key to analyze and code the model.*

Guide students through an analysis of the first two sentences in the paragraph. Use the **Paragraph Criteria Chart** to highlight the following:
- *Does my first sentence explain the main idea or topic of the paragraph?*
- *Do the next sentences provide details or evidence about the main idea or topic?*
- *Are my sentences organized and connected with transition words and include a closing sentence?*

Display the **Teacher Written Paragraph** and read it to the whole class.

Let's look at a teacher written paragraph to find evidence of the elements that make this a model paragraph.

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

Model 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. **[9]**

Let's look at the teacher written paragraph to find evidence for each of the elements on the Criteria Chart. Listen actively as I read the Model. I will pause after each sentence, so that you have time discuss what element(s) you notice.

MODEL/GUIDED PRACTICE (CONTINUED)	An important idea is that people take care of themselves and the Earth by growing food locally. [1] [MI]

*Using the **Paragraph Criteria Chart and the Paragraph Guide** will help me focus on the elements that I need to include in my written paragraph. Now I will look closely at what this sentence shows. The sentence begins by addressing the prompt. I will underline where it says, An important idea and mark it "MI" because that is the language that signals the main idea.*

PARAGRAPH CODING KEY	
MI	MAIN IDEA
E/D	EVIDENCE/DETAIL
T	TRANSITION
C	CLOSING

Let's read the second sentence together. "One example from the infographic that supports this idea is that the food local farmers grow is close to where it is sold in the farmers' market."

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share and justify their responses.

I heard many of you say you would mark it "E" because the sentence provides evidence that supports the main idea. I also heard some of you would mark it with "T" because the sentence has a transition phrase One example is…

GUIDED PRACTICE

Let's read the third sentence in the paragraph:

In other words, local farmers grow their fruits and vegetables at a location close to the farmers' market where the is sold. [3]

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1-2 minutes to Turn and Talk. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

*Now you and your partner will work together to code sentences 4-7 using the **Paragraph Coding Key**. Remember to say why you think you should mark it a certain way.* Give students enough time to code at least one or two additional turns and circulate to provide support as needed. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.4 EX ELD.PI.3.5 EX	## Student Practice – Collaboratively Written Paragraph Students will collaboratively write their paragraph with their partners using notes from their **Multiple Partner Protocol Graphic Organizer (MPP-GO),** which they completed in the previous lesson. They may refer to the **Paragraph Guide** and the **Paragraph Criteria Chart** for support.

STUDENT PRACTICE (CONTINUED) **ELD.PI.3.6 EX** **ELD.PI.3.10 EX** **ELD.PI.3.11 EX** **ELD.PI.3.12 EX**	*Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address this prompt:* ***What is an important idea from the texts? State your claim and cite evidence.*** Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed. ## Student Practice - Giving & Receiving Feedback Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to give and receive feedback using the Paragraph Criteria Chart.* *One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will give to the other partner pair.* *I will walk around and help anyone that needs it.* Give students time to give and receive feedback. Circulate and provide support as needed. *Now you will use the feedback you received to make any needed revisions to your paragraph.* Give students time to make any last revisions to their paragraphs based on the feedback they received. ## Formative Assessment Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will show what you know by writing your own paragraph to address the same prompt:* ***What is an important idea from both texts? State your claim and cite evidence.*** *I will collect your paragraphs when you're done.*
FORMATIVE ASSESSMENT **WOAT**	## Student Progress Form (SPF) - Written Output Assessment Tool Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea from both texts? State your claim and cite evidence.**
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Continue working on the **Written Paragraph** with teacher. Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair. Group 4 – Play Constructive Conversation Game with other theme-related visual text.
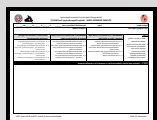
WRAP-UP ELD.PI.3.1 EX	**Review ELD Objective and Self-Evaluate** *In this lesson, we…* *collaborated with a partner to write a paragraph* *used notes to organize information for a written paragraph* *gave and received feedback to revise a paragraph* Teacher asks students the following: *How did we meet our objectives in this lesson?* *What helped you craft the written paragraph?* *Work with your conversation partner to do the following:* *Identify one thing that you did to meet today's objective and one thing you want to improve* *Share and explain to your partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *You have worked with the same partner for the last six lessons. Think about the following:* *What did you do to support your partner's learning? How did this help you both?* *What is one thing you would like to improve for your next partnership?*

Start Smart 2.0 - Conversation Practices
Lesson 17: Practice NEGOTIATE with Both Texts

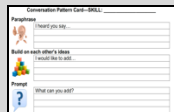| ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 17-21.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **NEGOTIATE** • practice **NEGOTIATE** using a visual text and an infographic • have a Constructive Conversation with a partner and in a small group
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	Establish partnerships for lessons 17 through 21. *In this lesson, we will review the Constructive Conversation Skills- **NEGOTIATE**. After we have clarified our ideas, we want to use evidence to support them. Once we have clarified and fortified our ideas, we can begin to **NEGOTIATE**. When we **NEGOTIATE** we communicate our opinions by stating a claim, considering the opinions of others and coming to a consensus on a topic. We can use our Conversation Pattern Guide to help us come to a mutual understanding and agreement. We are going to continue using our conversation norms as we engage in Constructive Conversations (point to poster).* **PAIRS** *Which conversation norm will help us to **NEGOTIATE**? Turn and talk to your partner.* Give students 1 minute to talk to a partner. *Affirm all responses and say: I heard many of you say that you would "Use your think time" and Listening Respectfully (point to poster) to consider all opinions and come to a consensus.*
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *In this lesson, we will continue to use the Conversation Pattern. Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. **PAIRS** *We know that we can use the Conversation Pattern to **CLARIFY** & **FORTIFY** our ideas. How might we use the Conversation Pattern to help us **NEGOTIATE** in our conversation? Turn and talk to your partner.* Have one or two students share out. **THINK ALOUD** *Teacher Think Aloud: I heard some of you say the Conversation Pattern helps us to **CLARIFY** & **FORTIFY** our ideas by prompting for details and evidence from the text. I heard others say that paraphrasing helps us understand ideas even when we don't agree. When we **NEGOTIATE** we need to come to an agreement. However, we must first **CLARIFY** & **FORTIFY** all ideas with evidence in order to come to a consensus.*
MODEL/ GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX ELD.PII.3.4 EX	## Model—Review Prompt and Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to engage in a Constructive Conversation for the Skill of **NEGOTIATE**. We will use the prompt and response starters to help us follow the Conversation Pattern. I want us to notice the new prompt and response starters that we can use with the skill of **NEGOTIATE**.*

MODEL/ GUIDED PRACTICE (CONTINUED)

CONVERSATION PATTERN GUIDE

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

TEACHER VISUAL TEXT & INFOGRAPHIC

*When we **NEGOTIATE** we need to use evidence from the text to strengthen our ideas. We may need to **NEGOTIATE** by combining our ideas into a new one. I might say, "I agree with…and I would like to add…" Then, I would need to prompt my partner. What might be a prompt I can use to continue the conversation?* Affirm all responses. *Yes, that is good. I could say "How might we combine our ideas to come to a consensus?"*

Model adding one or two new prompt and response starters to your
Conversation Pattern Guide and have students add to their guides.

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… Your claim is that…	Your claim is that…because…
BUILD ON		
I still think… I think that…supports… I agree with…	I still think…because… I agree with… However, …	The reason I think…because… For example, … because…
PROMPT		
Why do you say…? What evidence do you have? Do you agree? How can we agree?	What other evidence can you cite? How can we come to a consensus?	How might we combine our ideas to come to a consensus? How might you support your claim?
EMERGING	**EXPANDING**	**BRIDGING**

Review the Constructive Conversations Listening Task Poster

Display the **Conversations Listening Task Poster** and read each of the questions.

While you are listening to me and my partner, listen for the following:

How did we…
- *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 (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text & Infographic Model— NEGOTIATE

Display the **Teacher Visual Text and Infographic**.

*Let's listen to a model Constructive Conversation **(NEGOTIATE)** using the visual text and infographic to address the following prompt:*

> **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

NOTE: Ask for a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and _____ will be Partner B.*

- Model using think time and pointing at key elements of the visual text before reading the script.
- Model consulting the **Conversation Pattern Guide** or chart Conversation Pattern to follow the paraphrase, build on, prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**
- **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation

ELD PART II

CONVERSATION CODING KEY FORTIFY/NEGOTIATE	
CL	CLAIM
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

MODEL/ GUIDED PRACTICE (CONTINUED)	**Model Conversation** (CODED FOR TEACHER REFERENCE ONLY)	
	Student A1:	I think that the infographic best supports why farmers' markets are great for the Earth. **[CL]** What do you think? **[PR]**
	Student B1:	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]**
	Student A2:	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]**
	Student B2:	What I heard you say is that the infographic shows better how farmers' market supports the **[PAR]** 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. **[BO]** They do not have to transport their produce anywhere. **[BO]** What other evidence can you state to support your claim? **[PR]**
	Student A3:	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]**
	Student B3:	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]**
	Student A4:	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]**
	Student B4:	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]**
	Student B5:	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]**

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONSTRUCTIVE CONVERSATION PATTERN GUIDE

Debrief the Model Conversation

Guide students through an analysis of what makes this a **Model** Conversation for the skill of **NEGOTIATE.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference. **(See Coded Model and key for your reference)**

PAIRS *What makes this a model for **NEGOTIATE**? What specific language did you hear? Use your think time then turn and talk to your partner. Remember to refer to the Listening Task Poster and the Conversation Pattern Guide.* Have one or two students share out.

ELD PART II *Using noun phrases to add details makes your ideas clearer. Let's take another listen/look at the language the two speakers used to add details.* (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.

MODEL/ GUIDED PRACTICE (CONTINUED)	## Introduce Visual Text and Infographic Non-Model--NEGOTIATE

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Non-Model Conversation

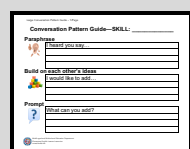| Student A1:	I think that the infographic is good. What do you think?
Student B1:	I think that the visual text is good because people work together at community farmers' markets. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us that if people 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?
Student B2:	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?
Student A3:	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 info-graphic tells us to support the farmers.
Student B3:	Yeah, but people have the right to work together in the community to make it better.
Student A4:	Yeah, but also think of the farmers, if they don't have a job, other people can not get fresh vegetables like it says in the infographic.
Student B4:	Yeah, you're right.

Debrief the Non-Model Conversation

Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as reference.

What makes this a non-model conversation? How would you improve this Non-Model? Use your think time. Remember to refer to the Listening Task Poster and Conversation Pattern Guide (point to resources) *Now, turn and talk to your partner.*

How can you expand noun phrases to add details? What adjectives or other details would you add to CLARIFY ideas? Use your think time. Now, turn and talk to your partner. Have one or two students share out.

STUDENT PRACTICE	## Constructive Conversation Game with Both Texts
ELD.PI.3.1 EX	Organize students into quads and distribute **Conversation Pattern Game Cards**. *Now you are going to play the Constructive Conversation Game. Your conversations will focus on the skills of NEGOTIATE using both texts. You will be in a group of four. Each of you will have one card for your initial idea and 3 cards to cite details and evidence as you follow the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our conversation norms and use* the **Constructive Conversations Listening Task Poster**.
ELD.PI.3.5 EX	
ELD.PI.3.6 EX	
ELD.PI.3.12 EX	
ELD.PII.3.1 EX	
ELD.PII.3.2 EX	
ELD.PII.3.4 EX	

CONVERSATION PATTERN GAME CARDS

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC	## Formative Assessment Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

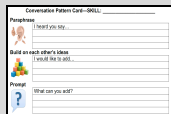|	
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** - Practice **Conversation Pattern** with teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for NEGOTIATE to include the **Conversation Pattern**. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

WRAP-UP
 	
ELD.PI.3.1 EX
	## Review ELD Objective and Self-Evaluate
	
	In this lesson, we…
	- *reviewed the Conversation Pattern*
	- *listened to a Model and Non-Model for **NEGOTIATE***
	- *practiced **NEGOTIATE** using a visual text and an infographic*
	- *had a Constructive Conversation with a partner and in a small group*
	
	Ask students the following:
	- *How did we meet our objectives in this lesson?*
	- *How did the Conversation Pattern help us to come to a consensus?*
	- *Look at the Listening Task Poster and work with your partner to do the following:*
	  - *Identify one thing that you did well and one thing you want to improve*
	  - *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices

Lesson 18: Code the Model & Revise the Non-Model

ELD OBJECTIVE	Students will be able to revise a Constructive Conversation focused on the skills of **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic.

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and code it using the Conversation Pattern • revise a Non-Model using the Conversation Pattern

OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*In this lesson, we are going to use what we know about negotiating ideas to revise a constructive conversation using both a visual text and an infographic. During your conversations remember to follow our conversation norms (point to poster).* *Which conversation norm will help us to revise the* **NEGOTIATE** *conversation? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses.

REVIEW ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.5 EX ELD.PII.3.1 EX **CONVERSATION PATTERN POSTER** **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	## Review - Conversation Pattern *In the last few lessons, we focused on how to* **CLARIFY** *by adding details and* **FORTIFY** *to support ideas by using the Conversation Pattern.* *Who can help us review the pattern together.* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the subskills of the Conversation Pattern. *How do we begin a Constructive Conversation? How will you use the Conversation Pattern to help you and your partner come to a consensus? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Paraphrase each other to come to a mutual understanding or that you would prompt if further clarification is necessary."* (point to Pattern Poster). ## Review - Prompt and Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *We will use the prompt and response starters to help us. The response starters for Paraphrase will help us to* **CLARIFY** *any ideas we may have about our partner's claim. The response starters for Building On and Prompting can be used to* **FORTIFY** *or support our ideas with evidence before we begin to come to a consensus.*

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… Your claim is that…	Your claim is that…because…
BUILD ON		
I still think… I think that…supports… I agree with…	I still think…because… I agree with… However, …	The reason I think…because… For example, … because…
PROMPT		
Why do you say…? What evidence do you have? Do you agree? How can we agree?	What other evidence can you cite? How can we come to a consensus?	How might we combine our ideas to come to a consensus? How might you support your claim?
EMERGING	**EXPANDING**	**BRIDGING**

REVIEW (CONTINUED)	*When we **NEGOTIATE** we need to use evidence from the text to strengthen our ideas. We may need to **NEGOTIATE** by combining our ideas into a new one. I might say, "I agree with…and I would like to add…" Then, I would need to prompt my partner. What might be a prompt I can use to continue the conversation? Yes, that is good. I could say "How might we combine our ideas to come to a consensus?"*
 CONTRUCTIVE CONVERSATION PATTERN GUIDE	*You will use the **Conversation Pattern Guide** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you during your conversations and add them to our **Conversation Pattern Guide.*** ### Review - Constructive Conversations Listening Task Poster Display the **Conversations Listening Task Poster** and read each of the questions. *While you are listening to me and my partner, listen for the following:* *How did we…* • *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 (notice, in other words, etc.) to convey ideas?* • *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	# Model/Guided Practice - Code the Model Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model.

Model/Guided Practice - Code the Model
Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model.

*We use this **Conversation Coding Key** to help us highlight the structure of the conversation. What do you notice about the **Conversation Coding Key**?*

Guide students through an analysis of the first two turns. Use the **Conversation Coding Key**, **Conversation Pattern Guide** and the **Listening Task Poster** to highlight the following:
• *acknowledge a partner's ideas*
• *build on a partner's ideas*
• *prompt a partner to **CLARIFY** ideas*

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

CONVERSATION CODING KEY FORTIFY/NEGOTIATE	
CL	CLAIM
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

TEACHER INFOGRAPHIC

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Model Conversation
*Let's look at the **Model Script** to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. When you hear the initial idea or CLAIM show me the gesture for **CREATE**. You will also show me the gestures for the Conversation Pattern. I will pause after each sentence, so that you have time to show me the gestures.*

Student A1:	I think that the infographic best supports why farmers' markets are great for the Earth. **[CL]** What do you think? **[PR]**

Using the gestures as we listen to the Model Conversation helps us focus on specific language. Great job!

MODEL/GUIDED PRACTICE (CONTINUED)		

Now I will look closely at what Student A says. I notice that student A begins by stating her claim. I will underline where it says, "I think that" and mark it with "CL" because that's her claim.

Let's read the second sentence together. "What do you think?"

How would we mark this? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.

I heard many of you say you would mark it with "PR" because she is prompting her partner to state his claim.

Guided Practice

*Listen actively as I read what Student B says aloud. When you hear the claim show me the gesture for **NEGOTIATE**. You will also show me the gestures for the Conversation Pattern. I will pause after each sentence, so that you have time to show me the gestures.*

Student B1:	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]**

Using the gestures as we listen to the Model Constructive Conversation helps us focus on specific language. Great job!

*Now you and your partner will look closely at what Student B says and code using the **Conversation Coding Key**. Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students 2-3 minutes to Turn and Talk and code. Have one or two pairs share and justify their findings.

*Now you and your partner will work together to code A2, B2, A3 and B3 using the **Conversation Coding Key**.* Give students enough time to code at least one or two additional turns.

Differentiation Opportunity – Extended Practice

Students performing at the Expanding to Bridging Level for the Interpretive Mode of the Part I ELD Standards may complete the coding for the remaining turns in the conversation (A2-B4).

*Let's come back together to review the coding. (Refer to **Coded Model Conversation—NEGOTIATE**).* Guide students to share and justify their findings.

Review - Non-Model Conversation for NEGOTIATE

*Listen actively as I read the **Non-Model**. I will pause after each sentence, so that you have time to show me the gestures. Then we will discuss how we can improve the conversation.*

> **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Non-Model Conversation

Student A1:	I think that the infographic is good. What do you think?
Student B1:	I think that the visual text is good because people work together at community farmers' markets. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us that if people go to

CODED MODEL CONVERSATION
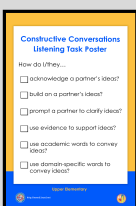
CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

MODEL/GUIDED PRACTICE (CONTINUED)		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?
	Student B2:	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?
	Student A3:	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.
	Student B3:	Yeah, but people have the right to work together in the community to make it better.
	Student A4:	Yeah, but also think of the farmers, if they don't have a job, other people can not get fresh vegetables like it says in the infographic.

Guided Practice – Revise Non-Model for Visual Text and Infographic

Display and distribute the Non-Model Revision Tool. Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **NEGOTIATE.** Use the **Conversations Listening Task Poster** and the **Conversation Pattern Guide** as a reference.

*Coding the model really helped us understand the structure of a Model Constructive Conversation. Now that we understand that, let's apply what we know as we revise the **Non-Model Constructive Conversation.***

> **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Think aloud to revise the first two interactions of the **Non-Model** conversation text on chart paper or document reader. Students will use the **Non-Model Revision Tool** to revise in pairs.

Student A1:	I think that the infographic is good. What do you think?
Student B1:	I think that the visual text is good because people work together at community farmers' markets. Do you agree with my opinion?

NON-MODEL REVISION TOOL

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

CONTRUCTIVE CONVERSATION PATTERN GUIDE

Teacher Think Aloud: (Point to A1) *I notice that Partner A's initial **CLAIM** (initial idea) does not answer the prompt. His claim does not say how the infographic relates to the visual text. He also does not use the language of the skill for **CREATE,** which we use when we make a claim or state an initial idea. I will revise it by using the language of the skill, I notice that the infographic tells us about farmers' markets and I will add which reminds me of the visual text. Then, I would prompt my partner by saying, "What is your claim?"*

Let's read it together now that it's revised. (Point to revised script) *I notice that the infographic tells us about farmers' markets, which reminds me of the visual text. What is your claim?*

Let's read what Student B says (Point to B1). *I notice that Partner B's claim (initial idea) does not answer the prompt either. His idea does not say how the infographic relates to the visual text. He also does not use the language of the skill for **CREATE,** which we use when we make a claim**. How would you revise it? Turn and talk to your partner.** Give students 2-3 minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings.

Student A2:	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?

MODEL/GUIDED PRACTICE (CONTINUED)	**Student B2:**	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?

Teacher Think Aloud: *I noticed that neither student paraphrased, which means they are not really listening to each other. How might we revise this exchange?*

How might we revise this exchange? Turn and talk to your partner. Give students one minute to Turn and Talk and revise. Have one or two pairs share and justify their findings.

*Now you and your partner will work together to finish revising the* **Non-Model.** *As you revise the next couple of conversation exchanges, remember to revise using both the language and the skill of* **NEGOTIATE.** *What would they have to stay in order to come to a consensus?* Give students enough time to revise the last two turns of the Non-Model Constructive Conversation using the **Non-Model Revision Tool—NEGOTIATE**.

STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
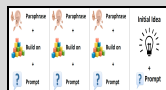
CONSTRUCTIVE CONVERSATION GAME CARDS

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

Stand Up, Hand Up, Pair Up – Constructive Conversation
Display and distribute the **Student Visual Text & Infographic**

*We will now meet with a partner to practice the skill **NEGOTIATE** during a Constructive Conversation using the Visual Text and Infographic.*

Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same.

Now with your partner you will engage in a Constructive Conversation using the prompt. Remember to begin by stating your idea, then use the Conversation Pattern.

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Formative Assessment
Monitor students as they converse and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they are done conversing. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief the Model: Whole-Group Discussion of Student Model
Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern to **NEGOTIATE** their ideas?*
2. *How did they use the pattern to come to a consensus?*
3. *What specific language did they use?*

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising an SPF. Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0 or other theme-related visual text.

| WRAP-UP

 ELD.PI.3.1 EX

 CONVERSATION PATTERN POSTER
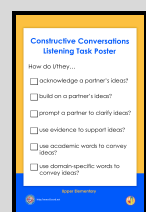
 CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER | **Review ELD Objective and Self-Evaluate**
 In this lesson, we…
 • *reviewed the Conversation Pattern*
 • *listened to a Model and coded it using the Conversation Pattern*
 • *revised a Non-Model using the Conversation Pattern*

 Ask students the following:
 • *How did we meet our objectives for this lesson?*
 • *How did the Conversation Pattern help us to code the Model and revise the Non-Model?*
 • *Look at the Listening Task Poster and work with your partner to do the following:*
 ○ *Identify one thing that you did well and one thing you want to improve*
 ○ *Share and explain to your partner*

 After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group |

	Start Smart 2.0 - Conversation Practices
	# Lesson 19: Write a Conversation Script
ELD OBJECTIVE	Students will be able to write a Constructive Conversation script focused on the skills of **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • give and receive feedback for the conversation script • use feedback to revise our work
OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*Today we will apply the Constructive Conversation Skill-**NEGOTIATE** by writing our own Constructive Conversation script. We will use what we know about negotiating ideas to come to a consensus when discussing both the visual text and infographic.* **PAIRS** *Which conversation norm will help us to craft our script? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say you will focus on using the language of the skill to make your ideas clear. I also heard some of you say you will focus on and listen actively to paraphrase your partner's ideas.*
REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX [Conversation Pattern Card image] **CONSTRUCTIVE CONVERSATION PATTERN GUIDE**	## Review - Conversation Pattern *In this lesson, we will use the Constructive Conversation Pattern and Listen actively to when and how others use the Conversation Pattern to **NEGOTIATE** their ideas.* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the gestures as they chorally recite each of the sub-skills of the Conversation Pattern. **PAIRS** *Why do we use the Conversation Pattern? How does it help our Constructive Conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner and have one or two students share out. Affirm all responses.

Review - Prompt & Response Starters

NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students.

*Today you are going to write a Constructive Conversation script. Do your best to follow the Conversation Pattern as you **NEGOTIATE** your ideas to come to a consensus.*

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… Your claim is that…	Your claim is that…because…
BUILD ON		
I still think… I think that…supports… I agree with…	I still think…because… I agree with… However, …	The reason I think…because… For example, … because…
PROMPT		
Why do you say…? What evidence do you have? Do you agree? How can we agree?	What other evidence can you cite? How can we come to a consensus?	How might we combine our ideas to come to a consensus? How might you support your claim?
EMERGING	**EXPANDING**	**BRIDGING**

REVIEW (CONTINUED)	PAIRS	*You will use the* **Conversation Pattern Guide** *to remind you of the pattern. These are prompt and response starters that you may use to help you during your Constructive Conversation. Let's add them to our Conversation Pattern Guides.* *Tell your partner which ones you might use and why.* Have one or two students share.

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX **TEACHER VISUAL TEXT & INFOGRAPHIC**	## Model/Guided Practice—Write the Conversation Script Display the **Conversation Script Tool**. Model using the **Teacher Visual Text and Infographic** and the **Conversation Pattern Guide** to write the script. *We have practiced having Constructive Conversations using the pattern to help us* **NEGOTIATE** *our ideas. In this lesson, we will have an opportunity to showcase what we know by writing our own conversation script with a partner. Let's try it together first. I will use the* **Conversation Script Tool** *to help. I will model with the Teacher Visual Text and Infographic.* **Teacher Think Aloud:** (Point to A1) *First, we write in the prompt.* **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** *I will use my Think Time.* Model using Think Time and pointing at key elements of both texts. *What would the first partner say? It says to start the Constructive Conversation by stating a claim. Hmmm. The claim needs to be about which of the two texts best supports the theme. I will write that Student A says:* <u>My claim is that the infographic best supports why farmers' markets benefit the Earth.</u> *Next, we Build On* (point to Conversation Pattern Guide). *I will build on by supporting my claim with evidence from the text.* <u>For instance, in the infographic it shows a heading that reads, "Keep the Earth Happy" and that local produce uses less fuels from the Earth. So, the Earth benefits if we buy from farmers' markets</u> PAIRS *How should Student A complete her first share? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *Yes. That's right! Then, Student A would prompt her partner by asking,* <u>"What do you think?"</u> *Let's read what I wrote for Student A's first share one more time.* <u>For instance, in the infographic it shows a heading that reads "Keep the Earth Happy" and that local produce uses less fuels from the Earth. So, the Earth benefits if we buy from farmers' markets What do you think?</u> PAIRS *How should Student B respond in the first share? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Affirm all responses and model writing the response using the

| STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
ELD.PII.3.4 EX | ## Student Practice - Collaborative Writing - Conversation Script

Distribute the **Script Tool** to partner pairs. Also, display and distribute the student Visual Texts and Infographic to each partner pair. Students will use the Student Visual and Infographic Texts collaboratively write their conversation script with their partners using a graphic organizer, the **Conversation Script Tool.**

Now you will use the Student Visual Text and Infographic to write a Constructive Conversation Script. First, you will use your Think Time to examine both texts just I modeled for you. Then you will talk with your partner about Student A's first share.

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

*With your partner, you will use the **Conversation Script Tool** to write your Constructive Conversation script. Use the prompt/response starters as reference when writing your claims, ideas, and questions. Remember, begin with your claim, then follow the Conversation Pattern in your interactions.*

Give students time to write with their partners. Think about which two partner pairs you will select for the Fishbowl Model in the next part of the lesson. |

| MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

CONVERSATION PATTERN LISTENING TOOL

CONVERSATION PATTERN GUIDE | ## Model – Giving & Receiving Feedback

NOTE: Copy double-sided - **Conversation Pattern Listening Tool** —one to use for the Model Fishbowl practice and one to use during Student Practice (SEE NEXT SECTION).

Display and distribute the **Conversation Pattern Listening Tool** to each partner pair*.* Orient students to the different features and purpose of this tool.

Now that you've written a Constructive Conversation script, we will use the Conversation Pattern Listening Tool (point to **Conversation Pattern Listening Tool**) *to give and receive feedback to improve your script. Your feedback will focus on the specific language of skill for **NEGOTIATE** and the Conversation Pattern.*

What do you notice about Conversation Pattern Listening Tool? How might we use it to give someone feedback about their script? Turn and Talk to your partner. Have one or two students share out. Affirm all responses.

Teacher Think Aloud: *I heard many of you say that you notice that there are four boxes for each part of the Conversation Pattern—paraphrase, build on, and prompt—but only one box for an initial idea. Why might that be?* (Pause to let one or two students share.)

Yes. That's right! We start with an initial idea, then we follow the pattern. Also, there are four boxes where we will check off—one box for each turn in the conversation.

*To show you how to do this, we will use a **Fishbowl Model** activity.*

Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**

*I have selected _____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.**_ |

MODEL/GUIDED PRACTICE (CONTINUED)	*What specific language should we listen for? What can we use to help us give specific feedback focused on the language of the skill for **NEGOTIATE** and the Conversation Pattern?* Have one or two students share out. Affirm all responses and say: *Yes. That's right! We can refer to the* **Conversation Pattern Guide** *and the Listening Task Poster.* *We will use the **Conversation Pattern Listening Tool** to keep track of what we hear in order to give feedback.* *We will listen actively as they share their script. As we listen, we will check off whenever we hear paraphrasing, building on, or prompting. We will use this information to give them feedback on how to improve their conversation.* Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.** *Now that one partner pair finished sharing their script let's look at what we recorded* (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model). **PAIRS** *What part of the Constructive Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner.* Have one or two students share out. Affirm all responses. Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW). **THINK ALOUD** **Teacher Think Aloud (Adjust based on student Fishbowl Model):** *According to this example,* (point to completed **Conversation Pattern Listening Tool**) *the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as "I would like to add…" I will write in here in the feedback section.* **PAIRS** *What part of the Constructive Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner.* Have one or two students share out. Affirm all responses. *Let's write comments in the feedback section.* *We will use the feedback we receive to go back and revise our Constructive Conversation scripts.*
STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	## Student Practice - Give and Receive Feedback Distribute **Conversation Pattern Listening Tool** to each partner pair. Direct students to join another pair to give and receive feedback for their conversation scripts. **QUADS** *Pairs Square - Now that we know how to give and receive feedback each partner pair will team up with another partner pair to form a quad. I will walk around and help anyone that needs it.* Give students time to give and receive feedback. *Now you will use the feedback you received to make any needed revisions to your script.* Give students time to revise their scripts. Collect from students to use in next lesson.

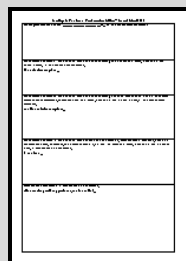| DIFFERENTIATED INSTRUCTION	**Differentiated Instruction** Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising a script. Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.
WRAP-UP ELD.PI.3.1 EX	**Review ELD Objective and Self-Evaluate** *In this lesson, we…* *reviewed and applied the Conversation Pattern* *wrote a conversation script* *gave and received feedback for the conversation script* *used feedback to revise our work* Teacher asks students the following: *How did we meet our objectives in this lesson?* *What helped you craft your Constructive Conversation Script?* *Work with your conversation partner to do the following:* *Identify one thing that you did to meet today's objective and one thing you want to improve* *Share and explain to your partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 20: NEGOTIATE - Craft an Oral Paragraph

ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skill of **NEGOTIATE** to summarize their learning based on Constructive Conversations in pairs and individually.

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for an oral paragraph • practice crafting an oral paragraph with multiple partners • give and receive feedback to revise oral paragraph

OPENING ELD.PI.3.1 EX ELD.PI.3.5 EX	*In previous lessons, we focused on using the Conversation Pattern. This helped us learn a lot about our topic. In this lesson we will apply our knowledge of the topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will use the Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.* **PAIRS** *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why do we use our Think Time? Why do we listen respectfully? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW ELD.PI.3.1 EX ELD.PI.3.5 EX	## Review - Constructive Conversation Script, Infographic and Visual Text Display and distribute both **Student Texts** and distribute student's completed **Conversation Script Tool**. *In the last lesson, we focused on how to **NEGOTIATE** our ideas by using the Conversation Pattern to organize our ideas in a conversation. In this lesson, we will focus on using key information to organize our oral paragraphs.* *What was some key information from your script?* Have partners review their scripts and circle key information about the topic. **PAIRS** *What was some key information from your script? How does it help you **NEGOTIATE** or come to a consensus? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have one or two students share out. Affirm all responses. *So, we will use this information and consult both texts as we craft our oral paragraph.*

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.9 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ELD.PII.3.2 EX	## Review – Paragraph Criteria Chart and Paragraph Guide Display the **Paragraph Criteria Chart**. *We have practiced talking about this topic in previous lessons, but today will be different. We will have an opportunity to share your response to the prompt in the form of an oral paragraph on your own. First, let's review the structure of a strong oral paragraph* (Refer to **Paragraph Criteria Chart**). **PAIRS** *According to the **Paragraph Criteria Chart**, what does a strong paragraph include?* Allow students time to review document. *Turn and talk to your partner.* Have one or two students share out. Affirm all responses. **Differentiation Opportunity – Additional Support** For students performing at the **Emerging Level**, explain each visual and how it relates to each criterion of a strong and organized paragraph. *I heard many of you say that the Criteria Chart tells what you need to include, or criteria, for your paragraph* (Point to **Paragraph Criteria Chart** and read each criterion chorally with students).

MODEL/GUIDED PRACTICE (CONTINUED)	Display the **Paragraph Guide (EX-BR)** for the class.
	*Here is a structure we can use to help us craft a strong oral paragraph. Let's read it together (*Refer to Pre-Charted Paragraph Guide).

PARAGRAPH GUIDE (EX-BR)

I think that…
I think that…
For example…
Another example is…
Additionally, the infographic…
I also think…

In conclusion…

PARAGRAPH CRITERIA CHART

MPP-GO

MULTIPLE PARTNER PROTOCOL

1. Strategically Organized 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 Paragraph Guide**.
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.

What connections can you make between the **Paragraph Guide** *and the* **Paragraph Criteria Chart**? *Allow students time to review both documents. Turn and talk to your partner. Have one or two students share out. Affirm all responses.*

I heard many of you notice that the **Criteria Chart** *tells you what you need to include in your paragraph. The* **Paragraph Guide** *provides examples of language you may use. It also models how you might organize and connect your sentences.*

Model/Guided Practice - Multiple Partner Protocol

Pair students up. Display and distribute the **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to the class. Have a previously selected student come up to model with you.

The Multiple Partner Protocol will give you an opportunity to practice crafting an oral paragraph. Refer to the Paragraph Guide if you need help.

Let's review the directions for the **Multiple Partner Protocol** *as _____ and I model how to do it. The* **first step** *is, "Decide who is Partner A and Partner B." I will be Partner A and you will be Partner B (point to student volunteer). Ok, let's write it on our paper. Then, we need to use our Think Time to consider the prompt and consult resources."*

Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

What key information will we use from the **Conversation Script** *and the texts?* Model thinking and pointing to both texts and the script with the student volunteer.

Display the **Multiple Partner Protocol Graphic Organizer**.

Step 2 is to write complete sentence(s) in the first box. My partner and I will write our ideas here (point to the first box in the graphic organizer) using the Paragraph Guide (point to the Paragraph Guide) and write the statement, "I think that…"

Now it's your turn. With your partner do steps 1 and 2. Provide students with sufficient time to complete steps 1 and 2. Circulate and support students as needed. Select two partner pairs to model the next steps.

Process As Given/Process As Understood: *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.

MODEL/GUIDED PRACTICE (CONTINUED)	Call attention to the specific instructions with each step. Give students sufficient time to complete steps 3-6, stopping to signal each time. Circulate and support students as needed.

Let's review step 7. For step 7, you and your partner will take turns sharing your oral paragraph without using any notes. Please hand in your papers now. I will give them back to you in the next lesson when we work on writing a paragraph. Collect **Multiple Partner Protocol Graphic Organizers** from students. Keep them for use in the next lesson.

Teacher Oral Paragraph – Giving & Receiving Feedback

TEACHER VISUAL TEXT & INFOGRAPHIC

Display both **Teacher Texts** and the **Paragraph Criteria Chart.** *Now we will talk about how to give and receive feedback to improve our paragraphs.*

> **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Have students listen to the Teacher Oral Paragraph. Do not display it at this time as the focus is on listening. *Listen to me as I share my oral paragraph. Listen actively for these three things* (point to **Paragraph Criteria Chart**). Read the Teacher Oral Paragraph and debrief with students.

Teacher Oral Paragraph

<u>*I think*</u> *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.*

PAIRS Display the oral paragraph and elicit feedback from students. *How did my oral paragraph meet the criteria? What feedback might you have? Turn and talk to your partner.* Have one or two students share out. Validate all responses.

STUDENT PRACTICE	## Stand Up, Hand Up, Pair Up – Oral Paragraph Share

ELD.PI.3.1 EX
ELD.PI.3.3 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.9 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

NOTE: Cover or remove the Paragraph Guide
Display and distribute and both **Student Texts** to each partner pair. Students will meet with a new partner to give and receive feedback. Distribute Paragraph Criteria Chart for students to provide feedback to their partners.

You will now meet with a new partner to share your oral paragraphs. Show how to use the Stand **PAIRS** Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same.

Decide who is Partner A and Partner B. Partner A will share to **receive** *feedback. Partner B will listen to* **give** *feedback using the Paragraph Criteria Chart.*

NOTE: Collect additional language sample during the Fishbowl Model (SEE below).

STUDENT PRACTICE (CONTINUED)	## Formative Assessment Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class. ## Debrief the Model: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief: 1. *How did her oral paragraph meet the criteria?* 2. *What feedback might you have?* Have one or two students share out. Validate all responses.
FORMATIVE ASSESSMENT **OOAT**	## Student Progress Form (SPF) - Oral Output Assessment Tool Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt: **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph. Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP
 	
ELD.PI.3.1 EX
	## Review ELD Objective and Self-Assess
	In this lesson, we …
	- *used notes to organize information for an oral paragraph*
	- *practiced crafting an oral paragraph with multiple partners*
	- *received and provided feedback to revise an oral paragraph*
	
	Teacher asks students the following:
	- *How did you meet the objectives?*
	- *What helped you craft the oral paragraph?*
	- *Work with your conversation partner to do the following:*
	  - *Identify one thing that you did to meet today's objective and one thing you want to improve*
	  - *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2" align="center">**Start Smart 2.0 - Conversation Practices**
Lesson 21: Write a Paragraph</td></tr>
<tr><td>**ELD OBJECTIVE**</td><td>Students will be able to collaboratively construct a written paragraph focused on the skill of **NEGOTIATE.**</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**STUDENT-FRIENDLY ELD OBJECTIVE**</td><td>In this lesson, we will…
• use notes to organize information for a written paragraph
• collaborate with a partner to write a paragraph
• give and receive feedback to revise a paragraph</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**OPENING**

ELD.PI.3.1 EX
ELD.PI.3.5 EX</td><td>*In previous lessons, we focused on using the Conversation Pattern to help us **CREATE** and **CLARIFY** with our partners. We also used evidence to FORTIFY our ideas. We applied our learning to construct an oral paragraph to write about our topic. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to craft and organize ideas in a clear way.*

Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.

PAIRS *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**REVIEW**

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX

PARAGRAPH CRITERIA CHART

MPP-GO</td><td>## Review - Multiple Partner Protocol Graphic Organizer
Display and distribute both **Student Texts** and distribute students' completed **Multiple Partner Protocol Graphic Organizer** (MPP-GO).

In the last lesson, we focused on using the information we have to review, organize and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you craft your written paragraph.

*We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **MPP-GO** to recreate your oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.*

Allow students to use the **MPP-GO** to share/review their oral paragraph with their partner.

PAIRS **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Formative Assessment Opportunity
Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class.</td></tr>
</table>

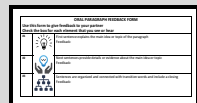|	
REVIEW (CONTINUED)	## Debrief the Fishbowl Model Facilitate a whole-group discussion to debrief: 1. *How did her oral paragraph meet the criteria?* 2. *What feedback might you have?* Affirm all responses and refer to the resources below. <u>Multiple Partner Protocol Graphic Organizer</u> **(MPP-GO)-**to help you with the information and ideas <u>Paragraph Criteria Chart</u>-to know what to include and how to organize the information <u>Paragraph Guide</u>-to provide you with sample language that you can use as you are crafting and connecting your ideas.

MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PII.3.1 EX ELD.PII.3.2 EX **PARAGRAPH CRITERIA CHART**	## Model/Guided Practice - Collaborative Writing

You are now going to work on writing a paragraph using the ideas and details that you used as you created the oral paragraph.

PARAGRAPH CODING KEY	
MI	**MAIN IDEA**
E/D	**EVIDENCE/DETAIL**
T	**TRANSITION**
C	**CLOSING**

Display and distribute the **Teacher Written Paragraph** to partner pairs. Display and use the **Paragraph Criteria Chart** and the **Paragraph Coding Key** to guide the students as you analyze and code the model. *What do you notice about the* Paragraph Criteria Chart and the Paragraph Coding Key? Accept all reasonable responses (Point to chart).

*We will use this **Paragraph Criteria Chart** to highlight the structure of the paragraph. We will also use the Paragraph Coding Key to analyze and code the Model Written Paragraph.*

Guide students through an analysis of the first two sentences in the paragraph. Use the **Paragraph Criteria Chart** to highlight the following:
- *Does my first sentence explain the main idea or topic of the paragraph?*
- *Do the next sentences provide details or evidence about the main idea or topic?*
- *Are my sentences organized and connected with transition words and include a closing sentence?*

Display the **Teacher Written Paragraph** and read it to the whole class.

Let's look at a teacher written paragraph to find evidence of the elements that make this a model paragraph.

> **Prompt: Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Model 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 famers' 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

MODEL/GUIDED PRACTICE (CONTINUED)	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]**

Let's look at the teacher written paragraph to find evidence for each of the elements on the Criteria Chart. Listen actively as I read what the Model shows. I will pause after each sentence, so that you have time discuss what element(s) you notice.

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] [MI]

*Using the **Paragraph Criteria Chart** and the **Paragraph Guide** will help me focus on the elements that I need to include in my written paragraph. Now I will look closely at what this sentence shows. The sentence begins by addressing the prompt. I will underline where it says, "I think the infographic that best supports why farmers' markets are useful for the Earth is that…" and mark it with a "MI" because that is the language that signals the main idea.*

PARAGRAPH CODING KEY	
MI	MAIN IDEA
E/D	EVIDENCE/DETAIL
T	TRANSITION
C	CLOSING

Let's read the second sentence together. "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."

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1 minute to Turn and Talk. Have 1 or 2 students share and justify their responses.

I heard many of you say you would mark it "E" because the sentence provides evidence to support the main idea. I also heard some of you would mark it with "T" because the sentence has a transition phrase One example…

GUIDED PRACTICE

Let's read the third sentence in the paragraph:

This helps care for the Earth because less pollution is created in transporting the food to the famer's markets. [3]

How would you mark this? Why? Use your Think Time. Pause to give students Think Time. *Now, turn and talk to you partner.* Give students 1-2 minutes to Turn and Talk. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses.

Now you and your partner will work together to code sentences 4-7 using the Paragraph Coding Key. Remember to say why you think you should mark it a certain way. Give students enough time to code at least one or two additional turns and circulate to provide support as needed. Have 1 or 2 students share and justify their responses. Model using the **Paragraph Criteria Chart** to provide feedback based on students' responses

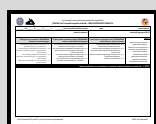|	
STUDENT PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.2 EX** **ELD.PI.3.4 EX** **ELD.PI.3.10EX** **ELD.PI.3.11 EX** **ELD.PI.3.12 EX** **ELD.PII.3.1 EX** **ELD.PII.3.2 EX**	## Student Practice – Collaboratively Written Paragraph Students will collaboratively write their paragraph with their partners using notes from their **Multiple Partner Protocol Graphic Organizer (MPP-GO)**, which they completed in the previous lesson. They may refer to the **Paragraph Guide** and the **Paragraph Criteria Chart** for support. *Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address this prompt:* **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed. ## Student Practice - Giving & Receiving Feedback Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to give and receive feedback using the Paragraph Criteria Chart.* *One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will give to the other partner pair.* *I will walk around and help anyone that needs it.* Give students time to give and receive feedback. Circulate and provide support as needed. *Now you will use the feedback you received to make any needed revisions to your paragraph.* Give students time to make any last revisions to their paragraphs based on the feedback they received. ## Formative Assessment Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will show what you know by writing your own paragraph to address the same prompt:* **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** *I will collect your paragraphs when you're done.* Save paragraphs to score with the **SPF –WOAT.**
FORMATIVE ASSESSMENT **WOAT**	## Student Progress Form (SPF) - Written Output Assessment Tool Collect all writing samples and score them using the **WOAT,** based on their written output (SEE PREVIOUS SECTION). Students will address the following prompt: **Which text best supports the theme: Farmers' markets are beneficial? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

DIFFERENTIATED INSTRUCTION	**Differentiated Instruction**
	Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.
	Group 1 – **(Teacher Group)** - Continue working on the **Written Paragraph** with teacher.
	Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair.
	Group 4 – Play Constructive Conversation Game with other theme-related visual text.

| WRAP-UP

ELD.PI.3.1 EX | **Review ELD Objective and Self-Evaluate** |
|---|---|
	In this lesson, we…
	• *used notes to organize information for a written paragraph*
	• *collaborated with a partner to write a paragraph*
	• *gave and received feedback to revise a paragraph*
	Teacher asks students the following:
	• *How did we meet our objectives in this lesson?*
	• *What helped you write the paragraph?*
	• *Work with your conversation partner to do the following:*
	⚬ *Identify one thing that you did to meet today's objective and one thing you want to improve*
	⚬ *Share and explain to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
	You have worked with the same partner for the last six lessons. Think about the following:
	• *What did you do to support your partner's learning? How did this help you both?*
	• *What is one thing you would like to improve for your next partnership?*

|	Start Smart 2.0 - Conversation Practices ## Lesson 22: Introduce the Project
ELD OBJECTIVE	In triad teams, students will be able to analyze the components of a multimedia presentation to understand its structure and collaborate with their teammates as they design the first four slides of their multimedia presentations to address the prompt: How are farmers' markets beneficial?
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • listen to an oral multimedia presentation • discuss the criteria for our presentations • collaborate with our teammates to plan our presentations
OPENING	*To complete our unit, we will work in triads to deliver an oral multimedia presentation about the theme: **How are farmers' markets beneficial?** It is an oral presentation because we will speak about the topic. It is a multimedia presentation because we will be using PowerPoint slides with visuals and text as we present. In this lesson, we will focus on planning for the multimedia part of our presentations. These presentations will be based on the Constructive Conversations you have had throughout the unit and will answer the prompt: **How are farmers' markets beneficial?*** **NOTE: Place students in triad teams to work on the presentations for the remainder of the unit.**
REVIEW **ELD.PI.3.1 EX** **ELD.PI.3.5 EX** **STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC**	## Review – Written Paragraphs and Both Texts Display and distribute both **Student Texts** and the completed **Written Paragraphs** to triad teams. *Throughout the unit, we have used our Constructive Conversation Skills and the Conversation Pattern to learn more about farmers' markets. We have also written about them using evidence from the texts. Finally, we came to consensus about which text best supports the theme.* *Think about which text you selected and why. Which text did you choose? Why would that be a better text to use for your presentation? Turn and talk to your teammates.* Give students 2 minutes to talk in their triad teams. Affirm all responses. *Our prompt for our presentation is, **How are farmers' markets beneficial?** So, we need to remember to use the texts that provide the strongest reasons and evidence for the prompt.* Have students individually review their resources and circle evidence about how farmers' markets are beneficial. *All of you have your written paragraphs and both texts in front of you. Take a few moments to circle reasons or evidence that support the idea that farmers' markets are beneficial.* Give students time to circle reasons and supporting evidence. *What were some reasons from your resources? How do they help you understand that farmers' markets are beneficial? Turn and talk to your teammates.* Give students 3 minutes to talk to their team members and have one or two students share out. Affirm all responses. *So, we will use these reasons and consult our resources as we craft our presentations. You may put them aside now. We will use them again later.*

| MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.3 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PI.3.11 EX
ELD.PII.3.1 EX
ELD.PII.3.2 EX
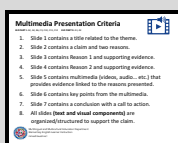
MULTIMEDIA PRESENTATION CRITERIA CHART

TEACHER PPT MODEL

TEACHER PPT ANNOTATED
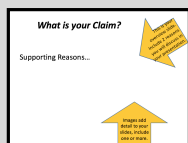
MULTIMEDIA PLANNING TOOL

Model Oral Presentation & Explain Criteria

Display the **Multimedia Presentation Criteria Chart** (you may chart it out as well) and explain each item. *Let's look at the Multimedia Presentation Criteria Chart to understand the criteria for the PowerPoint. Your presentation will include* (point to chart):

1. Slide 1 contains a title and visual 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 supporting evidence related to Reason 1 or Reason 2
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

I will show you my example of an oral multimedia presentation. My topic is, "Why is healthy food beneficial?" As I present, each triad team will focus on looking for evidence of the criterion you were assigned. For example, if your team was assigned Criterion #2, you will look to see if I included a claim and two reasons in my presentation.

Assign each triad team one criterion to assess look/listen for as you model.

PAG/ PAU **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.

Use the SS2.0 TeacherPPTModelGr2-5 (available on mmed.lausd.net) to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint.

After presenting it once, have students get together with their number group to discuss their criterion and how it is demonstrated.

Talk in your triad teams. Use the chart to discuss whether I met the criterion your team was assigned. Why? What is your evidence? Have one or two students share out their findings for each criterion.

So this is what your presentations will look and sound like by the end of the unit. In a multimedia presentation both the written texts and visuals help to support the claim, just like in my presentation. Now that we know the criteria, let's continue using the chart to help us plan our presentations.

Plan Multimedia Presentation – Slides 1-4

Use the **TeacherPPTAnnotatedGr2-5** to highlight criteria for the multimedia portion of the presentation, focusing on slides 1-4. **NOTE: you will focus on highlighting criteria for the oral portion of the presentation in Lesson 24.**

Let's take a closer look at how I organized the information I included in my presentation. We will focus on the first four slides where you will state your claim, two reasons, and give supporting evidence. You will need to take out your resources—visual text, infographic, written paragraphs—anything that will help you support the claim that farmers' markets are beneficial.

Distribute the **Multimedia Planning Tool** to triad teams and have them take out their resources— visual text, infographic, and written paragraphs. Display the **TeacherPPTAnnotatedGr2-5 (available on mmed.lausd.net)** and explain slides 1-4 in this lesson. The Title Slide will be explained in lesson. *We will come back to the title slide at the end of the lesson. Let's focus on Slide 2.*
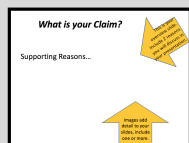
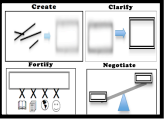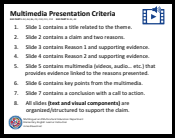|	
MODEL/GUIDED PRACTICE (CONTINUED) *What is your Claim?* Supporting Reasons… **MULTIMEDIA PLANNING TOOL**	*What information is included in this slide? How did I organize the information—both written text and visuals?* Click on fly-in arrows to debrief that slide. *This is your overview slide. My prompt was:* **How is healthy food beneficial?** *So, for my claim I wrote:* **Healthy food is beneficial.** *Since our prompt is:* **How are farmers' markets beneficial?** *Then your claim is:* **Farmers' markets are beneficial.** *Just like in my presentation you will include two reasons your team came up with to support your claim.* *Turn and talk to your teammates. What are the reasons you want to choose to support your claim? Refer to your resources and come to a consensus.* Give students sufficient time to refer to their resources (visual text, infographic, and written paragraphs) as they talk with their teammates to come to a consensus and write down their claim and two reasons on their **Multimedia Planning Tool**. *Now, let's focus on Slides 3 and 4.* *What information is included in these slides? How did I organize the information—both written text and visuals?* Click on fly-in arrows to debrief the slides. **ELD PART II** *Slide 3 restates Reason 1 and provides supporting evidence for reason 1. What about Slide 4? How is it organized to support the claim that healthy foods are beneficial? Use your think time.* Accept all reasonable responses. *Just like in my presentation, you will include two reasons and evidence to support your claim.* *Turn and talk to your teammates. How will you organize Slide 3? How will you organize Slide 4? What evidence will you use to support your claim? Refer to your resources and come to a consensus.* Give students sufficient time to talk with their teammates to come to a consensus and write down their two reasons and supporting evidence on their **Multimedia Planning Tool**. *Now that you planned Slides 2-4 in your triad teams, let's discuss the title slide. It may seem simple, but coming up with a catchy title that represents the topic sets the tone for the entire presentation. You want to make sure your opening is powerful. What title did I use in my presentation? Why? What visual did I include? Why?* Give students sufficient time to turn and talk. Have one or two student share their ideas and say: *I heard many of you say that both the title and the visual I used related to the topic of the presentation, but also are interesting and made you want to know more about the topic. It was a powerful opening for my presentation. You will now have an opportunity to decide on a catchy title and visual that will be a powerful opening for your presentation.*
STUDENT PRACTICE **ELD.PI.3.1 EX** **ELD.PI.3.3 EX** **ELD.PI.3.5 EX** **ELD.PII.3.1 EX**	## Constructive Conversation—NEGOTIATE the Title Give each student two **Constructive Conversation Cards** for each skill—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE.** *In your triad teams, you will have a Constructive Conversation to **NEGOTIATE** the title and visual you will use in Slide 1. Take turns as you use all of your Constructive Conversation Skills—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE**—to address the prompt:* **What title and image would make a powerful opening for your presentation. Why?**

STUDENT PRACTICE (CONTINUED)	## Formative Assessment
CONSTRUCTIVE CONVERSATION GAME CARDS	Monitor students as they have a Constructive Conversation and **select two students from two different triad teams** who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Triad Teams Collaborate on Opening Give students sufficient time to talk with their teammates to come to a consensus on their title and ideas for visuals. They will document this on Slide 1 of the **Multimedia Planning Tool**. *Now you will write down your title and sketch your ideas for visuals on Slide 1 of your **Multimedia Planning Tool**.*

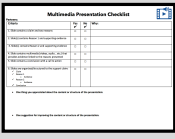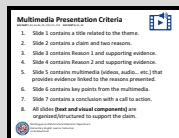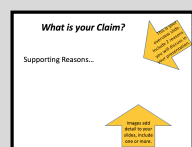| FORMATIVE ASSESSMENT	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample
SPF 2.0	After the students have played the Constructive Conversation Game the teacher selects two students to have a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What title and image would make a powerful opening for your presentation. Why?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

| STUDENT COLLABORATIVE WORK

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX | ## Students Work on Presentation
NOTE: If access to technology is not available, students may create a Poster Board to publish their presentation.
Distribute school technology for students to begin work on their PowerPoint slides.
*Now, you will transfer your ideas from your **Multimedia Planning Tool** to create Slides 1-4 of your PowerPoint. Remember to add visuals.* Provide support as needed. A **PPT Tutorial Gr2-5 (available on mmed.lausd.net)** for creating a PowerPoint is available should students require additional support. Collect the **Multimedia Planning Tool** from each triad team. |

DIFFERENTIATION	## Differentiated Instruction
	Organize students based on their progress with the project. There may be 3-4 groups depending on need. Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint (tech). Group 2 – Use the **Multimedia Planning Tool** to continue working on content for Slides 1-4. Group 3 – Use PowerPoint to CREATE Slides 1-4 and insert visuals. Group 4 – Meet with another triad team to give and receive feedback.

WRAP-UP	**Review ELD Objective and Self-Assess**

ELD.PI.3.1 EX	*In this lesson, we used Constructive Conversation Skills as we…*
	• *listened to an oral multimedia presentation*
	• *discussed the criteria for our presentations*
	• *collaborated with our teammates to plan our presentations*
	
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in planning your presentations? Why?*
	• *Work with your teammates to do the following:*
	    o *Identify one thing that you did to meet today's objective and one thing you want to improve*
	    o *Share and explain to your teammates*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

<table>
<tr><td colspan="2" style="text-align:center">

Start Smart 2.0 - Conversation Practices
Lesson 23: Work On the Project
</td></tr>
<tr><td>**ELD OBJECTIVE**</td><td>In triad teams, students will be able to analyze the components of a multimedia presentation to understand its criteria and collaborate with their teammates as they finish the remaining slides of their multimedia presentations to address the prompt: How are farmers' markets beneficial?</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**STUDENT FRIENDLY ELD OBJECTIVE**</td><td>

In this lesson, we will use Constructive Conversation Skills as we…
- continue discussing the criteria for our presentations
- collaborate with our teammates to finish our presentations
- research an additional multimedia source to include in our presentations
</td></tr>
<tr><td></td><td></td></tr>
<tr><td>**OPENING**</td><td>*In this lesson we will continue working on our multimedia presentations with our triad teams. We will learn how to research or look for, additional sources to support our claim that **farmers' markets are beneficial**.*</td></tr>
<tr><td></td><td></td></tr>
<tr><td>

MODEL/GUIDED PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.5 EX
ELD.PII.3.1 EX

MULTIMEDIA PRESENTATION CRITERIA CHART

MULTIMEDIA PRESENTATION CHECKLIST
</td><td>

Model/Guided Practice –Model Giving Feedback
Display the **Multimedia Presentation Criteria Chart** and distribute the **Multimedia Presentation Checklist** to triad teams. Select one triad team to come up and share the first four slides of their presentation. Model using the **Multimedia Presentation Checklist** to give feedback.

*In the last lesson, we used the criteria using the **Multimedia Presentation Criteria Chart** to discuss the criteria (point to poster) and we collaborated in our triad teams to design the first four slides of our presentations. Today, we will use the **Multimedia Presentation Checklist,** which has similar information, to help us give and receive feedback. Giving and receiving feedback helps us make our presentations better.*

<u>(NAME)</u> team will come up and share their slides and I will show you how to give them feedback.

Invite the triad to come up and share their slides. Model using the checklist to give feedback after each slide.

 *How did I use the **Multimedia Presentation Checklist** to give them feedback? Talk in your triad teams.* Have one or two students share out their findings for each criterion.

I heard some of you say that my feedback included evidence that explained why I checked yes or no.
</td></tr>
<tr><td></td><td></td></tr>
<tr><td>

STUDENT PRACTICE

ELD.PI.3.1 EX
ELD.PI.3.5 EX
ELD.PI.3.7 EX
ELD.PI.3.10EX
ELD.PII.3.1 EX
</td><td>

Student Practice – Give & Receive Feedback
Now you will practice giving and receiving feedback about the first four slides in your presentations with another triad team. One triad will go first. Each team member must take a turn to share a slide and pause for feedback. Each member of the other triad will listen and take a turn to give feedback. Then you will switch.

 Process As Given/Process As Understood: *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.

Instruct triad teams to form a group with another triad team. Provide groups sufficient time to give and receive feedback.
</td></tr>
</table>

MODEL/GUIDED PRACTICE	# Model Multimedia Presentation & Explain Criteria

Display the **Multimedia Presentation Criteria Chart** (you may chart it out as well) and explain each item. *Now that we received feedback about the first four slides, we will look at the **Multimedia Presentation Criteria Chart** to understand the remaining criteria for the PowerPoint. Your presentation will include (point to chart):*

MULTIMEDIA PRESENTATION CRITERIA CHART

- Slide 5 contains multimedia (videos, audio… etc.) that provides supporting evidence related to Reason 1 or Reason 2
- Slide 6 contains key points from the multimedia
- Slide 7 contains a conclusion with a call to action
- All slides **(text and visual components)** are organized/structured to support the claim

TEACHER PPT ANNOTATED

Plan Multimedia Presentation – Slides 5-7

Use the **Teacher PPT Annotated Gr2-5** to highlight criteria for the multimedia portion of the presentation, focusing on slides 5-7.

Let's take a closer look at the video I included in my presentation to support my claim. As you watch the video, think about why I selected it. Play the video.

MULTIMEDIA PLANNING TOOL

Turn and talk to your teammates. How did the video support my claim? What kind of video or other media sources will support your claim?

I heard some of you say that my video had evidence to support the claim. You also noticed that the evidence connected to the reasons in my presentation. Some of you were also wondering how I found the video, so I will show you.

Think aloud as you model how to search for videos or other multimedia sources. (PPT available on **mmed.lausd.net.**
My first step is to use google.com to search. Hmmm. What words should I use to search for my video. My claim is: Healthy foods are beneficial. What key words can I use? I might type in "benefits of healthy foods" to find this video:
https://www.youtube.com/watch?v=u1sh_XGKJ-Q

Now, let's look at Slide 6. I used this slide to share key points from the video that support my claim and are connected to the reasons in my presentation. You will do this also.
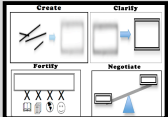
Distribute the **Multimedia Planning Tool** to triad teams and have them take out their resources—visual text, infographic, and written paragraphs. Give them sufficient time to research and work on Slides 5-6.

Now that you planned Slides 5-6 in your triad teams, let's discuss the final slide. Just like the title slide, you want to make sure your closing is powerful. Think about these questions as I share my conclusion. What information is included in this slide? How did I organize the information—both written text and visuals? Click on fly-in arrows to debrief that slide.

Turn and talk to your teammates. How did I conclude my presentation? What kind of words and visuals did I use? Why?

I heard some of you say that I restated my claim and reasons. I also included a call to action, which is when you ask the audience to do something about it. You will now have an opportunity to decide on a conclusion that will be a powerful closing for your presentation.

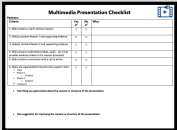|	
STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.5 EX ELD.PII.3.1 EX **CONSTRUCTIVE CONVERSATION GAME CARDS**	## Constructive Conversation—NEGOTIATE the Conclusion Give each student two **Constructive Conversation Cards** for each skill—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE.** *In your triad teams, you will have a Constructive Conversation to **NEGOTIATE** the language and visual(s) you will use in your final slide. Take turns as you use all of your Constructive Conversation Skills—**CREATE, CLARIFY, FORTIFY,** and **NEGOTIATE**—to address the prompt:* **What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?** ## Formative Assessment Monitor students as they have a Constructive Conversation and **select two students from two different triad teams** who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Triad Teams Collaborate on Opening Give students sufficient time to talk with their teammates to come to a consensus on the content for their final slide. They will document this on Slide 7 of the **Multimedia Planning Tool**. *Now you will write down your conclusion on Slide 7 of your **Multimedia Planning Tool**.*
FORMATIVE ASSESSMENT **SPF 2.0**	## Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
STUDENT COLLABORATIVE WORK ELD.PI.3.1 EX ELD.PI.3.2 EX ELD.PI.3.1 EX ELD.PI.3.5 EX ELD.PII.3.1 EX	## Students Work on Presentation **NOTE: If access to technology is not available, students may create a Poster Board using drawings or clips from magazines to publish their presentation.** Distribute school technology for students to begin work on their PowerPoint slides. *Now, you will transfer your ideas from your **Multimedia Planning Tool** to craft slides 5-7 of your PowerPoint. Remember to add visuals. Provide support as needed.* A **PPT Tutorial Gr2-5 (available on mmed.lausd.net)** for creating a PowerPoint is available should students require additional support. Collect the **Multimedia Planning Tool** from each triad team and/or save PPT files on a flash drive.

DIFFERENTIATION	## Differentiated Instruction
	Organize students based on their progress with the project. There may be 3-4 groups depending on need.
	Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint (tech).
	Group 2 – Use the **Multimedia Planning Tool** to continue working on content for Slides 5-7.
	Group 3 – Use PowerPoint to create Slides 5-7 and insert visuals.
	Group 4 – Meet with another triad team to give and receive feedback.

WRAP-UP ELD.PI.3.1 EX	## Review ELD Objective and Self-Assess
	In this lesson, we used Constructive Conversation Skills as we…
	• *continued discussing the criteria for our presentations*
	• *collaborated with our teammates to finish our presentations*
	• *researched an additional multimedia source to include in our presentations*
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in planning your presentations? Why?*
	• *Work with your teammates to do the following:*
	o *Identify one thing that you did to meet today's objective and one thing you want to improve*
	o *Share and explain to your teammates*
	After students have had a few minutes to discuss with their team members, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices
	# Lesson 24: Revise the Project
ELD OBJECTIVE	Students will collaborate with their teammates to rehearse their presentations, give and receive feedback with another team, and use feedback to revise their projects.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • discuss the criteria for the oral presentations • give and receive feedback to revise our presentations • collaborate with our teammates to rehearse our presentations
OPENING	*In this lesson we will continue working on our multimedia presentations with our triad teams. First, we will give and receive feedback about the content of our presentations—the multimedia portion. We will also learn about the criteria for the oral presentation and have an opportunity to rehearse. Finally, we will give and receive feedback about the oral part of the presentation.*

| **MODEL/GUIDED PRACTICE**

 ELD.PI.3.1 EX
 ELD.PI.3.2 EX
 ELD.PI.3.4 EX
 ELD.PI.3.5 EX
 ELD.PI.3.7 EX
 ELD.PII.3.1 EX

 MULTIMEDIA PRESENTATION CHECKLIST | ## Model/Guided Practice –Give & Receive Feedback
 Have triad teams meet with the same team they met with in the previous lesson. Ask students to take out their technology and prepare their PPT presentations or Poster Boards. Display the **Multimedia Presentation Criteria Chart** and distribute the **Multimedia Presentation Checklist** to triad teams.

 *In the last lesson, we used the **Multimedia Presentation Checklist** to help us give and receive feedback about Slides 1-4. Today we will give and receive feedback for Slides 5-7. Giving and receiving feedback helps us make our presentations better. Let's review the criteria for the remainder of the presentation.*

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

 *How will you use the **Multimedia Presentation Checklist** to give feedback? Pay close attention to item number 8. Talk in your triad teams.* Have one or two students share out their findings for each criterion.

 I heard some of you say that you give feedback about the conclusion to make sure the conclusion is powerful, restates the claim and reasons, and has a call to action. I also heard that you would give feedback about the organization or structure of the presentation—how the words and visuals are organized in ways that support the claim (point to Multimedia Presentation Criteria Chart or Checklist). |
| **STUDENT PRACTICE**

 ELD.PI.3.1 EX
 ELD.PI.3.4 EX
 ELD.PI.3.5 EX
 ELD.PI.3.7 EX
 ELD.PII.3.1 EX | ## Student Practice – Give & Receive Feedback
 Now you will practice giving and receiving feedback about the remaining slides in your presentations with the same triad team from last time. One triad will go first. Each team member must take a turn to share a slide and pause for feedback. Each member of the other triad will listen and take a turn to give feedback. Then you will switch. |

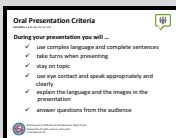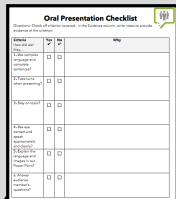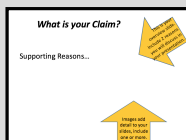| STUDENT PRACTICE (CONTINUED)	**PAG/ PAU** **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. Provide groups sufficient time to give and receive feedback. *Now you will use the feedback you received to revise and finalize your PowerPoint presentations.* Provide groups sufficient time to revise and finalize their slides.

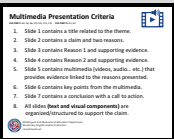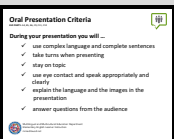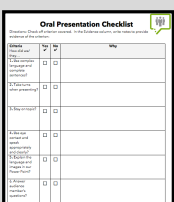| MODEL/GUIDED PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.7 EX ELD.PI.3.9 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX ORAL PRESENTATION CRITERIA CHART ORAL PRESENTATION CHECKLIST TEACHER PPT MODEL MULTIMEDIA PLANNING TOOL	## Model Oral Presentation & Explain Criteria Display the **Oral Presentation Criteria Chart** (you may chart it out as well) and explain each item. *Now that we received feedback about the multimedia—or the content of our presentation—we will look at the **Oral Presentation Checklist** to understand the criteria for the oral or speaking part of the presentation. What will your oral presentation include?* **Distribute Oral Presentation Checklist.** *Did we/they… and explain how/why?* - 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 images in the presentation? - Answer questions from the audience? *First, I will demonstrate what a non-model of an oral presentation sounds and looks like.* Model how NOT to present—reading directly off slide, not making eye contact, going off topic, not using complete sentences, using informal language, mumbling or whispering, etc. *I will show you my model of an oral multimedia presentation once again. My topic is, "Why is healthy food beneficial?" This time, as I present, each triad team will focus on the oral part of the presentation. Look for evidence of the criterion you were assigned. For example, if your team was assigned Criterion #1, you will listen to determine whether I used complex language and spoke in complete sentences during my presentation.* Assign each triad team one criterion to assess look/listen for as you model. **PAG/ PAU** **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. **Use the SS2.0 TeacherPPTModelGr2-5 (available on mmed.lausd.net)** to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint. After the presentation, have students get together with their number group to discuss their criterion and how it is demonstrated. *Talk in your triad teams. Use the checklist to discuss whether I met the criterion your team was assigned. Why? What is your evidence?* Have one or two students share out their findings for each criterion. *So this is what your oral presentations will look and sound like when you present.*

MODEL/GUIDED PRACTICE (CONTINUED)	## Plan Oral Presentation – All Slides
	Guide students as they plan their oral presentations. Students may use their completed Multimedia Planning Tools to write notes as they rehearse.
	Now you will meet with your teammates to decide who will present each part. Each of you will present at least two slides. After you decide, practice presenting to each other. You may use your completed __Multimedia Planning Tools__ to help you practice and take notes for your part of the presentation.
	PAG/PAU **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.
	Provide groups sufficient time to plan and rehearse their oral presentations. Circulate and provide teams with support and feedback as needed.

STUDENT PRACTICE ELD.PI.3.1 EX ELD.PI.3.3 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.7 EX ELD.PI.3.9 EX ELD.PI.3.10 EX ELD.PI.3.11 EX ELD.PI.3.12 EX ELD.PII.3.1 EX	## Student Practice –Give & Receive Feedback
	Now you will practice giving and receiving feedback using the __Oral Presentation Checklist__ with another triad team. One triad will go first. Each team member must take a turn to share their part. Each member of the other triad will listen and give feedback. Then you will switch.
	PAG/PAU **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.
	Instruct triad teams to form a group with another triad team. Provide groups sufficient time to give and receive feedback.

STUDENT COLLABORATIVE WORK ELD.PI.3.1 EX ELD.PI.3.4 EX ELD.PI.3.5 EX ELD.PI.3.6 EX ELD.PI.3.9 EX ELD.PII.3.1 EX	## Students Revise and Finalize Presentation
	Now you will use the feedback you received to revise and finalize your oral presentations.
	Provide groups sufficient time to revise and rehearse their oral presentations.

DIFFERENTIATION	## Differentiated Instruction
	Organize students based on their progress with the project. There may be 3-4 groups depending on need.
	Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with presenting orally. Group 2 – Use their notes to continue practicing oral presentations. Group 3 – Meet with another triad team to act out a model and non-model presentation. Group 4 – Meet with another triad team to give and receive feedback.

| WRAP-UP

ELD.PI.3.1 EX | **Review ELD Objective and Self-Assess**
In this lesson, we used Constructive Conversation Skills as we…
discussed the criteria for the oral presentations
gave and received feedback to revise our presentations
collaborated with our teammates to rehearse our presentations
Ask students to consider the following:
How did we meet the lesson objectives? *What was most helpful in planning your presentations? Why?* *Work with your teammates to do the following:* |
| | |

Review ELD Objective and Self-Assess

In this lesson, we used Constructive Conversation Skills as we…

- discussed the criteria for the oral presentations
- gave and received feedback to revise our presentations
- collaborated with our teammates to rehearse our presentations

Ask students to consider the following:

- *How did we meet the lesson objectives?*
- *What was most helpful in planning your presentations? Why?*
- *Work with your teammates to do the following:*
  - *Identify one thing that you did to meet today's objective and one thing you want to improve*
  - *Share and explain to your teammates*

After students have had a few minutes to discuss with a team members, call on one or two individuals to share out with the whole group.

	Start Smart 2.0 - Conversation Practices # Lesson 25: Present the Project
ELD OBJECTIVE	Students will collaborate with their teammates to present their final projects, give and receive feedback with another team, and use feedback to reflect.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • discuss the criteria for the oral multimedia presentations • give and receive feedback on final presentations • collaborate with our teammates to present
OPENING	*In this lesson we will present our final oral multimedia presentations with our triad teams. First, I will model how to deliver the final presentation and you will give me feedback—for the oral part and for the multimedia portion. You will be grouped with a different triad team today and each team will have an opportunity to give and receive feedback.*

MODEL/GUIDED PRACTICE MULTIMEDIA PRESENTATION CHECKLIST MULTIMEDIA PRESENTATION CRITERIA CHART ORAL PRESENTATION CRITERIA CHART ORAL PRESENTATION CHECKLIST	## Model/Guided Practice –Give & Receive Feedback Display the **Oral Presentation Criteria Chart** and the **Multimedia Presentation Criteria Chart**. Distribute the **Oral Presentation Checklist** (you may chart it out as well) and the **Multimedia Presentation Checklist.** *Now that we are finished with our projects, let's review how you will give feedback about the final oral multimedia presentations by practicing with my model project. After that, I will show how you will give feedback for the multimedia part—or content—of the presentation.* *So let's examine the oral part of the presentation first. What should my oral presentation include?* (Point to Oral Presentation Chart) *Did we/they… and explain how/why?* 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? *Look for evidence of all the criteria.* **PAG/PAU** **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. **Use the SS2.0 TeacherPPTModelGr2-5 (available on mmed.lausd.net)** to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint. After the presentation, have students get together with their number group to discuss the criteria and how they are demonstrated. *Talk in your triad teams. Use the checklist to discuss whether I met the criteria. Why? What is your evidence?* Have one or two students share out their findings for each criterion. *So this what your oral presentations will look and sound like when you present. Now, let's focus on the multimedia portion. For this part, I will go back and review each slide so that you—the audience—has an opportunity to jot down notes to give me feedback.*

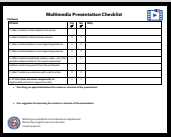|	

MODEL/GUIDED PRACTICE (CONTINUED)
 	
ELD.PI.3.1 EX
ELD.PI.3.2 EX
ELD.PI.3.3 EX
ELD.PI.3.4 EX
ELD.PI.3.5 EX
ELD.PI.3.6 EX
ELD.PI.3.7 EX
ELD.PI.3.9 EX
ELD.PI.3.10 EX
ELD.PI.3.11 EX
ELD.PI.3.12 EX
ELD.PII.3.1 EX
	Let's review the criteria first. (Point to the **Multimedia Presentation Criteria Chart.**)
	
	1. Slide 1 contains a title and visual 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 supporting evidence related to Reason 1 or Reason 2
	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
	
	Use the SS2.0 TeacherPPTModelGr2-5 (available on mmed.lausd.net) to share each slide, giving students—the audience—an opportunity to jot down notes and give feedback using the checklist.
	
	*How will you use the **Multimedia Presentation Checklist** to give feedback? Pay close attention to item number 8. Talk in your triad teams.* Have one or two students share out their findings for each criterion.
	
	I heard some of you say that you give feedback about the conclusion to make sure the conclusion is powerful, restates the claim and reasons, and has a call to action. I also heard that you would give feedback about the organization or structure of the presentation—how the words and visuals are organized in way that supports the claim (point to **Multimedia Presentation Criteria Chart).**
	
	Now, I want to point out the last two items on the checklist. Read these to yourself as I read them to you.
	    • *One thing you appreciated about the content or structure of the presentation:*
	    • *One suggestion for improving the content or structure of the presentation:*
	
	Talk in your triads about these items. What feedback would you give me? Why do think this is important?
	
	I heard some of you say that this is a way to think about the whole presentation, not just the parts. This is important because it provides meaningful feedback about the whole message of the presentation.
	
	Now that you know what the criteria is for both parts of the presentation you will have a final opportunity to rehearse with your triad team.
	
	Provide students with sufficient rehearsal time. Circulate and provide support as needed.

STUDENT PRACTICE **ORAL PRESENTATION CHECKLIST**	## Student Practice – Final Presentations **NOTE: Have students present to a different triad team**. Distribute a new ***Oral Presentation Checklist*** to each triad team. Distribute school technology for students to present their projects. *Now you will meet with a different triad team—a team you haven't worked with before to present your final projects. Each triad team will take turns giving and receiving feedback just as I modeled earlier. One triad will go first. Each team member must take a turn to share their part. Each member of the other triad will listen and give feedback using the **Oral Presentation Checklist**.*

STUDENT PRACTICE (CONTINUED) **MULTIMEDIA PRESENTATION CHECKLIST**	**PAG/ PAU** **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. Instruct triad teams to form a group with another triad team. Provide groups sufficient time to present. Refer to the **Multimedia Presentation Checklist**. *Now that the first team has presented, you will give them feedback on the content of their presentation using the **Multimedia Presentation Checklist**. The presenting team will click on each slide and give time to the listening team—audience—to jot down notes for each slide. Listening team, you are the audience, and your job is to give feedback. Remember to provide evidence or reasons why you marked yes or no, look at the whole message, and say one thing you appreciated and one thing to improve.*

	## Celebration – Community Presentation Once all teams have completed their presentations, you may opt to have them share by: • Extending their learning of the topic inspired by the "call to action" • Presenting to other grades/classrooms in person • Presenting to other grades/classrooms/schools via skype • Conducting a Gallery Walk of the presentations • Presenting to parents • Presenting to school/community leaders • Adding oral narration to their presentations and posting online (see tutorial **available on mmed.lausd.net**)

WRAP-UP	## Review ELD Objective and Self-Assess
	In this lesson, we used Constructive Conversation Skills as we…
	• discussed the criteria for the oral multimedia presentations
	• gave and received feedback on final presentations
	• collaborated with our teammates to present
	
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in delivering your final presentations? Why?*
	• *Work with your teammates to do the following:*
	   o *Identify one thing that you did to meet today's objective and one thing you want to improve*
	   o *Share and explain to your teammate*
	
	After students have had a few minutes to discuss with their teammates, call on one or two individuals to share out with the whole group.