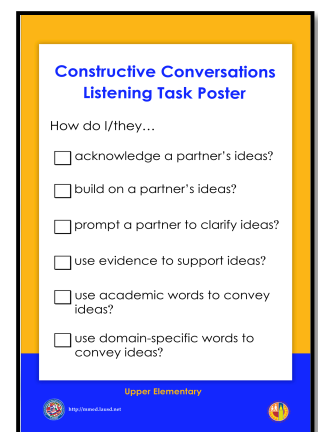
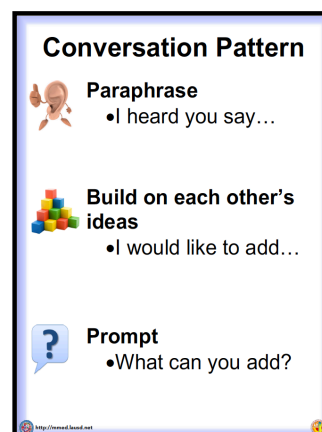


Start Smart 2.0 - Conversation Practices



Unit Resources

Grade 4



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DIFFERENTIATED TEXTS

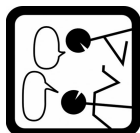
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NOTE: *Start Smart 2.0 Teacher PowerPoint Model* and *Start Smart 2.0 Teacher PowerPoint Annotated* files are available on mmed.lausd.net

GIVE ONE-GET ONE PROTOCOL

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





Give One–Get One About _____

My 3 Ideas

Your Ideas

One thing I know about...

From Partner #1, I learned that...

Another thing I know about...

From Partner #2, I learned that...

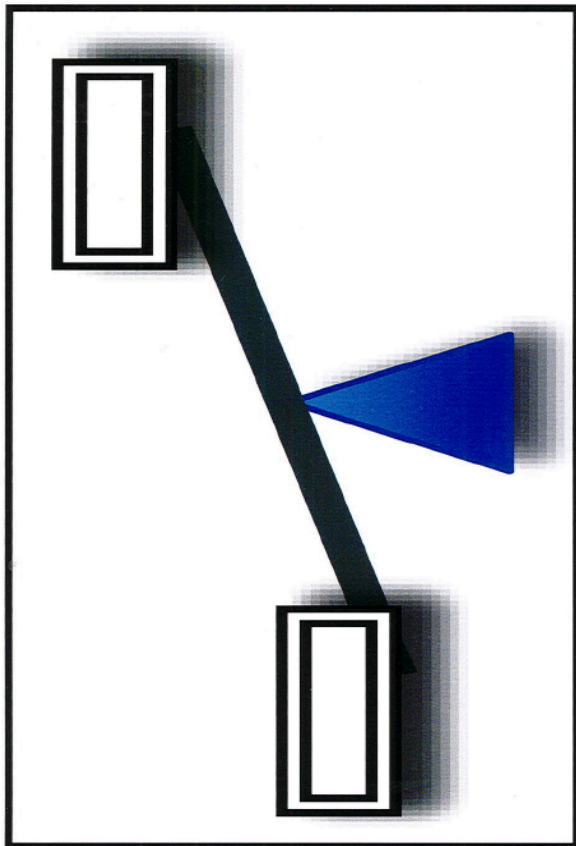
A third thing I know about...

From Partner #3, I learned that...

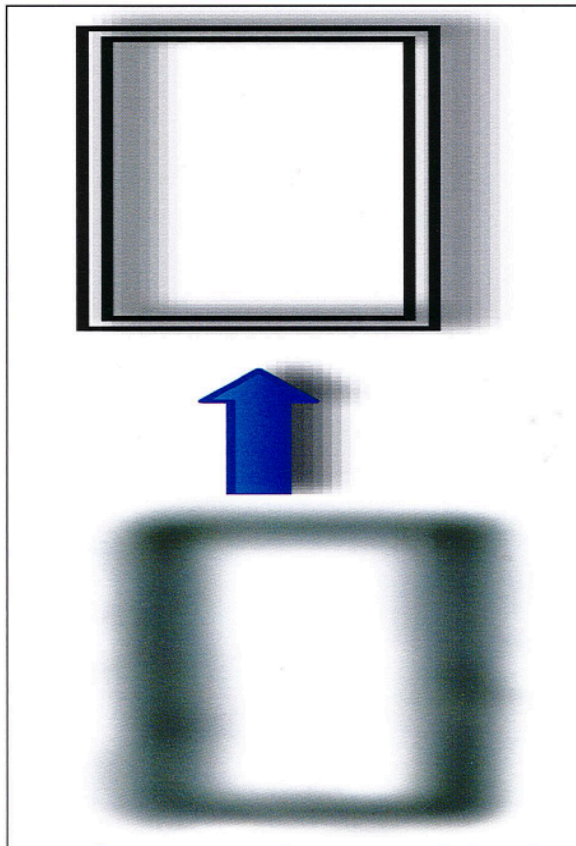


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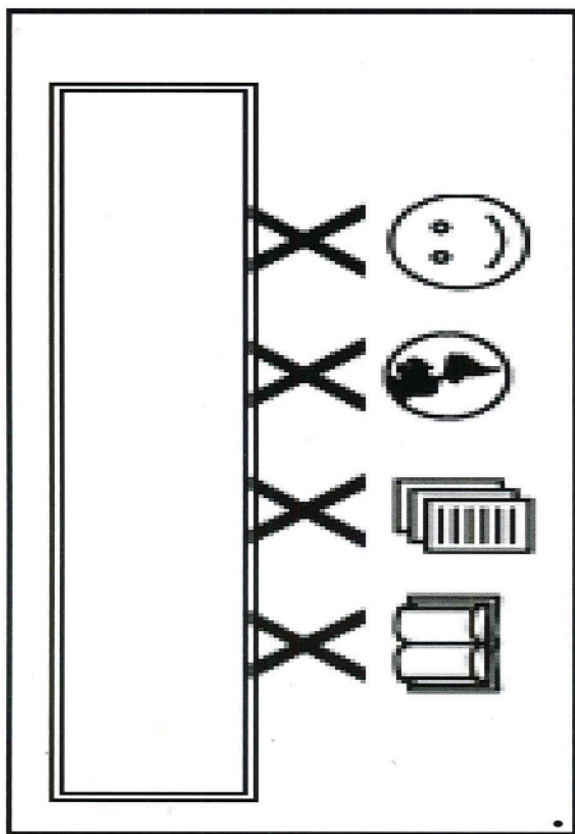
Negotiate



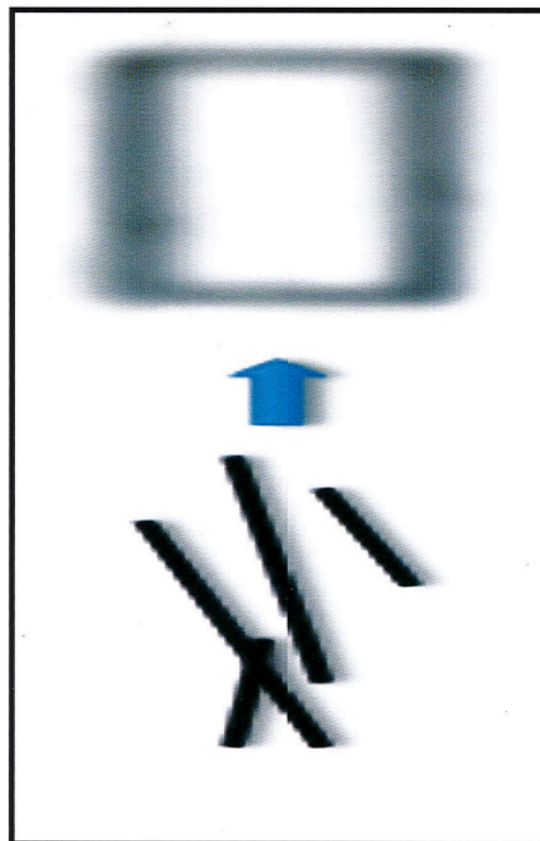
Clarify



Fortify



Create





4th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)



Student A:	Overall CELDT Proficiency Level:	L:	S:	R:	W:	Date:
Student B:	Overall CELDT Proficiency Level:	L:	S:	R:	W:	Date:
Conversation Objective (TLF 3a1):	Teacher Prompt (TLF 3b1 & 2):					
STEPS: <ol style="list-style-type: none"> Transcribe the language sample below & list date. Write the score and a brief rationale for the scores on the back of this form. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student. 						
DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2): <ul style="list-style-type: none"> 4 Half or more of the turns build on previous turns to effectively build up a clear and complete idea. 3 Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity. 2 Few turns build on previous turns to build up an idea. 1 Turns are not used to build up an idea. 						
DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4) <ul style="list-style-type: none"> 4 Half or more of the turns effectively focus on the conversation objective/teacher prompt and show depth or fostering of the intended learning. 3 Half or more of the turns sufficiently focus on the conversation objective/teacher prompt, but this focus may be superficial or lack clarity. 2 Few turns focus on the conversation objective/teacher prompt. 1 Turns do not focus on the conversation objective/teacher prompt. 						
STEP 1 – Write a complete transcription of the conversation in this section <i>(Attach additional pages if needed)</i>						
Date:						



4th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)



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

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

Score	
DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):	
Score	

STEP 3 – Instructional Implications (TLF 1a2, 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student

GUIDING QUESTIONS - Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases. 4. Adjust language choices according to social setting and audience with substantial support.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information. . 4. Adjust language choices according to purpose, task, and audience with moderate support.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback. 4. Adjust language choices according to purpose, task, and audience with light support.

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

B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. Reading/viewing closely (TLF 3b2 & 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	6. a) Describe ideas, phenomena, and text elements based on close reading of a select set of grade-level texts with substantial support.	6. a) Describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts with moderate support.	6. a) Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	12. a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Instructional Implications for Student A:

Instructional Implications for Student B:

Conversation Pattern



Paraphrase

- I heard you say...



Build on each other's ideas

- I would like to add...



Prompt

- What can you add?



Conversation Pattern Guide—SKILL: _____

Paraphrase



I heard you say...

Build on each other's ideas



I would like to add...

Prompt



What can you add?



USE THROUGHOUT THE UNIT (SMALL OPTION)

Small Conversation Pattern Guide– 2/Page

Conversation Pattern Guide—SKILL: _____

Paraphrase



I heard you say...

Build on each other's ideas



I would like to add...

Prompt



What can you add?

Conversation Pattern Guide—SKILL: _____

Paraphrase



I heard you say...

Build on each other's ideas



I would like to add...

Prompt



What can you add?



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



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



Constructive Conversations Listening Task Poster

How do I/they...

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

Upper Elementary



<http://mmed.lausd.net>





CONVERSATION CODING KEY— CREATE/CLARIFY

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



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

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

Student I notice a dark-haired woman standing barefoot in an outside area. [ID]

A1: What do you notice? [PR]

Student I notice a dark-haired girl and a dark-haired boy. They are both standing in their

B1: bare feet in front of a dilapidated shack, which is surrounded by trees. [ID] What else do you notice? [PR]

Student I think you said a boy and girl are standing in front of a small, run-down house.

A2: [PAR] I would like to add that the dilapidated shack is built in a dirt clearing located in a wooded area. [BO] What more do you notice? [PR]

Student I heard you say that the broken-down shack is located in a cleared-out section of

B2: the woods. [PAR] Additionally, I notice clothes hanging on a line behind the barefoot people and part of a broken bed on the ground in front of them. [BO] How can you add to this idea? [PR]

Student I think you said that they are standing behind broken furniture that is on the

A3: bare ground. [PAR] Another detail is that they are wearing worn and dirty clothing. [BO] What else can you add? [PR]

Student In other words, you are saying that these three people are wearing threadbare

B3: clothes. [PAR] I also notice that it looks like they are in a shantytown. [BO] What else can you add about the people? [PR]

Student In other words, you are saying that this is a rustic encampment where people

A4: live. [PAR] I want to add that the boy and the woman are looking away from the camera in the same direction. [BO] The woman is rubbing her neck. The boy is holding his hands together. [BO] The girl has her hands in her pockets and is looking down. [BO] What else do you notice? [PR]

Student What I heard you say was the people are not looking at the photographer. They

B4: are looking away. [PAR] I would like to add that there is debris in several areas on the ground. [BO]

LESSON 5 - VISUAL TEXT MODEL - (NOT CODED)

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

Student I notice a dark-haired woman standing barefoot in an outside area.

A1: What do you notice?

Student I notice a dark-haired girl and a dark-haired boy. They are both standing in their

B1: bare feet in front of a dilapidated shack, which is surrounded by trees. What else do you notice?

Student I think you said a boy and girl are standing in front of a small, run-down house. I

A2: would like to add that the dilapidated shack is built in a dirt clearing located in a wooded area. What more do you notice?

Student I heard you say that the broken-down shack is located in a cleared-out section of

B2: the woods. Additionally, I notice clothes hanging on a line behind the barefoot people and part of a broken bed on the ground in front of them. How can you add to this idea?

Student I think you said that they are standing behind broken furniture that is on the

A3: bare ground. Another detail is that they are wearing worn and dirty clothing. What else can you add?

Student In other words, you are saying that these three people are wearing threadbare

B3: clothes. I also notice that it looks like they are in a shantytown. What else can you add about the people?

Student In other words, you are saying that this is a rustic encampment where people

A4: live. I want to add that the boy and the woman are looking away from the camera in the same direction. The woman is rubbing her neck. The boy is holding his hands together. The girl has her hands in her pockets and is looking down. What else do you notice?

Student What I heard you say was the people are not looking at the photographer. They

B4: are looking away. I would like to add that there is debris in several areas on the ground.

LESSON 5 - VISUAL TEXT NON-MODEL

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

Student There is a dark-haired woman standing barefoot.

A1:

Student I notice a girl and a boy. What do you notice?

B1:

Student I think it is a camp because there is a shack. What do you think?

A2:

Student I agree with you. I notice clothes hanging on a line behind the people. What do

B2: you think about these people?

Student I think so, too. They are standing behind broken furniture. What else can you

A3: add?

Student The people are wearing threadbare clothes and are in a shantytown.

B3:

Student I agree. I want to add that the boy and the woman are looking away from the

A4: camera in the same direction.

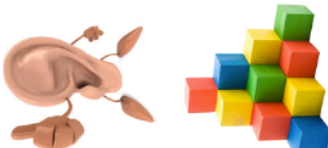

Student No turn taken.

B4:

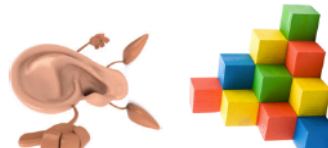



USE THROUGHOUT THE UNIT - CONVERSATION PATTERN GAME CARDS



Paraphrase + Build on + Prompt

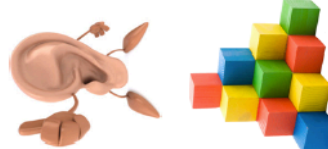

Paraphrase + Build on + Prompt



Paraphrase + Build on + Prompt

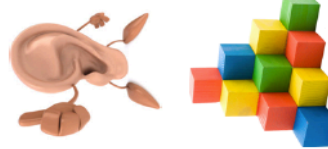

Paraphrase + Build on + Prompt

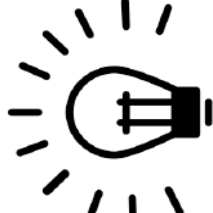

Paraphrase + Build on + Prompt

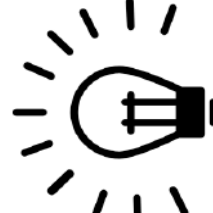

Paraphrase + Build on + Prompt

Initial Idea + Prompt

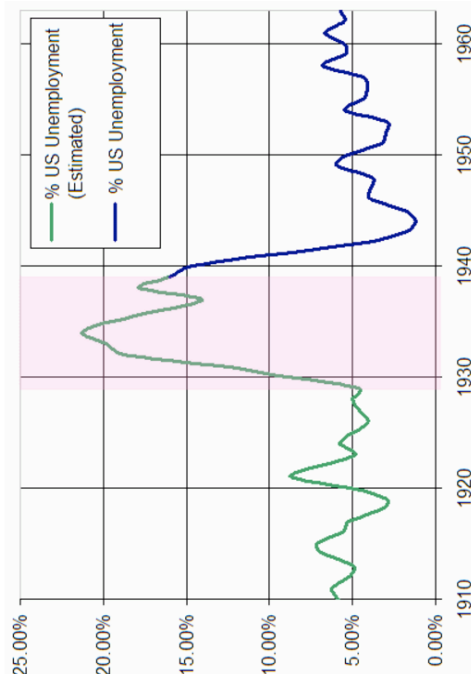
Initial Idea + Prompt

The Great Depression in California (1929-1939)



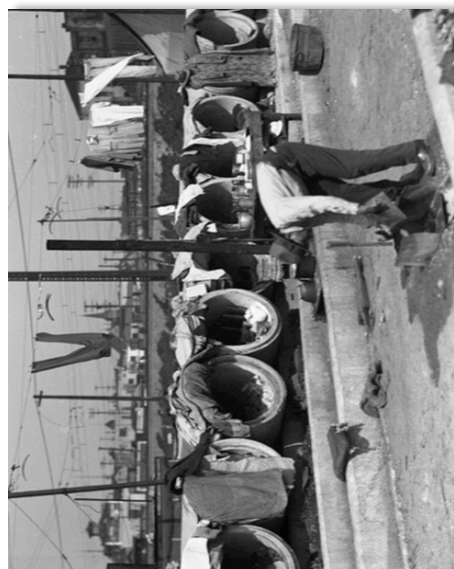
After the stock market crash of 1929, most banks lost their customer's money, driving them out of business. Many companies were forced to fire workers in order to remain in business.



Unemployment increased until nearly 25 percent of Americans were living in poverty.



As the economy collapsed in the 1930's, struggling businesses continued to close and more workers lost their jobs. As a result, families became poorer and couldn't afford to pay their rent or buy food to eat.



Makeshift encampments like Pipe City in Oakland, CA (pictured left) filled up with unemployed workers and their families who could no longer afford to pay for proper housing. Many of these shantytowns sprung up in areas of unused land, both rural and industrial regions across the state.



Not all people lost their wealth or suffered from poverty. Of those, there were some who contributed to charity and helped organize food donations. Impoverished families waited in "bread lines" to get donated food just to have enough food to eat.

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

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

Student I notice the title indicates that the Great Depression lasted for ten years. [ID] What
A1: do you notice? [PR]

Student I notice it says that workers lost their jobs and families became poorer. [ID] What
B1: else do you notice? [PR]

Student I heard you say that people were unemployed and became impoverished. [PAR] I
A2: would like to add that the newspaper headlines say that there was a great market crash and prices tumbled like an avalanche. [BO] What details can you cite? [PR]

Student I heard you say that prices fell very fast like an avalanche. [PAR] Another detail is
B2: that it says the market was overwhelmed with panic selling. [BO] What details can you cite? [PR]

Student In other words, the newspaper reported about a big price crash and people were
A3: scared, so they sold their shares. [PAR] Another detail is the caption says that banks closed after the stock market crash. [BO] How can you elaborate? [PR]

Student I think you said the banks went out of business because the market crashed. [PAR]
B3: To elaborate, when banks closed they lost their customers' money, so businesses and people couldn't back the money they had deposited. [BO] What can you add? [PR]

Student In other words, banks closed so people couldn't recover their money. [PAR] I would
A4: like to add that it says many companies were forced to fire workers to stay in business. [BO] The unemployed workers couldn't pay their rent. [BO] What else can you add? [PR]

Student So what you are saying is that struggling companies fired workers, so they had no
B4: money for rent. [PAR] In addition, people who couldn't pay for proper housing camped in makeshift encampments like Pipe City for shelter. [BO] How can you add to this idea? [PR]

Student I think you said that Pipe City is an example of an encampment or shantytown
A5: where people in need went to live when they couldn't afford rent. [PAR] Additionally, these shantytowns were found all over vacant land across the state. [BO]

LESSON 6 - INFOGRAPHIC MODEL - (NOT CODED)

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

Student I notice the title indicates that the Great Depression lasted for ten years. What do
A1: you notice?

Student I notice it says that workers lost their jobs and families became poorer. What else
B1: do you notice?

Student I heard you say that people were unemployed and became impoverished. I would
A2: like to add that the newspaper headlines say that there was a great market crash and prices tumbled like an avalanche. What details can you cite?

Student I heard you say that prices fell very fast like an avalanche. Another detail is that it
B2: says the market was overwhelmed with panic selling. What details can you cite?

Student In other words, the newspaper reported about a big price crash and people were
B2: scared, so they sold their shares. Another detail is the caption says that banks closed after the stock market crash. How can you elaborate?

Student In other words, is that banks closed because the market crashed. To elaborate,
A3: when banks closed they lost their customers' money, so businesses and people couldn't back the money they had deposited. What can you add?

Student In other words, banks closed so people couldn't recover their money. I would like
B3: to add that it says many companies were forced to fire workers to stay in business. The unemployed workers couldn't pay their rent. What else can you add?

Student So what you are saying is that struggling companies fired workers, so they had no
A4: money for rent. In addition, people who couldn't pay for proper housing camped in makeshift encampments like Pipe City for shelter. How can you add to this idea?

Student I think you said that Pipe City is an example of an encampment or shantytown
B4: where people in need went to live when they couldn't afford rent. Additionally, these shantytowns were found all over vacant land across the state.

LESSON 6 - INFOGRAPHIC NON-MODEL

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

Student There is a picture of a newspaper and the headline reads “GREATEST CRASH”.

A1:

Student I notice a graph with years at the bottom. What do you notice?

B1:

Student I think it is about unemployment and how people were poor. What do you think?

A2:

Student I agree with you. I notice the boy holding a sign that says “Why can’t you give my

B2: Dad a job?”. What do you think about this picture?

Student I think they are protesting. They are standing holding signs. What else can you add?

A3:

Student There are people standing in line getting free food.

B3:

Student I agree. I want to add that impoverished families waited in bread lines.

A4:

Student Some people donated the food.

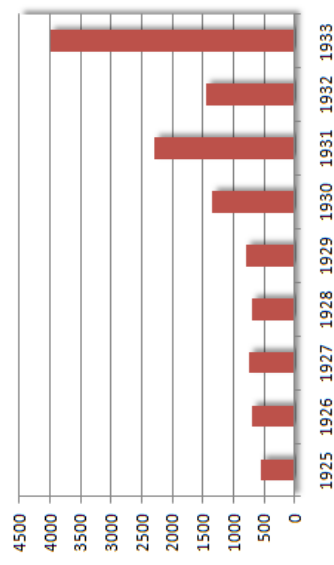
B4:

The Great Depression in California (1929-1939)



Bank Failures in the 1920s and 1930s

Source: The Great Depression by Murray Rothbard



After the stock market crash of 1929, banks failed and lost their customer's money.



Some unemployed workers and their families became homeless. They wandered across the country looking for any work they could find.



Unemployed workers and their families who couldn't afford to pay rent built shelters using found materials such as cardboard, wood, and scrap metal. These shelters were often clustered together in camps known as shantytowns. Many of these camps were located near a river or other water source, which was necessary for drinking, bathing, and cleaning.



As money became scarce, unemployment rates increased until many Americans lived in poverty.

By 1933, 24 out of 100 people were unemployed.

Year	Percent Unemployed
1929	3
1930	8
1931	16
1932	23
1933	24
1934	22
1935	20
1936	17
1937	14
1938	19
1939	17

Work and money were scarce, so many families suffered from hunger as well as homelessness.

People ate food donated by "good Samaritans" in crowded "soup kitchens" and waited in long "bread lines" that wound around city blocks. For some, this was essential for their survival.

LESSON 7 & 8

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

Prompt: How does the infographic CLARIFY your thinking of the visual text?

- Student** My idea is that the **visual text** is an example of people living in poverty during the **Great Depression**. **A1:** **[ID]** I would like to add that the title of the infographic shows that it lasted for 10 years. **[BO]** The infographic also clarifies that there was a **big depression** in California. **[BO]** What is your idea? **[PR]**
- Student** My idea is that the infographic shows that **unemployed workers** and their families could not buy food or pay their rent. **B1:** **[ID]** They lived in encampments like **Pipe City**. **[BO]** To elaborate, this clarifies why the woman and the children in the **visual text** are in an encampment next to a **broken-down shack**. **[BO]** What can you add to this idea? **[PR]**
- Student** I heard you say that people who lost their jobs lived in shantytowns and couldn't afford to buy **A2:** **basic necessities**, such as food or rent. **[PAR]** I would like to add that the **newspaper caption** shows that prices fell very fast and companies fired workers. **[BO]** This clarifies that the woman and children in the visual text did not have money and were in poverty because there was less work. **[BO]** What other details can you cite? **[PR]**
- Student** So what you are saying is that companies went out of business, workers became unemployed and **B2:** families got poorer. **[PAR]** I would like to add that people used things in new ways like how they started building shelters in places like **Pipe City**. **[BO]** They covered the pipes with blankets and clothing to make them more comfortable. **[BO]** This clarifies why in the **visual text** they are reusing a box for a chair and covering the **broken bed** with blankets. **[BO]** How can you elaborate on this idea? **[PR]**
- Student** In other words, people reused many things. **[PAR]** There was no money to buy new things. I would **A3:** like to add that in the infographic there is a boy carrying a sign that says, "Why can't you give my dad a job?" **[BO]** The caption says that workers had **less money** because they didn't have jobs. **[BO]** This clarifies why the woman and the children are standing barefoot in the dirt. **[BO]** They do not have enough money to buy **new shoes**. **[BO]** How does the infographic make your idea clearer? **[PR]**
- Student** In other words, children were affected because their parents lost their jobs. **[PAR]** This clarifies **B3:** why the children are wearing **stained, tattered clothing**. **[BO]** They do not have **enough money** to buy **new clothes**. **[BO]** I also read in the infographic that people were in "bread lines" to get **donated food**. **[BO]** What else from the infographic clarifies your thinking about the **visual text**? **[PR]**
- Student** So you are saying that **impoverished people** waited in lines to get food because they couldn't **A4:** afford it. **[PAR]** I want to add that not all people lost their wealth. Some of them contributed to charity and organized **food donations**. **[BO]** They set up "**bread lines**". **[BO]** This explains how **impoverished families** such as the woman and children in the **visual text** might obtain food. **[BO]** Can you tell me more about how the infographic clarifies your thinking about the visual text? **[PR]**
- Student** Your idea is that **impoverished families** were helped by others who still had money. **[PAR]** The **B4:** infographic also says it was a struggle for **unemployed workers** and their families such as the one in the visual text. **[BO]**

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

Prompt: How does the infographic CLARIFY your thinking of the visual text?

- Student** My idea is that the visual text is an example of people living in poverty during the Great Depression. I would like to add that the title of the infographic shows that it lasted for 10 years. The infographic also clarifies that there was a big depression in California. What is your idea?
- A1:**
- Student** My idea is that the infographic shows that unemployed workers and their families could not buy food or pay their rent. They lived in encampments like Pipe City. To elaborate, this clarifies why the woman and the children in the visual text are in an encampment next to a broken-down shack. What can you add to this idea?
- B1:**
- Student** I heard you say that people who lost their jobs lived in shantytowns and couldn't afford to buy basic necessities, such as food or rent. I would like to add that the newspaper caption shows that prices fell very fast and companies fired workers. This clarifies that the woman and children in the visual text did not have money and were in poverty because there was less work. What other details can you cite?
- A2:**
- Student** So what you are saying is that companies went out of business, workers became unemployed and families got poorer. I would like to add that people used things in new ways like how they started building shelters in places like Pipe City. They covered the pipes with blankets and clothing to make them more comfortable. This clarifies why in the visual text they are reusing a box for a chair and covering the broken bed with blankets. How can you elaborate on this idea?
- B2:**
- Student** In other words, people reused many things. There was no money to buy new things. I would like to add that in the infographic there is a boy carrying a sign that says, "Why can't you give my dad a job?" The caption says that workers had less money because they didn't have jobs. This clarifies why the woman and the children are standing barefoot in the dirt. They do not have enough money to buy new shoes. How does the infographic make your idea clearer?
- A3:**
- Student** In other words, children were affected because their parents lost their jobs. This clarifies why the children are wearing stained, tattered clothing. They do not have enough money to buy new clothes. I also read in the infographic that people were in "bread lines" to get donated food. What else from the infographic clarifies your thinking about the visual text?
- B3:**
- Student** So you are saying that impoverished people waited in lines to get food because they couldn't afford it. I want to add that not all people lost their wealth. Some of them contributed to charity and organized food donations. They set up "bread lines". This explains how impoverished families such as the woman and children in the visual text might obtain food. Can you tell me more about how the infographic clarifies your thinking about the visual text?
- A4:**
- Student** Your idea is that impoverished families were helped by others who still had money. The infographic also says it was a struggle for unemployed workers and their families such as the one in the visual text.
- B4:**

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

Prompt: How does the infographic CLARIFY your thinking of the visual text?

Student The infographic tells us about the Great Depression.

A1:

Student The title is “The Great Depression in California—1929-1939”.

B1:

Student It has different pictures like a newspaper and a boy holding a sign.

A2:

Student It also has pictures of a man near some pipes and people standing in line.

B2:

Student Yeah. In the visual text the people are standing, too.

A3:

Student I agree. They are wearing threadbare clothes and are in a shantytown.

B3:

Student I agree. I want to add that all of the pictures in the infographic and visual text are

A4: black and white.

Student I notice that, too. I think it’s because they are pictures from 1929-1939.

B4:



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



Student A: _____ Student B: _____	Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1) Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____	Teacher Prompt (TLF 3b1 & 2): _____	Conversation Objective (TLF 3a1): _____
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STEPS:																					
1. Transcribe the language sample below & list date. 2. Write the score and a brief rationale for the scores on the back of this form. 3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f2f2f2;"> <th colspan="2" style="text-align: left; padding: 5px;">DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):</th> </tr> <tr> <td style="width: 5%; text-align: center; padding: 5px;">4</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and/or learning objective(s) Students meaningfully/consistently clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using well-connected evidence, examples and/or explanations </td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is sufficiently focused on the prompt and/or learning objective(s) Students adequately clarify idea(s) by paraphrasing, defining and/or elaborating Students fortify ideas using consistent evidence, examples and/or explanations </td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Students create or choose a relevant initial idea(s) that is somewhat focused on the prompt and/or learning objective(s) Students inconsistently clarify idea(s) by paraphrasing, defining and/or elaborating Students inconsistently fortify ideas using loosely connected evidence, examples and/or explanations </td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Students do not create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s) Students do not clarify idea(s) by paraphrasing, defining and/or elaborating Students do not fortify ideas using evidence, examples and/or explanations </td> </tr> <tr style="background-color: #f2f2f2;"> <th colspan="2" style="text-align: left; padding: 5px;">DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4)</th> </tr> <tr> <td style="text-align: center; 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STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)
 COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.

DATE: _____



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



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

DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):

Score	
-------	--

DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4):

Score	
-------	--

STEP 3 – Instructional Implications (TLF-1a2, 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student

GUIDING QUESTIONS - Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.

Instructional Implications for Student A:

Instructional Implications for Student B:

LESSON 8

4th Grade Non-Model Revision Tool—CREATE & CLARIFY

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

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

Student A1: The infographic tells us about the Great Depression.

Student B1: The title is “The Great Depression in California—1929-1939”.

Student A2: It has different pictures like a newspaper and a boy holding a sign.

Student B2: It also has pictures of a man near some pipes and people standing in line.

Student A3: Yeah. In the visual text the people are standing, too.

Student B3: I agree. They are wearing threadbare clothes and are in a shantytown.

Student A4: I agree. I want to add that all of the pictures in the infographic and visual text are black and white.

Student B4: I notice that, too. I think it’s because they are pictures from 1929-1939.

LESSONS 9, 14, &19

CONVERSATION SCRIPT TOOL

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

Prompt:

**Student
A1:**

**Student
B1:**

**Student
A2:**






**Student
B2:**

**Student
A3:**

**Student
B3:**

**Student
A4:**



**Student
B4:**

 Initial Idea +  Prompt				
 Paraphrase				
 Build on				
 Prompt				



Feedback:

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



Conversation Pattern Listening Tool

	 Initial Idea +  Prompt	Paraphrase	Build on	Prompt



Feedback:

	 Initial Idea +  Prompt	Paraphrase	Build on	Prompt

Feedback:

	 Initial Idea +  Prompt	Paraphrase	Build on	Prompt

Feedback:


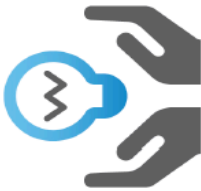

	 Initial Idea +  Prompt	Paraphrase	Build on	Prompt

Feedback:

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

PARAGRAPH CRITERIA CHART

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

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



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

PARAGRAPH CRITERIA CHART

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



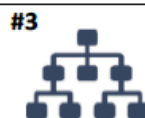
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



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

Feedback:



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

Feedback:

PARAGRAPH CRITERIA CHART

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



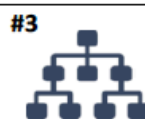
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



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

Feedback:



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

Feedback:

PARAGRAPH CRITERIA CHART

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



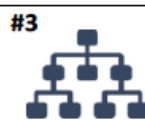
☐ First sentence explains the main idea or topic of the paragraph.

Feedback:



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

Feedback:



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

Feedback:



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Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

My idea is ...

For example, ...

Another example is ...

I also think ...

Finally, ...



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EM-EX

Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

**The infographic clarifies my
thinking about the visual text by ...**

For example, the visual text ...

Additionally, the infographic ...

In other words, ...

Finally, ...



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EX-BR

USE FOR LESSONS 10,15, & 20

MULTIPLE PARTNER PROTOCOL GRAPHIC ORGANIZER (MPP-GO)

Partner A: _____ Partner B: _____

Prompt: _____

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

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

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

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



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MULTIPLE PARTNER PROTOCOL - DIRECTIONS

MULTIPLE PARTNER PROTOCOL

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



LESSON 10 - TEACHER ORAL PARAGRAPH

The Infographic clarifies my thinking about the visual text by giving information about the Great Depression and how it affected people. Families became poorer. For example, in the visual text, the woman and her children are in a shantytown. Additionally, the infographic shows people waiting in “bread lines” for donated food. In other words, they are waiting for free food because they don’t have enough money to buy it. Finally, the infographic helps me understand that the family in the visual text is an example of a poor family who lived during that time period.



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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



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

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

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



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

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

Score	
DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:	
Score	
DIMENSION 3 Sentences are logically organized and connected:	
Score	

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

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

Instructional Implications for Student:

PARAGRAPH CODING KEY

MI

MAIN IDEA

E/D

EVIDENCE / DETAIL

T

TRANSITION

C

CLOSING



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The Infographic clarifies my thinking about the visual text by giving more information about the Great Depression and what happened to families. **[1]** They became poorer. **[2]** For example, in the visual text, the woman and her children are in a makeshift encampment. **[3]** Additionally, the infographic explains that workers had less money and they didn't have jobs. **[4]** The unemployed workers and their families lost their homes. **[5]** In other words, they could not pay rent, so they lived in encampments like Pipe City. **[6]** Usually, these encampments or shantytowns popped up in areas of unused lands. **[7]** The visual text shows an example of an impoverished family living in a shantytown located in a dirt clearing. **[8]** Another example of poverty from the infographic is people waiting in "bread lines" for donated food because they couldn't afford it. **[9]** Finally, the infographic helps me understand that the family in the visual text is an example an impoverished family who lived during the Great Depression. **[10]**



STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



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

Student Name: _____

Date: _____

Overall CELDT Proficiency Level: _____

L: _____ S: _____

R: _____

W: _____

ELD/Language Objective:

Complex Prompt:

STEPS:

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

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

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

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

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

DIMENSION 3 Sentences are logically organized and connected:

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

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

November 18, 2016

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



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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



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

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

Score

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

Score

DIMENSION 3 Sentences are logically organized and connected:

Score

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

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

Instructional Implications for Student:

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

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

- Student** An **important idea** from **both texts** is that people struggled for the basics like food and housing. **[ID]**
A1: What do you think is an important idea from **both texts**? **[PR]**
- Student** I heard you say that people had trouble getting the **bare necessities** such as food and shelter. **[PAR]**
B1: An **important idea** in both texts is that **peoples' lives** changed for the worse. **[ID]** How could you elaborate on your idea? **[PR]**
- Student** So, what you are saying is that the quality of life declined. **[PAR]** To elaborate, the infographic explains that the families got poorer in the depression because workers were fired and unemployment grew to almost 25 percent. **[BO]** I would like to add that the **visual text** shows a **poor family** in an encampment. **[BO]** Without jobs, people lived in poverty. **[BO]** What other evidence do you have to support your claim? **[PR]**
- Student** To paraphrase, your claim is that families got poorer during the depression. **[PAR]** According to the infographic, **unemployed workers** and their families filled up encampments like **Pipe City** because they did not have money for rent and lost their homes. **[BO]** In the visual text, we see **another example** of an encampment. **[BO]** The family is next to a **small shack** covered with paper. **[BO]** What additional evidence do you have? **[PR]**
- Student** A **different way** to say it is that people lived in **small shelters** in shantytowns. **[PAR]** Additionally, the infographic states, that businesses closed, workers lost their jobs, and families became poorer. **[BO]** When the workers lost their jobs they did not have money to pay for clothing, food and homes. **[BO]** In the visual text, there are **two children** and a woman wearing **tattered clothes** and no shoes. **[BO]** Without jobs, they did not have the money to buy clothes and shoes. **[BO]** Can you tell me more about your claim? **[PR]**
- Student** In other words, without jobs and money the people could not afford clothing and homes. **[PAR]** I would like to add that the infographic shows people waiting in **bread lines** to get **donated food**. **[BO]** They did not have jobs or money so the women and children are waiting in line to take food from the barrels that was given away for free. **[BO]** What else in the texts support your idea? **[PR]**
- Student** I heard you say that families waited in line to get **donated food** during the depression. **[PAR]** In addition, the infographic shows a **little girl** holding a sign with the word "starve" on it. **[BO]** The **little boy's sign** states, "Why can't you give my dad a job?" **[BO]** The children starved because their dads did not have jobs. **[BO]** How can we summarize our ideas? **[PR]**
- Student** Simply put, the **Great Depression** caused many people to lose their jobs. **[PAR]** Without jobs people could not pay for food, housing and clothing. **[BO]** Unemployment changed their lives for the worse. **[BO]**

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

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

- Student** An important idea from both texts is that people struggled for the basics like food and housing.
- A1:** What do you think is an important idea from both texts?
- Student** I heard you say that people had trouble getting the bare necessities such as food and shelter. An
- B1:** important idea in both texts is that peoples' lives changed for the worse. How could you elaborate on your idea?
- Student** So, what you are saying is that the quality of life declined. To elaborate, the infographic explains that
- A2:** the families got poorer in the depression because workers were fired and unemployment grew to almost 25 percent. I would like to add that the visual text shows a poor family in an encampment. Without jobs, people lived in poverty. What other evidence do you have to support your claim?
- Student** To paraphrase, your claim is that families got poorer during the depression. According to the
- B2:** infographic, unemployed workers and their families filled up encampments like Pipe City because they did not have money for rent and lost their homes. In the visual text, we see another example of an encampment. The family is next to a small shack covered with paper. What additional evidence do you have?
- Student** A different way to say it is that people lived in small shelters in shantytowns. Additionally, the
- A3:** infographic states, that businesses closed, workers lost their jobs, and families became poorer. When the workers lost their jobs they did not have money to pay for clothing, food and homes. In the visual text, there are two children and a woman wearing tattered clothes and no shoes. Without jobs, they did not have the money to buy clothes and shoes. Can you tell me more about your claim?
- Student** In other words, without jobs and money the people could not afford clothing and homes. I would
- B3:** like to add that the infographic shows people waiting in bread lines to get donated food. They did not have jobs or money so the women and children are waiting in line to take food from the barrels that was given away for free. What else in the texts support your idea?
- Student** I heard you say that families waited in line to get donated food during the depression. In addition,
- A4:** the infographic shows a little girl holding a sign with the word "starve" on it. The little boy's sign states, "Why can't you give my dad a job?" The children starved because their dads did not have jobs. How can we summarize our ideas?
- Student** Simply put, the Great Depression caused many people to lose their jobs. Without jobs people could
- B4:** not pay for food, housing and clothing. Unemployment changed their lives for the worse.

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

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

Student The infographic and visual text show information about the Great Depression.

A1:

Student The visual text shows a family from the Great Depression and you can see that they

B1: are poor.

Student I agree with you because they are living in a shantytown and the infographic says

A2: that's where poor people lived.

Student I think so, too. They are wearing dirty tattered clothes and are barefoot.

B2:

Student The infographic says people who had no money stood in bread lines to get donated

A3: food.

Student I think the people in the visual text had to get donated food.

B3:

Student I think both texts show how people lived in the Great Depression.

A4:

Student I think so, too.

B4:

CONVERSATION CODING KEY— FORTIFY/NEGOTIATE

CL

CLAIM

PAR

PARAPHRASE

BO

BUILD ON

PR

PROMPT

UNDERLINE PROMPT &

RESPONSE STARTERS



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LESSON 13

4th Grade Non-Model Revision Tool—FORTIFY

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

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

Student A1:	The infographic and visual text show information about the Great Depression.
Student B1:	The visual text shows a family from the Great Depression and you can see that they are poor.
Student A2:	I agree with you because they are living in a shantytown and the infographic says that's where poor people lived.
Student B2:	I think so, too. They are wearing dirty tattered clothes and are barefoot.
Student A3:	The infographic says people who had no money stood in bread lines to get donated food.
Student B3:	I think the people in the visual text had to get donated food.
Student A4:	I think both texts show how people lived in the Great Depression.
Student B4:	I think so, too.

Paragraph Guide Lessons 15 and 16 – FORTIFY

My idea is ...

For example, ...

Another example is ...

I also think ...

Finally, ...



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EM-EX

Paragraph Guide Lessons 15 and 16 – FORTIFY

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

One example, ...

Another example is ...

Additionally, ...

In conclusion, ...

EX-BR



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LESSON 15 TEACHER ORAL PARAGRAPH

An important idea in both texts is that people struggled for the basics like food and housing. One example in the infographic is that nearly 25% percent of Americans were in poverty. Many had to wait in “bread lines” just to have enough to eat. Another example is the picture of the woman and two children who live in the shantytown. Additionally, they are barefoot and their clothes are dirty and tattered. In conclusion, both texts show how people were affected by the Great Depression.

LESSON 16 TEACHER WRITTEN PARAGRAPH

An important idea in both texts is that people struggled to obtain the bare necessities such as food and shelter. [1] One example in the infographic is that unemployment increased so much that nearly 25% percent of Americans were in poverty. [2] Families became so poor that they were forced to stand in bread lines for donated food just to have enough to eat. [3] Additionally, there were many impoverished families who could no longer afford to pay rent and had to become resourceful. [4] For example, they lived in make-shift encampments such as the shantytown in the visual text and Pipe City. [5] In conclusion, both texts support the idea that the Great Depression was a period of great struggle for unemployed workers and their families. [6]

LESSON 17 & 18

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

Prompt: Which text best supports the theme: The Great Depression caused great hardship for people? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

- Student A1:** I think that the infographic best supports the theme, **The Great Depression** caused hardship for people because it states that workers lost their jobs and families became poorer. **[ID]** What is your claim? **[PR]**
- Student B1:** I think that the visual text best supports the theme because it shows an example of **poor people** who lived then, where they lived, and how they lived. **[ID]** Why do you say that the infographic best supports the theme? **[PR]**
- Student A2:** Your claim is that that the **visual text** is better because it shows an example of an **impoverished family** from the **time period** and what their life was like. **[PAR]** The reason I think the infographic is better is because it provides **specific information** to support the theme. For example, the graph shows that more than 20% of workers lost their jobs and the caption underneath states that almost 25 percent of Americans were living in poverty. Tell me more about why you think that the **visual text** is better. **[PR]**
- Student B2:** Your claim is that the infographic is better because it provides **specific facts** that show how hard life was. **[PAR]** The reason I think the visual text is better is because it shows details of an **impoverished family** experiencing hardship. The children and the woman are wearing **tattered clothing** and are in their **bare feet**. What other evidence can you cite to support your claim? **[PR]**
- Student A3:** I heard you say that the **visual text** is better because it shows the poverty of the family. **[PAR]** However, the infographic gives us more examples of what happened to **unemployed workers** and their families. The infographic shows **Pipe City** where **poor families** lived in pipes because they did not have money to pay rent. What evidence supports your claim? **[PR]**
- Student B3:** I heard you say that the infographic gives more examples of the hardships that **poor families** had to live through during the **Great Depression**. **[PAR]** I still think the **visual text** is better because it conveys the hardship and **poor living conditions** for this **particular family**. For example, it shows a **broken-down bed** laying outside on the **dirty ground**. Seeing this one **personal example** creates a more **powerful understanding** of the type of hardships they faced. Do you agree that the **visual text** best represents the theme? **[PR]**
- Student A4:** I think you said that the **visual text** represents the theme of the **Great Depressions** caused hardship for people. **[PAR]** I agree because it shows a **detailed portrait** of family living in poverty. **[BO]** However, without the facts from the infographic, it is difficult to understand the causes and effects of the **various hardships** that they faced. **[BO]** For example, the infographic states how people had to wait in breadlines for food. **[BO]** That is an **additional hardship** that is not clear in the **visual text**. **[BO]** How can we come to a consensus? **[PR]**
- Student B4:** Now I understand what you mean. Though the **visual text** is quite powerful, it lacks the facts and details that help support the theme. **[PAR]** If we could use **both texts**, then the **visual text** is more powerful. **[BO]** However, if we have to choose only one to support the theme, I agree that the infographic is best. **[BO]**

LESSON 17 &18

VISUAL TEXT & INFOGRAPHIC MODEL (NOT CODED)

Prompt: Which text best supports the theme: The Great Depression caused great hardship for people? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

- Student A1:** I think that the infographic best supports the theme, The Great Depression caused hardship for people because it states that workers lost their jobs and families became poorer. What is your claim?
- Student B1:** I think that the visual text best supports the theme because it shows an example of poor people who lived then, where they lived, and how they lived. Why do you say that the infographic best supports the theme?
- Student A2:** Your claim is that that the visual text is better because it shows an example of an impoverished family from the time period and what their life was like. The reason I think the infographic is better is because it provides specific information to support the theme. For example, the graph shows that more than 20% of workers lost their jobs and the caption underneath states that almost 25 percent of Americans were living in poverty. Tell me more about why you think that the visual text is better.
- Student B2:** Your claim is that the infographic is better because it provides specific facts that show how hard life was. The reason I think the visual text is better is because it shows details of an impoverished family experiencing hardship. The children and the woman are wearing tattered clothing and are in their bare feet. What other evidence can you cite to support your claim?
- Student A3:** I heard you say that the visual text is better because it shows the poverty of the family. However, the infographic gives us more examples of what happened to unemployed workers and their families. The infographic shows Pipe City where poor families lived in pipes because they did not have money to pay rent. What evidence supports your claim?
- Student B3:** I heard you say that the infographic gives more examples of the hardships that poor families had to live through during the Great Depression. I still think the visual text is better because it conveys the hardship and poor living conditions for this particular family. For example, it shows a broken-down bed laying outside on the dirty ground. Seeing this one personal example creates a more powerful understanding of the type of hardships they faced. Do you agree that the visual text best represents the theme?
- Student A4:** I think you said that the visual text represents the theme of the Great Depressions caused hardship for people. I agree because it shows a detailed portrait of family living in poverty. However, without the facts from the infographic, it is difficult to understand the causes and effects of the various hardships that they faced. For example, the infographic states how people had to wait in breadlines for food. That is an additional hardship that is not clear in the visual text. How can we come to a consensus?
- Student B4:** Now I understand what you mean. Though the visual text is quite powerful, it lacks the facts and details that help support the theme. If we could use both texts, then the visual text is more powerful. However, if we have to choose only one to support the theme, I agree that the infographic is best.

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

Prompt: Which text best supports the theme: The Great Depression caused great hardship for people? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Student I think the infographic is good. What do you think?

A1:

Student I think the visual text is good because it shows a family from the Great Depression and you

B1: can see that they are poor. Do you agree with my opinion?

Student I think your opinion is great, but I think the infographic tells us where poor people lived.

A2: What do you think?

Student I think so, too. But, in the visual text, it shows they are wearing dirty tattered clothes and

B2: no shoes. This shows that life was hard for them. What is your opinion about this?

Student I wouldn't want to stand in a bread line and beg for food. That would be too much of a

A3: hardship for me.

Student That's why I like the visual text because it shows a real example of an impoverished family

B3: and how sad they are.

Student I think both texts show real examples because they both have photographs from that time

A4: period.

Student I think so, too.

B4:

LESSON 18

4th Grade Non-Model Revision Tool—NEGOTIATE

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

Prompt: Which text best supports the theme: The Great Depression caused great hardship for people? Begin by stating your claim. Cite evidence from both texts and come to a consensus.

Student A1:	I think the infographic is good. What do you think?
Student B1:	I think the visual text is good because it shows a family from the Great Depression and you can see that they are poor. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us where poor people lived. What do you think?
Student B2:	I think so, too. But, in the visual text, it shows they are wearing dirty tattered clothes and no shoes. This shows that life was hard for them. What is your opinion about this?
Student A3:	I wouldn't want to stand in a bread line and beg for food. That would be too much of a hardship for me.
Student B3:	That's why I like the visual text because it shows a real example of an impoverished family and how sad they are.
Student A4:	I think both texts show real examples because they both have photographs from that time period.
Student B4:	I think so, too.

Paragraph Guide Lessons 20 and 21 – NEGOTIATE

I think that ...

For example, the visual text...

Additionally, the infographic ...

In other words, ...

In conclusion, ...



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EX-BR

Paragraph Guide Lessons 20 and 21 – NEGOTIATE

I think that ...

For example, ...

Another example is ...

I also think ...

Finally, ...



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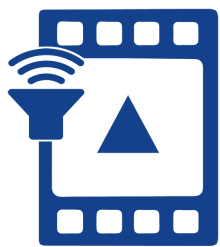
EM-EX

LESSON 20 TEACHER ORAL PARAGRAPH

I think that the visual text best supports the theme of The Great Depression caused hardship for people because it shows an example of a family who lived then and how they lived. For example, the visual text shows that the family is standing in front of a shack in a makeshift encampment. In other words, they're living in a shantytown. Additionally, the children are wearing dirty and tattered clothing and no shoes. In conclusion, the visual text is best because it makes you feel their poverty.

LESSON 21 TEACHER WRITTEN PARAGRAPH

I think that the visual text best supports the theme of The Great Depression caused hardship for people because it provides a detailed portrait of a family living in poverty. **[1]** In other words, it shows an example of an impoverished family who lived during the Great Depression and how their daily lives were full of hardship. **[2]** For example, the visual text shows that the family is standing in front of a run-down shack surrounded by makeshift furniture including a crate and part of a broken-down bed. **[3]** The woman and two children are dressed in dirty tattered clothing and standing barefoot in the dirt. **[4]** None of them are smiling for the camera. Additionally, the woman and the boy are looking away from the camera. **[5]** They look very uncomfortable. **[6]** In conclusion, seeing this one personal example creates a more powerful understanding of the hardships impoverished families faced during the Great Depression. **[7]**




Multimedia Presentation Criteria

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

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



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Add a catchy
title that
represents
your central
theme



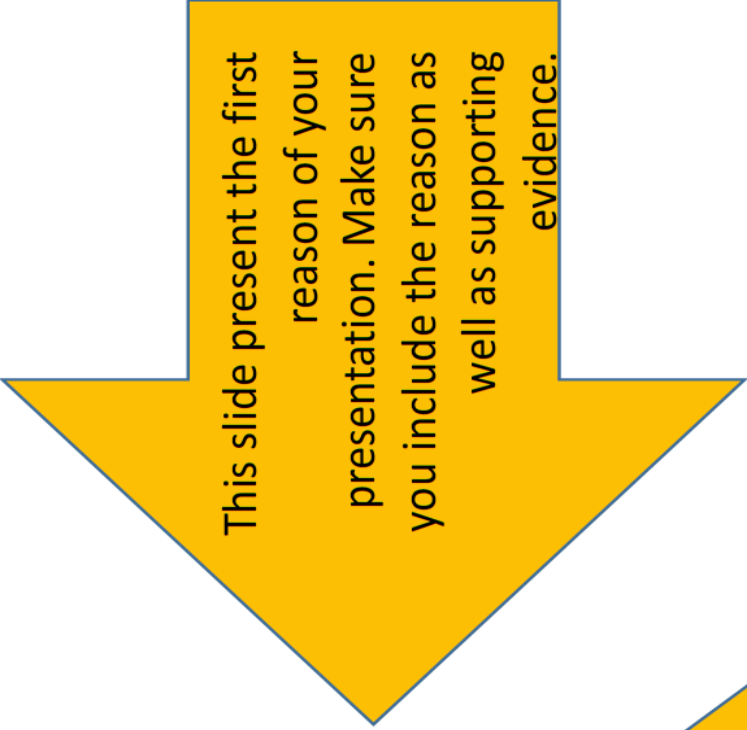
Don't
forget to
add your
names
and date

Presented by: _____

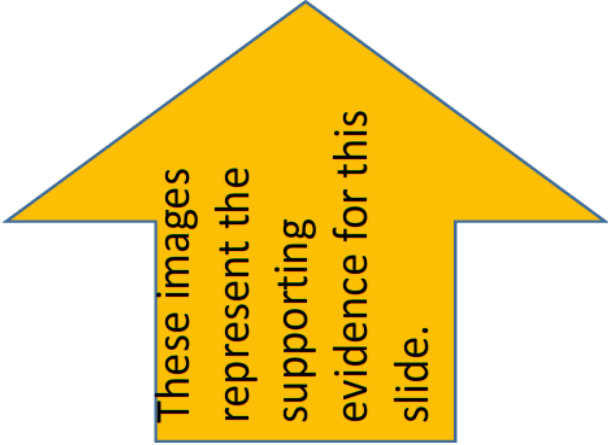
Claim:



Reason 1:



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



These images represent the supporting evidence for this slide.

Reason 2:



Informational Video About The Topic

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

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

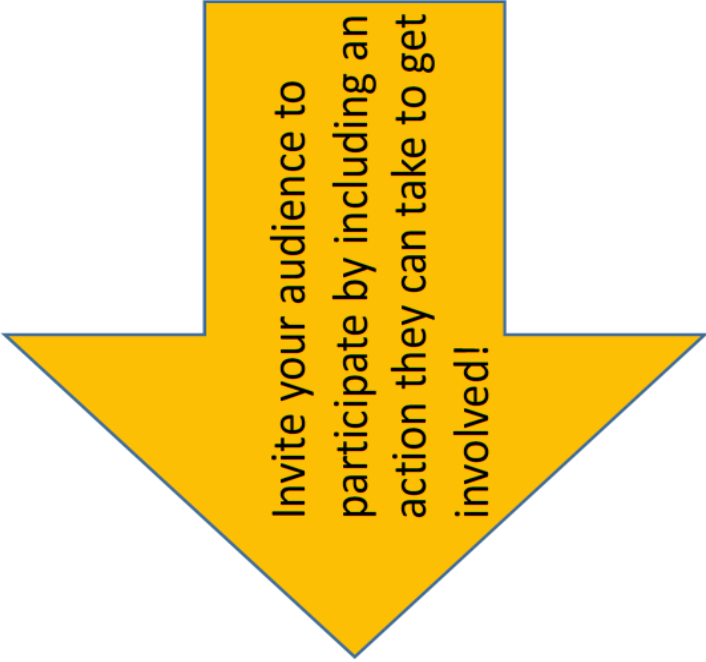
<https://>

Conclusion



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

Questions?



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

Multimedia Presentation Checklist



Multimedia Presentation Checklist

Partners:

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

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

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



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Oral Presentation Criteria

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

During your presentation you will...

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



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Oral Presentation Checklist



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

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



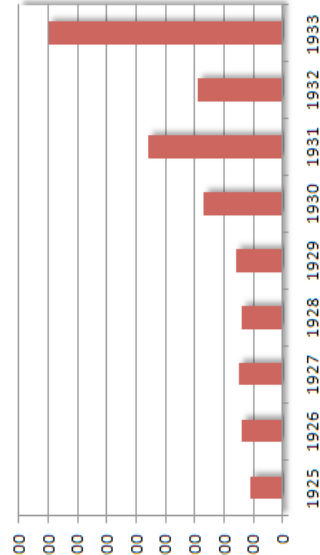
Multilingual and Multicultural Education Department
Elementary English Learner Instruction
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The Great Depression in California (1929-1939)



Bank Failures in the 1920s and 1930s

Source: The Great Depression by Murray Rothbard



Banks closed and lost many people's money.

Year	Percent Unemployed
1929	3
1930	8
1931	16
1932	23
1933	24
1934	22
1935	20
1936	17
1937	14
1938	19
1939	17

Many Americans lost their jobs or became unemployed. They had trouble finding other jobs.

By 1933, 24 out of 100 were unemployed.

People became poorer.



People ate free food in crowded "soup kitchens" and waited in long "bread lines" because they had no money for food.



Families with no money for rent built their own homes out of materials they found such as cardboard and old wood. They lived together in camps that were called shantytowns.



Since they could not find work, many families did not have money for rent and became homeless.



Student Infographic – BRIDGING (BR) LEVEL

The Great Depression in California (1929-1939)



After the stock market crash of 1929, banks went out of business and money became scarce. People lost jobs, homes and possessions.



Unemployment grew until nearly 25 percent of Americans were in poverty. Factories closed down because there was no money to buy the goods produced. People waited in long lines looking for work. Farmers' crops often rotted because they could not afford to hire workers.



While many waited in bread lines, some found a solution. Beginning in 1932, workers traded work with farmers such as picking crops in exchange for food. This agreement came to be called the Self-Help Cooperative Movement. The very first of its kind was located in Compton, CA (pictured left).



Homeless, unemployed workers and their families resorted to building shelters using found materials such as used cardboard, old wood, and scrap metal. These shelters were often clustered together near rivers or other fresh water sources to form shantytowns that came to be known as "Hoovervilles" after then-President Herbert Hoover, demonstrating the people's anger toward an unsuccessful government. This Hooverville was located in Sacramento, CA.



The government hired unemployed people to build schools, parks and highways. Artists were also hired to create art. Some painted murals (as shown above) to decorate schools, post offices and other buildings.