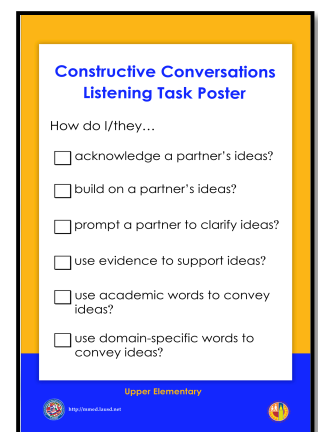
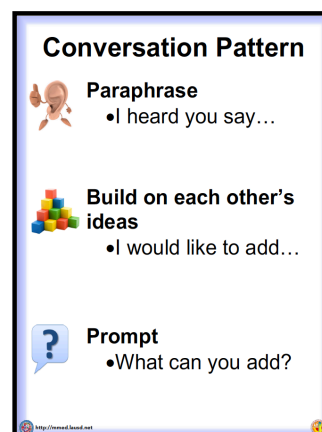


Start Smart 2.0 - Conversation Practices



Unit Resources

Grade 5



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

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DIFFERENTIATED TEXTS

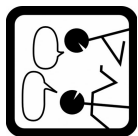
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NOTE: *Start Smart 2.0 Teacher PowerPoint Model* and *Start Smart 2.0 Teacher PowerPoint Annotated* files are available on mmed.lausd.net

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...

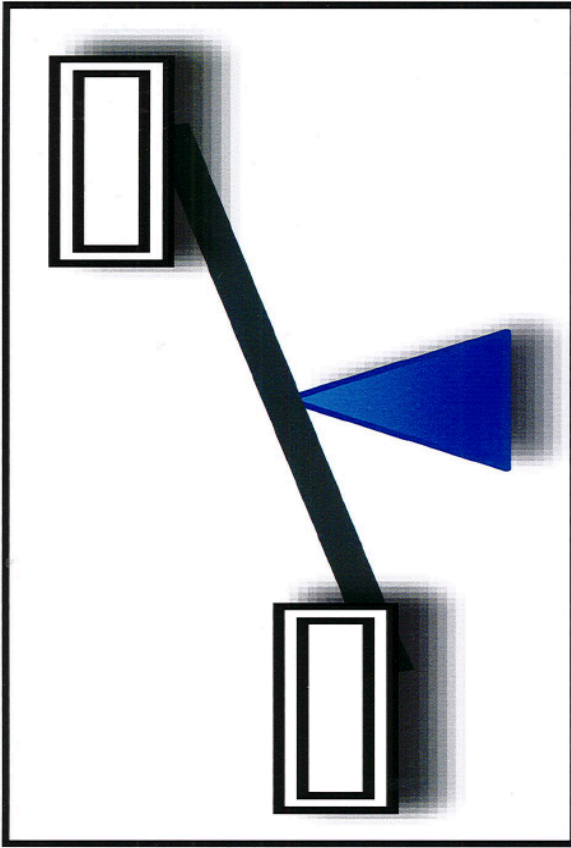
A third thing I know about...

From Partner #3, I learned that...



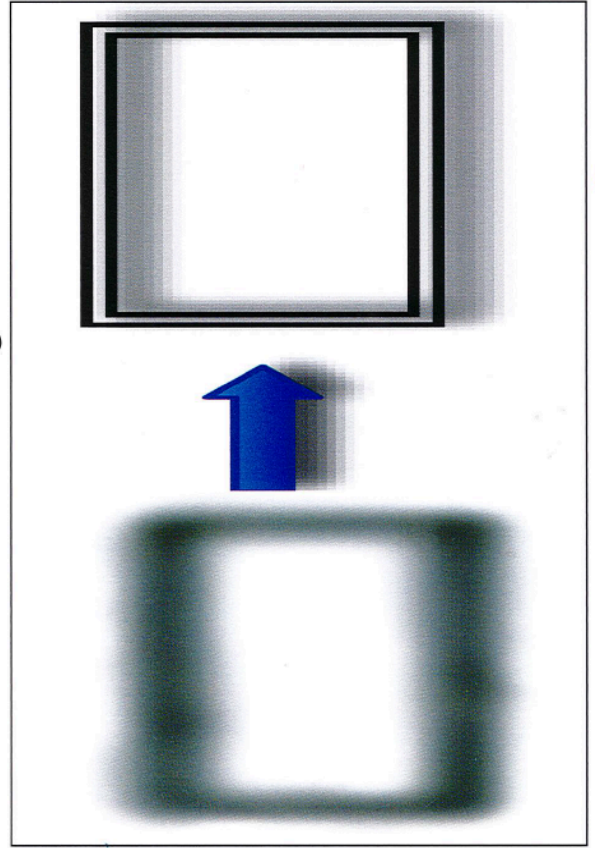
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Negotiate



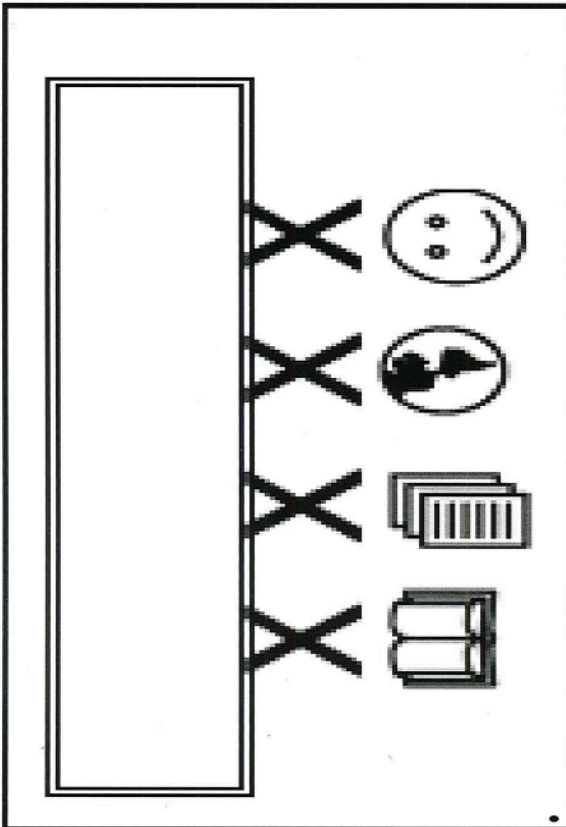
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Clarify



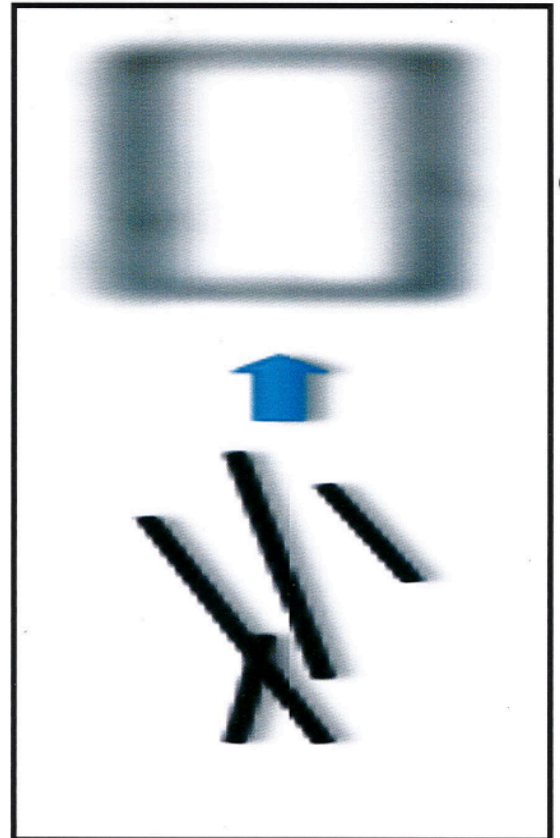
<http://mmed.lausd.net>

Fortify



<http://mmed.lausd.net>

Create



<http://mmed.lausd.net>



Multilingual & Multicultural Education Department

5th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)



Pg. 1

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:						
<p>1. Transcribe the language sample below & list date.</p> <p>2. Write the score and a brief rationale for the scores on the back of this form.</p> <p>3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.</p>						
<p>DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):</p> <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. 						
<p>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4)</p> <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 (Attach additional pages if needed)						
Date:						

September 15, 2015

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



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. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. Adjust language choices according to social setting and audience.	4. Adjust language choices according to purpose, task, and audience.	4. Adjust language choices according to purpose, task, and audience.

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) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	6. a) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.	6. a) Explain ideas, phenomena, processes, and text relationships in detail based on close reading of a variety of grade-level texts and viewing of multimedia 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 words and domain-specific words to create some precision while speaking and writing.	12. a) Use a growing set of academic words, domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	12. a) Use an expanded set of general academic words, 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>



MELTING ICE CAPS



INCREASINGLY SEVERE STORMS



INCREASINGLY SEVERE DROUGHTS

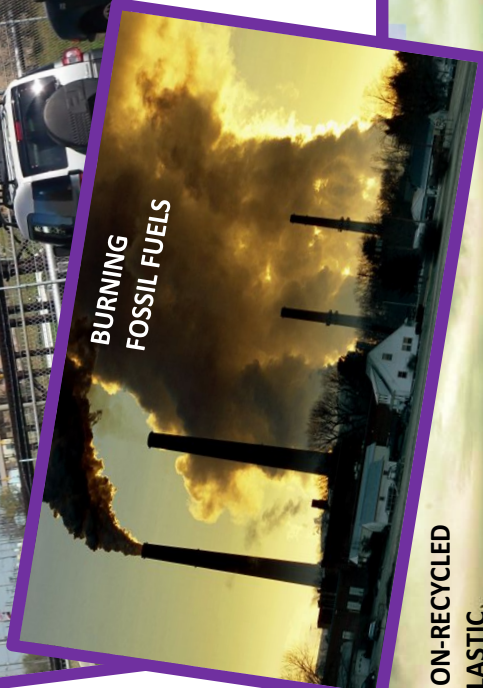


**CAUSES AND EFFECTS OF
INCREASED GREENHOUSE GASES**

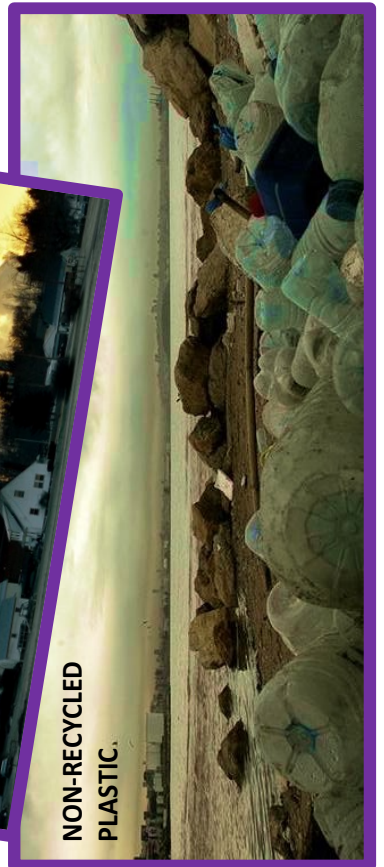
REFINING
FOSSIL FUELS



BURNING
FOSSIL FUELS



NON-RECYCLED
PLASTIC.



CONVERSATION CODING KEY— CREATE/CLARIFY

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



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 A1:	I notice a refinery with a large cloud of black smoke and some power lines. [ID] There is also a yellow flame coming out of a tall narrow tower and the label says "REFINING FOSSIL FUELS". [BO] What do you notice? [PR]
Student B1:	I notice the picture you described has a purple border as do the two other pictures below it. [ID] The second picture with the purple border also has tall narrow smokestacks spewing pollution into the air and the label reads "BURNING FOSSIL FUELS". [BO] What else do you notice? [PR]
Student A2:	I think you said a that the three pictures on the left have a purple border and two of the pictures show smoke. [PAR] I would like to add that the third picture shows worn empty plastic water bottles scattered amongst rocks along the shoreline and the label says "NON-RECYCLED PLASTIC". [BO] What more do you notice? [PR]
Student B2:	I heard you say that there are plastic bottles scattered near the water. [PAR] Additionally, I notice that the first part of the title says "CAUSES OF INCREASED GREENHOUSE GASES" is purple just like the borders of the pictures. [BO] How can you add to this idea? [PR]
Student A3:	I think you said that the first part of the title matches the three pictures' borders. [PAR] I would like to add that that the color of the second part of the title says "EFFECTS OF GLOBAL WARMING" and is red just like the borders of the three pictures on the right. [BO] What else can you add? [PR]
Student B3:	In other words, you are saying that part of the title is color coded to match the border of the other three pictures. [PAR] I would like to add that there is a white polar bear barely clinging to a tiny piece of ice in the middle of the ocean and the label says "MELTING ICE CAPS". [BO] What else can you add? [PR]
Student A4:	In other words, you are saying that the polar bear is stranded on the small piece of ice. [PAR] I want to add that people are walking on a flooded street. [BO] There are two people pushing a car that is stuck in the water and the label says "INCREASINGLY SEVERE STORMS". [BO] What else do you notice? [PR]
Student B4:	What I heard you say was that there are people and cars in a flooded road. [PAR] I would like to add that in the background you can see a part of the road that isn't flooded. There is a car with its lights on that is driving toward the flooded area and one that is driving away. [BO]

LESSON 5 - VISUAL TEXT MODEL - (NOT CODED)

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

Student A1:	<u>I notice</u> a refinery with a large cloud of black smoke and some power lines. There is also a yellow flame coming out of a tall narrow tower and the label says "REFINING FOSSIL FUELS". <u>What do you notice?</u>
Student B1:	<u>I notice</u> the picture you described has a purple border as do the two other pictures below it. The second picture with the purple border also has tall narrow smokestacks spewing pollution into the air and the label reads "BURNING FOSSIL FUELS". <u>What else do you notice?</u>
Student A2:	<u>I think you said</u> a that the three pictures on the left have a purple border and two of the pictures show smoke. <u>I would like to add</u> that the third picture shows worn empty plastic water bottles scattered amongst rocks along the shoreline and the label says "NON-RECYCLED PLASTIC". <u>What more do you notice?</u>
Student B2:	<u>I heard you say</u> that there are plastic bottles scattered near the water. Additionally, I notice that the first part of the title says "CAUSES OF INCREASED GREENHOUSE GASES" is purple just like the borders of the pictures. <u>How can you add to this idea?</u>
Student A3:	<u>I think you said</u> that the first part of the title matches the three pictures' borders. <u>I would like to add that</u> that the color of the second part of the title says "EFFECTS OF GLOBAL WARMING" and is red just like the borders of the three pictures on the right. <u>What else can you add?</u>
Student B3:	<u>In other words</u> , you are saying that part of the title is color coded to match the border of the other three pictures. I would like to add that there is a white polar bear barely clinging to a tiny piece of ice in the middle of the ocean and the label says "MELTING ICE CAPS". <u>What else can you add?</u>
Student A4:	<u>In other words</u> , you are saying that the polar bear is stranded on the small piece of ice. <u>I want to add</u> that people are walking on a flooded street. There are two people pushing a car that is stuck in the water and the label says "INCREASINGLY SEVERE STORMS". <u>What else do you notice?</u>
Student B4:	<u>What I heard you say</u> was that there are people and cars in a flooded road. <u>I would like to add</u> that in the background you can see a part of the road that isn't flooded. There is a car with its lights on that is driving toward the flooded area and one that is driving away.

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

Student A1:	There is a refinery with black smoke in one image.
Student B1:	I notice a title that says "CAUSES AND EFFECTS OF GREENHOUSE GAS". What do you notice?
Student A2:	I think this is about pollution. What do you think?
Student B2:	I agree with you. I notice plastic water bottles in the rocks. What do you think?
Student A3:	I think some of the pictures have a purple border and the others have a red border. What else can you add?
Student B3:	Did you know the title has red and purple, too?
Student A4:	I notice the picture of the polar bear has a red border. The polar bear is standing on a tiny piece ice.
Student B4:	No turn taken.

**WHY SHOULD WE SAVE ENERGY,
ELIMINATE WASTE & RECYCLE?**

**BURNING FOSSIL FUELS
INCREASES GREENHOUSE GASES**



**BURNING FOSSIL FUELS POLLUTES
THE AIR WE BREATHE**



**IT TAKES ENERGY TO TRANSPORT
AND TREAT ALL THIS TRASH**





















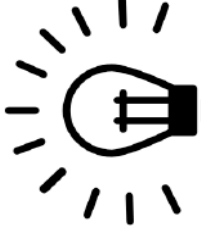

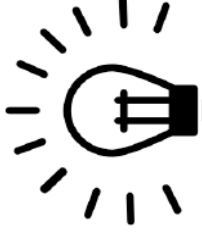

CARS BURN FOSSIL FUEL



**IF WE DON'T ELIMINATE WASTE, IT
POLLUTES OUR WATER SOURCES**



USE THROUGHOUT THE UNIT - CONVERSATION PATTERN GAME CARDS

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

Did you know?

RECYCLING SAVES ENERGY

EVERY TIME A NEW PRODUCT IS MADE FROM RAW MATERIALS, LARGE AMOUNTS OF ENERGY ARE CONSUMED. RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS.

WHY SHOULD WE CARE?



Recycling uses LESS energy



so FEWER fossil fuels are burned



which REDUCES carbon dioxide in the atmosphere



and DECREASES greenhouse gases



which DECREASES global warming.



Using recycled scraps to make aluminum cans uses 95 percent **less** energy than making cans from raw materials.



It takes 75 percent **less** energy to make recycled steel than steel produced from raw materials.

ENERGY IS USED IN THE

4

STAGES OF PRODUCT DEVELOPMENT:

EXTRACTION OF RAW MATERIALS

MANUFACTURE OF RAW MATERIALS INTO PRODUCTS

PRODUCT USE BY CONSUMERS

PRODUCT DISPOSAL

Energy plays a role in all 4 stages!
Knock out one of these steps by recycling and you've saved energy.



For more recycling and energy-saving information, visit www.recyclemore.org.

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

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

Student A1:	I notice the title says “Did you Know? RECYCLING SAVES ENERGY” and below that there are six icons located in between the dotted lines that run across from left to right. [ID] <u>What do you notice?</u> [PR]
Student B1:	I notice that the first icon says “WHY SHOULD WE CARE?” and there is a white arrow pointing from it to an icon with green arrows going around in a circle. [ID] Underneath it says “Recycling uses LESS energy ; to the right there is a blue arrow pointing to an orange flame and underneath the flame, it says “so FEWER fossil fuels are burned”. [BO] I think this means that less fossil fuel is burned to make energy when you recycle. [BO] <u>What else do you notice?</u> [PR]
Student A2:	I heard you say that the infographic asks why people should care about saving energy and answers that recycling saves energy because less fossil fuels are used. [PAR] <u>I would like to add that the next blue arrow is pointing to a brown arrow with CO₂ on it that is pointing downwards.</u> [BO] Underneath it says “which REDUCES carbon dioxide in the atmosphere. [BO] I think this means that burning less fossil fuels reduces carbon dioxide in the air. [BO] <u>What details can you cite?</u> [PR]
Student B2:	I heard you say that decreasing the use of fossil fuels leads to a decrease of carbon dioxide in the air. [PAR] In addition, I notice another icon followed by a blue arrow that shows a greenhouse with three white wavy lines rising up. [BO] Underneath it says “and DECREASES greenhouse gases ”. [BO] I think this means that when there is less carbon dioxide in the air, it leads to fewer greenhouse gases . [BO] <u>What details can you cite?</u> [PR]
Student A3:	In other words, the icon represents that reduced greenhouse gases are the result of reduced carbon dioxide in the atmosphere. [PAR] Additionally, the last blue arrow points to a multi-colored circle that has warm colors at the top and cool colors at the bottom . [BO] Underneath it says “which DECREASES global warming ”. [BO] I think this means that when there are less greenhouse gasses it lessens global warming . [BO] <u>What else do you notice?</u> [PR]
Student B3:	In other words, the infographic states that global warming is decreased when greenhouse gasses decrease. [PAR] I also notice, that all of the icons are linked by arrows and language that shows a cause and effect relationship. [BO] For example, it says “Recycling uses LESS energy ” and “so FEWER fossil fuels are burned”. [BO] <u>What can you add?</u> [PR]
Student A4:	In other words, all icons at the top of the infographic form a chain or flow of why we should care about recycling. [PAR] <u>I would like to add that the end of the chain is decreased greenhouse gases, which decrease global warming.</u> [BO] <u>What else can you add?</u> [PR]
Student B4:	So what you are saying is that recycling saves energy, which helps to decrease global warming . [PAR] In addition, there are images of two cans with captions that say it takes less energy to recycle old cans than make them from raw materials . [BO]

LESSON 6 - INFOGRAPHIC MODEL - (NOT CODED)

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

Student A1:	I <u>notice</u> the title says “Did you Know? RECYCLING SAVES ENERGY” and below that there are six icons located in between the dotted lines that run across from left to right. <u>What do you notice?</u>
Student B1:	I <u>notice</u> it says that the first icon says “WHY SHOULD WE CARE?” and there is a white arrow pointing from it to an icon with green arrows going around in a circle. Underneath it says “Recycling uses LESS energy; to the right there is a blue arrow pointing to an orange flame and underneath the flame, it says “so FEWER fossil fuels are burned”. I think this means that less fossil fuel is burned to make energy when you recycle. <u>What else do you notice?</u>
Student A2:	I <u>heard you say</u> that the infographic asks why people should care about saving energy and answers that recycling saves energy because less fossil fuels are used. <u>I would like to add</u> that the next blue arrow is pointing to a brown arrow with CO ₂ on it that is pointing downwards. Underneath it says “which REDUCES carbon dioxide in the atmosphere. I think this means that burning less fossil fuels reduces carbon dioxide in the air. <u>What details can you cite?</u>
Student B2:	I <u>heard you say</u> that decreasing the use of fossil fuels leads to a decrease of carbon dioxide in the air. <u>In addition</u> , I notice another icon followed by a blue arrow that shows a greenhouse with three white wavy lines rising up. Underneath it says “and DECREASES greenhouse gases”. I think this means that when there is less carbon dioxide in the air, it leads to fewer greenhouse gases. <u>What details can you cite?</u>
Student A3:	<u>In other words</u> , the icon represents that reduced greenhouse gases are the result of reduced carbon dioxide in the atmosphere. <u>Additionally</u> , the last blue arrow points to a multi-colored circle that has warm colors at the top and cool colors at the bottom. Underneath it says “which DECREASES global warming”. I think this means that when there are less greenhouse gasses it lessens global warming. <u>What else do you notice?</u>
Student B3:	<u>In other words</u> , the infographic states that global warming is decreased when greenhouse gasses decrease. <u>I also notice</u> , that all of the icons are linked by arrows and language that shows a cause and effect relationship. For example, it says “Recycling uses LESS energy” and “so FEWER fossil fuels are burned”. <u>What can you add?</u>
Student A4:	<u>In other words</u> , all icons at the top of the infographic form a chain or flow of why we should care about recycling. <u>I would like to add</u> that the end of the chain is decreased greenhouse gases, which decrease global warming. <u>What else can you add?</u>
Student B4:	<u>So what you are saying is</u> that recycling saves energy, which helps to decrease global warming. <u>In addition</u> , there are images of two cans with captions that say it takes less energy to recycle old cans than make them from raw materials.

LESSON 6 - INFOGRAPHIC NON-MODEL

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

Student A1:	The title says “Did you Know? RECYCLING SAVES ENERGY”.
Student B1:	I notice there are many arrows. What do you notice?
Student A2:	I think it is about energy and recycling. What do you think?
Student B2:	I agree with you. I notice the green arrows that represent recycling.
Student A3:	I think the flame is related to the recycling icon because there is a blue arrow pointing to it. What else can you add?
Student B3:	There are two cans at the bottom.
Student A4:	I see that, too. I want to add that there are numbers on the cans.
Student B4:	The numbers are different colors.

Recycle

waste materials into
new products.

Recycling

15 glass bottles
saves enough energy

to power a
laptop for
31.3 hours

or run the
A/C for
1 hour

**Recycled
paper**

production creates



74%
less air pollution

35%
less water pollution

20 recycled cans
can be made with the
energy needed to
produce one new can



Every pound of
recycled plastic used

reduces energy
use in plastic production

84%

and greenhouse
gas emissions by

71%

HOW YOU CAN HELP

In Stores:

Shop for products **made
with recycled materials.**

Buy items with **less
packaging.**

Bring your own **bags.**

Buy only **what you
need.**



At Home:

Ask to be **removed
from paper mailing lists.**

Don't throw away
anything that can be
reused or repaired.

Donate unwanted
electronics.

**Print on both
sides of recycled
paper** and use
recycled paper.



Compost food scraps
and yard waste.



LESSON 7 & 8

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

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

Student A1:	My idea is that the visual text shows the causes of increased greenhouses gases. [ID] I would like to add that the flow map in the infographic tells about decreasing greenhouse gases. [BO] What is your idea? [PR]
Student B1:	My idea is that the infographic shows some benefits of recycling. [ID] For example, the caption next the title says that “EVERY TIME A NEW PRODUCT IS MADE FROM RAW MATERIALS , LARGE AMOUNTS OF ENERGY ARE CONSUMED. RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS .” [BO] To elaborate, this clarifies that not recycling products such as plastic bottles as shown in the visual text , can lead to an increase of greenhouse gases . [BO] What can you add to this idea? [PR]
Student A2:	I heard you say that using raw materials to make products like plastic bottles requires more energy, so instead we should use recycled plastic . [PAR] I would like to add that the infographic shows the same is true for aluminum cans just like the plastic bottles in the visual text. [BO] It states “Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials ”. [BO] What other details can you cite? [PR]
Student B2:	To paraphrase, it uses much less energy to recycle than to use raw materials . [PAR] I would like to add that the infographic states that fossil fuels are burned to make energy. [BO] In the visual text , the smokestacks are burning fossil fuel for energy which is used to make plastic bottles , cans and other products. [BO] They are causing an increase in greenhouse gases . [BO] How can you elaborate on this idea? [PR]
Student A3:	In other words, the smokestacks in the visual text are an example of burning fossil fuel which is a cause of increased greenhouse gases . [PAR] I would like to add that the visual text shows examples of the effects of global warming . [BO] For example, the picture of the polar bear clinging to the melting ice cap shows that global warming causes the ice where polar bears live to melt. [BO] This clarifies why the infographic says we should care about global warming . [BO] How does the infographic make your idea clearer? [PR]
Student B3:	In other words, the texts clarify that we should care about global warming because it affects animals in polar environments . [PAR] To elaborate, the visual text shows that increasingly severe storms and droughts are also an effect of global warming . [BO] All of the effects of global warming are caused by increased greenhouse gases from burning fossil fuels for energy. [BO] This infographic clarifies how using less energy by recycling would decrease the effects of global warming . [BO] How does the infographic make your idea clearer? [PR]
Student A4:	So you are saying that the infographic helps you understand how the effects of global warming as shown in the visual text can be lessened by recycling. [PAR] Additionally, the visual text shows that fossil fuel is refined and burned; the infographic clarifies that this fossil fuel is burned to create the energy required to make products. [BO] Can you tell me more about how the infographic clarifies your thinking about the visual text ? [PR]
Student B4:	Your idea is that the infographic clarifies that we burn fossil fuels to create the energy we use to make things. [PAR] I would like to add that the infographic further clarifies how that energy is used in the four stages of product development . [BO] It’s used to extract raw materials , to manufacture raw materials into products. [BO] Also, energy is also expended when consumers use and dispose of the products that they buy. [BO] According to the infographic, you can save energy by eliminating one of the four steps simply by recycling. [BO]

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

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

Student A1:	<u>My idea is</u> that the visual text shows the causes of increased greenhouses gases. <u>I would like to add</u> that the flow map in the infographic tells about decreasing greenhouse gases. <u>What is your idea?</u>
Student B1:	<u>My idea is</u> that the infographic shows some benefits of recycling. <u>For example,</u> the caption next the title says that “EVERY TIME A NEW PRODUCT IS MADE FROM RAW MATERIALS, LARGE AMOUNTS OF ENERGY ARE CONSUMED. RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS.” <u>To elaborate,</u> this clarifies that not recycling products such as plastic bottles as shown in the visual text, can lead to an increase of greenhouse gases. <u>What can you add to this idea?</u>
Student A2:	<u>I heard you say</u> that using raw materials to make products like plastic bottles requires more energy, so instead we should use recycled plastic. <u>I would like to add</u> that the infographic shows the same is true for aluminum cans just like the plastic bottles in the visual text. It states “Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials”. <u>What other details can you cite?</u>
Student B2:	<u>To paraphrase,</u> it uses much less energy to recycle than to use raw materials. <u>I would like to add</u> that the infographic states that fossil fuels are burned to make energy. In the visual text, the smokestacks are burning fossil fuel for energy which is used to make plastic bottles, cans and other products. They are causing an increase in greenhouse gases. <u>How can you elaborate on this idea?</u>
Student A3:	<u>In other words,</u> the smokestacks in the visual text are an example of burning fossil fuel which is a cause of increased greenhouse gases. <u>I would like to add</u> that the visual text shows examples of the effects of global warming. For example, the picture of the polar bear clinging to the melting ice cap shows that global warming causes the ice where polar bears live to melt. This clarifies why the infographic says we should care about global warming. How does the infographic make your idea clearer?
Student B3:	<u>In other words,</u> the texts clarify that we should care about global warming because it affects animals in polar environments. <u>To elaborate,</u> the visual text shows that increasingly severe storms and droughts are also an effect of global warming. All of the effects of global warming are caused by increased greenhouse gases from burning fossil fuels for energy. This infographic clarifies how using less energy by recycling would decrease the effects of global warming. How does the infographic make your idea clearer?
Student A4:	<u>So you are saying</u> that the infographic helps you understand how the effects of global warming as shown in the visual text can be lessened by recycling. Additionally, the visual text shows that fossil fuel is refined and burned; the infographic clarifies that this fossil fuel is burned to create the energy required to make products. <u>Can you tell me more</u> about how the infographic clarifies your thinking about the visual text?
Student B4:	<u>Your idea is</u> that the infographic clarifies that we burn fossil fuels to create the energy we use to make things. <u>I would like to add that</u> the infographic further clarifies how that energy is used in the four stages of product development. It’s used to extract raw materials, to manufacture raw materials into products. Also, energy is also expended when consumers use and dispose of the products that they buy. <u>According to the infographic,</u> you can save energy by eliminating one of the four steps simply by recycling.

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

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

Student A1:	The infographic tells us about how recycling saves energy.
Student B1:	The title is "RECYCLING SAVES ENERGY."
Student A2:	The visual text has different pictures of causes and effects of global warming.
Student B2:	It also has a sad polar bear clinging to a tiny piece of ice.
Student A3:	Yeah. In the visual text there are people wading through a flooded road.
Student B3:	I agree. They are pushing a car.
Student A4:	I agree. I think it has something to do with fossil fuels.



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



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

Student A: _____ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1)	
Student B: _____ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____	
Conversation Objective (TLF 3a1): _____	
Teacher Prompt (TLF 3b1 & 2): _____	
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.	
DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2): 4 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 3 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 2 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 1 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	
DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 & 4) 4 Students effectively evaluate the strength/relevance of the evidence of each idea • Students effectively compare the strength/relevance and choose the strongest/best idea • Students effectively explain and/or negotiate final decisions 3 Students sufficiently evaluate the strength/relevance of the evidence of each idea • Students sufficiently compare the strength/relevance and choose the strongest/best idea • Students sufficiently explain and/or negotiate final decisions 2 Students inconsistently evaluate the strength/relevance of the evidence of each idea • Students inconsistently compare the strength/relevance and choose the strongest/best idea • Students inconsistently explain and/or negotiate final decisions 1 Students do not evaluate the strength/relevance of the evidence of each idea • Students do not compare the strength/relevance and choose the strongest/best idea • Students do not explain and/or negotiate final decisions	
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: _____	

September 15, 2015

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



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



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

3rd 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 how recycling saves energy.
Student B1:	The title is “RECYCLING SAVES ENERGY.”
Student A2:	The visual text has different pictures of causes and effects of global warming.
Student B2:	It also has a sad polar bear clinging to a tiny piece of ice.
Student A3:	Yeah. In the visual text there are people wading through a flooded road.
Student B3:	I agree. They are pushing a car.
Student A4:	I agree. I think it has something to do with fossil fuels.
Student B4:	The infographic tells us about how recycling saves energy.

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.

#1



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

Feedback:

#2



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

Feedback:

#3



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

Feedback:



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

PARAGRAPH CRITERIA CHART

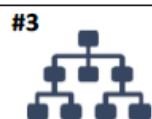
Directions: Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



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



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



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

PARAGRAPH CRITERIA CHART

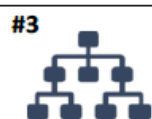
Directions: Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



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



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



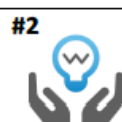
☐ Sentences are organized and connected with transition words and include a closing
Feedback:

PARAGRAPH CRITERIA CHART

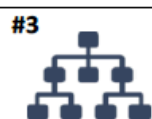
Directions: Listen to/read your partner's paragraph. Check the box for each element that you observe and write specific feedback for your partner.



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



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



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



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Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

My idea is ...

For example, ...

Another example is ...

I also think ...

Finally, ...



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EM-EX

Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

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

For example, the visual text ...

Additionally, the infographic ...

In other words, ...

Finally, ...



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EX-BR

USE FOR LESSONS 10,15, & 20

MULTIPLE PARTNER PROTOCOL GRAPHIC ORGANIZER (MPP-GO)

Partner A: _____ Partner B: _____

Prompt: _____

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

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

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

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



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MULTIPLE PARTNER PROTOCOL - DIRECTIONS

MULTIPLE PARTNER PROTOCOL

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



LESSON 10 - TEACHER ORAL PARAGRAPH

The Infographic clarifies my thinking about the visual text by telling about the benefits of recycling and how recycling saves energy. The infographic states that saving energy reduces greenhouse gases and decreases global warming. The effects of global warming are harmful. For example, in the visual text, white polar bear is clinging to a tiny piece of melting ice. Additionally, the visual text shows that refining and burning fossil fuels is what increases greenhouse gases that lead to global warming. In other words, the more fossil fuels we burn the more global warming we have, which is what causes the melting ice and severe weather. Finally, the infographic helps me understand that we should care about recycling because it saves energy and saving energy reduces the effects of global warming.

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



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

Student Name: _____		Overall CELDT Proficiency Level: _____		L: _____ S: _____ R: _____ W: _____	
ELD/Language Objective:		Complex Prompt:			
STEPS: 1. Write or attach an oral language sample and list date. 2. Write the score and a brief rationale for the scores on the back of this form. 3. Refer to the CA ELD Standards and guiding questions to develop instructional implications.		DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea: <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 	DIMENSION 2 Next sentences clarify and/or support the initial idea or claim: <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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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



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

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 telling about the benefits of recycling and how recycling saves energy, which helps to decrease global warming. The infographic states that saving energy reduces greenhouse gases and decreases global warming. The visual text shows examples of the effects of global warming and how they are harmful. For example, there is a visual of a white polar bear clinging to a tiny piece of melting ice that is labeled “MELTING ICE CAPS”. This shows how the polar environment and the animals who live there are affected as the planet gets hotter. Additionally, the visual text illustrates that refining and burning fossil fuels are two contributing factors that increase greenhouse gases. Both the visual text and infographic show that greenhouse gases affect global warming. In other words, the more fossil fuels we burn the more global warming we have, which is what causes the melting ice and severe weather that affects our habitats. For example, increasingly severe storms affect people with flooding. Finally, the infographic helps me understand that we should care about recycling because it saves energy and saving energy reduces the effects of global warming.



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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)



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

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

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

Score

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

Score

DIMENSION 3 Sentences are logically organized and connected:

Score

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

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

Instructional Implications for Student:

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

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

Student A1:	An important idea from both texts is that people need to reduce their energy consumption . [ID] <u>What do you think</u> is an important idea from both texts ? [PR]
Student B1:	I heard you say that people should use less energy . [PAR] An important idea in both texts is that greenhouse gases affect global warming . [ID] <u>How could you elaborate on your idea?</u> [PR]
Student A2:	So, what you are saying is that greenhouse gases affect the temperature of the Earth. [PAR] <u>To elaborate</u> , the infographic explains that instead of using raw materials to make products we should use recycled materials because it's a more efficient use of energy. [BO] <u>I would like to add</u> that the visual text shows that burning fossil fuels increases greenhouse gases . [BO] <u>In other words</u> , the more energy we need, the more fuel we burn, the more greenhouse gases we produce. [BO] <u>What other evidence</u> do you have to support your claim? [PR]
Student B2:	<u>To paraphrase</u> , your claim is that we need to find ways to use less energy because then we would burn less fossil fuels and produce less greenhouse gases . [PAR] <u>According to</u> the infographic, when you decrease greenhouse gases , you decrease global warming . [BO] <u>In the visual text</u> , we see examples of the effects of global warming. [BO] The scrawny cow hobbling through a shrunk body of water caused by drought. [BO] <u>What additional evidence</u> do you have? [PR]
Student A3:	A different way to say it is that if you decrease greenhouse gases you decrease the effects of global warming , such as severe droughts . [PAR] Additionally, the infographic states "RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS ." [BO] <u>To elaborate</u> , using raw materials to make products like the cans in the infographic and the plastic bottles in the visual text requires more energy . [BO] Instead we should save energy by using recycled materials to make products. [BO] <u>Can you tell me more about your claim?</u> [PR]
Student B3:	<u>In other words</u> , we should make products out of recycled materials because it saves energy. [PAR] <u>I would like to add</u> that the infographic shows that recycling saves energy which leads to decreasing greenhouse gases . [BO] Additionally, when greenhouse gases decrease, global warming decreases as well. [BO] <u>According to</u> the infographic, you can save energy by eliminating one of the four steps of product development simply by recycling. [BO] <u>What else</u> in the texts support your idea? [PR]
Student A4:	I heard you say that the infographic tells us one way to save energy is by knocking out one of the four stages of product development by recycling. [PAR] <u>In addition</u> , the infographic states "Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials ". [BO] This is one way to reduce energy consumption . [BO] <u>How can we summarize our ideas?</u> [PR]
Student B4:	<u>Simply put</u> , recycling helps to conserve energy which also helps to decrease global warming . [PAR] When we save energy, we burn less fossil fuels and reduce the harmful greenhouse gases that cause global warming . [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 A1:	<u>An important idea</u> from both texts is that people need to reduce their energy consumption. <u>What do you think</u> is an important idea from both texts?
Student B1:	<u>I heard you say</u> that people should use less energy. <u>An important idea</u> in both texts is that greenhouse gases affect global warming. <u>How could you elaborate on your idea?</u>
Student A2:	<u>So, what you are saying</u> is that greenhouse gases affect the temperature of the Earth. <u>To elaborate</u> , the infographic explains that instead of using raw materials to make products we should use recycled materials because it's a more efficient use of energy. <u>I would like to add</u> that the visual text shows that burning fossil fuels increases greenhouse gases. <u>In other words</u> , the more energy we need, the more fuel we burn, the more greenhouse gases we produce. <u>What other evidence do you have to support your claim?</u>
Student B2:	<u>To paraphrase</u> , your claim is that we need to find ways to use less energy because then we would burn less fossil fuels and produce less greenhouse gases. <u>According to</u> the infographic, when you decrease greenhouse gases, you decrease global warming. <u>In the visual text</u> , we see examples of the effects of global warming. The scrawny cow hobbling through a shrunken body of water caused by drought. <u>What additional evidence do you have?</u>
Student A3:	<u>A different way to say it</u> is that if you decrease greenhouse gases you decrease the effects of global warming, such as severe droughts. <u>Additionally</u> , the infographic states "RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS." <u>To elaborate</u> , using raw materials to make products like the cans in the infographic and the plastic bottles in the visual text requires more energy. Instead we should save energy by using recycled materials to make products. <u>Can you tell me more about your claim?</u>
Student B3:	<u>In other words</u> , we should make products out of recycled materials because it saves energy. <u>I would like to add</u> that the infographic shows that recycling saves energy which leads to decreasing greenhouse gases. Additionally, when greenhouse gases decrease, global warming decreases as well. <u>According to the infographic</u> , you can save energy by eliminating one of the four steps of product development simply by recycling. <u>What else</u> in the texts support your idea?
Student A4:	<u>I heard you say</u> that the infographic tells us one way to save energy is by knocking out one of the four stages of product development by recycling. <u>In addition</u> , the infographic states "Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials". This is one way to reduce energy consumption. How can we summarize our ideas?
Student B4:	<u>Simply put</u> , recycling helps to conserve energy which also helps to decrease global warming. When we save energy, we burn less fossil fuels and reduce the harmful greenhouse gases that cause global warming.

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

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

Student A1:	The infographic and visual text show information about the reducing energy use by recycling.
Student B1:	A good idea from the visual text is that greenhouse gases are bad.
Student A2:	I agree with you because it causes severe weather. I don't like storms.
Student B2:	I think so, too. The skinny cow and the polar bear do not look happy in their environment.
Student A3:	The infographic says recycling saves 95% of the energy.
Student B3:	I think the smoke from the refineries is bad. It causes greenhouse gases.
Student A4:	I think both texts show the idea of greenhouse gases being bad for the planet.
Student B4:	I think so, too. The message is don't use fossil fuels because it kills the Earth.

CONVERSATION CODING KEY— FORTIFY/NEGOTIATE

CL CLAIM

PAR PARAPHRASE

BO BUILD ON

PR PROMPT

**UNDERLINE PROMPT &
RESPONSE STARTERS**



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LESSON 13

5th 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 reducing energy use by recycling.
Student B1:	A good idea from the visual text is that greenhouse gases are bad.
Student A2:	I agree with you because it causes severe weather. I don't like storms.
Student B2:	I think so, too. The skinny cow and the polar bear do not look happy in their environment.
Student A3:	The infographic says recycling saves 95% of the energy.
Student B3:	I think the smoke from the refineries is bad. It causes greenhouse gases.
Student A4:	I think both texts show that idea of greenhouse gases being bad for the planet.
Student B4:	I think so, too. The message is don't use fossil fuels because it kills the Earth.

Paragraph Guide Lessons 15 and 16 – FORTIFY

My idea is ...

For example, ...

Another example is ...

I also think ...

Finally, ...

EM-EX



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Paragraph Guide Lessons 15 and 16 – FORTIFY

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

One example, ...

Another example is ...

Additionally, ...

In conclusion, ...



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EX-BR

LESSON 15 TEACHER ORAL PARAGRAPH

An important idea from both texts is that people need to reduce how much energy they use. One example from the infographic is that we should use recycled materials because it uses less energy. Another example in the visual text shows that burning fossil fuels is bad for the environment. Additionally, the infographic states “RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS.” In addition, the infographic states “Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials”. This is one way to save energy. In conclusion, we should save energy by burning less fossil fuels.

LESSON 16 TEACHER WRITTEN PARAGRAPH

An important idea from both texts is that people need to reduce their energy consumption. [1] One example from the infographic is that instead of using raw materials to make products, recycled materials should be used because it's a more efficient use of energy. [2]

Another example in the visual text shows that burning fossil fuels increases greenhouse gases. [3] In other words, the more energy we need, the more fuel we burn, the more greenhouse gases we produce. [4] Additionally, the infographic states "RECYCLING PRODUCTS DECREASES THE AMOUNT OF ENERGY IT TAKES TO PRODUCE THESE ITEMS." [5] To elaborate, using raw materials to make products like the cans in the infographic and the plastic bottles in the visual text requires more energy. [6] Instead we should save energy by using recycled materials to make products. [7] In addition, the infographic states "Using recycled scraps to make aluminum cans uses 95% less energy than making cans from raw materials". [8] This is one way to reduce energy consumption. [9] In conclusion, we should save energy by burning less fossil fuels to reduce the harmful greenhouse gases that cause global warming. [10]

LESSON 17 & 18

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

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

Student A1:	I think that the infographic best supports the idea that reducing energy consumption is beneficial because it shows a flow map of how recycling saves energy and decreases global warming. [ID] What is your claim? [PR]
Student B1:	I think that the visual text best supports the theme because it shows visual examples of what happens to people, animals, and the land when we keep burning fossil fuels to create and consume energy. [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 pictures of what happens when you use too much energy. [PAR] The reason I think the infographic is better is because it provides specific information to support the theme. [BO] For example, the flow map shows the relationship between recycling, which requires less energy from fossil fuels, and how that helps to decrease global warming. [BO] 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 information about the connection between reduced energy use and recycling. [PAR] The reason I think the visual text is better is because it shows specific examples of the effects of global warming, caused by increased greenhouse gases from burning fossil fuels for energy. [BO] For example, it shows a scrawny cow hobbling through a shrunken body of water caused by severe drought. [BO] 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 what happens to the weather when greenhouse gases are increased from using more energy. [PAR] However, the infographic gives us more examples of how to reduce energy consumption. [BO] For example, the infographic shows four stages of product development and explains how disrupting one of these steps by recycling will help save energy. [BO] What evidence supports your claim? [PR]
Student B3:	I heard you say that the infographic gives more examples of how to reduce energy use by recycling. [PAR] I still think the visual text is better because it conveys the effects of energy use generated from fossil fuels. [BO] For example, it shows melting ice caps. [BO] Seeing this visual examples of a polar bear struggling to survive in its deteriorating environment creates a more powerful understanding of why it's important to reduce energy use. [BO] Do you agree that the visual text best represents the theme? [PR]
Student A4:	I think you said that the visual text represents how energy use affects the habitat of an animal. [PAR] I agree because it shows a real-world example of why we should care about energy use. [BO] However, without the facts from the infographic, it is difficult to understand how we can reduce energy consumption by doing something like recycling. [BO] For example, the infographic states recycling saves a lot of energy. When we use recycled cans instead of raw materials to make new cans, we use 95% less energy. [BO] That is an additional fact 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]
Student B5:	I think that the infographic best supports the idea that reducing energy consumption is beneficial because it shows a flow map of how recycling saves energy and decreases global warming. [ID] What is your claim? [PR]

LESSON 17 & 18

VISUAL TEXT & INFOGRAPHIC MODEL (NOT CODED)

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

Student A1:	<u>I think that</u> the infographic <u>best supports</u> the idea that reducing energy consumption is beneficial because it shows a flow map of how recycling saves energy and decreases global warming. <u>What is your claim?</u>
Student B1:	<u>I think that</u> the visual text <u>best supports</u> the theme because it shows visual examples of what happens to people, animals, and the land when we keep burning fossil fuels to create and consume energy. <u>Why do you say</u> that the infographic best supports the theme?
Student A2:	<u>Your claim is that</u> that the visual text is better because it shows pictures of what happens when you use too much energy. <u>The reason I think</u> the infographic is better <u>is because</u> it provides specific information to support the theme. <u>For example</u> , the flow map shows the relationship between recycling, which requires less energy from fossil fuels, and how that helps to decrease global warming. <u>Tell me more</u> about why you think that the visual text is better.
Student B2:	<u>Your claim is that</u> the infographic is better because it provides specific information about the connection between reduced energy use and recycling. <u>[The reason I think</u> the visual text is better is because it shows specific examples of the effects of global warming, caused by increased greenhouse gases from burning fossil fuels for energy. For example, it shows a scrawny cow hobbling through a shrunken body of water caused by severe drought. <u>What other evidence can you cite</u> to support your claim?
Student A3:	<u>I heard you say</u> that the visual text is better because it shows what happens to the weather when greenhouse gases are increased from using more energy. <u>However</u> , the infographic gives us more examples of how to reduce energy consumption. For example, the infographic shows four stages of product development and explains how disrupting one of these steps by recycling will help save energy. What evidence supports your claim?
Student B3:	<u>I heard you say that</u> the infographic gives more examples of how to reduce energy use by recycling. <u>I still think</u> the visual text is better because it conveys the effects of energy use generated from fossil fuels. <u>For example</u> , it shows melting ice caps. Seeing this visual examples of a polar bear struggling to survive in its deteriorating environment creates a more powerful understanding of why it's important to reduce energy use. <u>Do you agree</u> that the visual text best represents the theme?
Student A4:	<u>I think you said</u> that the visual text represents how energy use affects the habitat of an animal. I agree because it shows a real-world example of why we should care about energy use. <u>However</u> , without the facts from the infographic, it is difficult to understand how we can reduce energy consumption by doing something like recycling. <u>For example</u> , the infographic states recycling saves a lot of energy. When we use recycled cans instead of raw materials to make new cans, we use 95% less energy. That is an additional fact that is not clear in the visual text. <u>How can we come to a consensus?</u>
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. <u>However</u> , if we have to choose only one to support the theme, <u>I agree</u> that the infographic is best.
Student B5:	<u>I think that</u> the infographic <u>best supports</u> the idea that reducing energy consumption is beneficial because it shows a flow map of how recycling saves energy and decreases global warming. [ID] <u>What is your claim?</u>

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

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

Student A1:	I think the infographic is good. What do you think?
Student B1:	I think the visual text is good because it shows a sad polar bear. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us how recycling saves energy.
Student B2:	I think so, too. But, in the visual text, it shows the refineries burning fossil fuels. This shows that they're using a lot of energy. What is your opinion about this?
Student A3:	I wouldn't want to live in the house near the smokestacks.
Student B3:	That's why I like the visual text because it shows real examples of causes of increased greenhouse gases because of burning fuels for energy.
Student A4:	I think both texts show real examples because they both have information about energy use.
Student B4:	I think so, too.

LESSON 18

5th 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: reducing energy consumption is beneficial? Begin by stating your claim. Cite evidence from both texts and come to a consensus.

Student A1:	I think the infographic is good. What do you think?
Student B1:	I think the visual text is good because it shows a sad polar bear. Do you agree with my opinion?
Student A2:	I think your opinion is great, but I think the infographic tells us how recycling saves energy.
Student B2:	I think so, too. But, in the visual text, it shows the refineries burning fossil fuels. This shows that they're using a lot of energy. What is your opinion about this?
Student A3:	I wouldn't want to live in the house near the smokestacks.
Student B3:	That's why I like the visual text because it shows a real examples of causes of increased greenhouse gases because of burning fuels for energy.
Student A4:	I think both texts show real examples because they both have information about energy use.
Student B4:	I think so, too.

Paragraph Guide Lessons 20 and 21 – NEGOTIATE

I think that ...

For example, the visual text...

Additionally, the infographic ...

In other words, ...

In conclusion, ...



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EX-BR

Paragraph Guide Lessons 20 and 21 – NEGOTIATE

I think that ...

For example, ...

Another example is ...

I also think ...

Finally, ...



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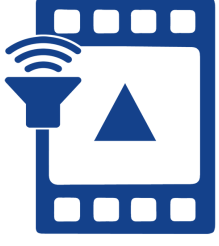
EM-EX

LESSON 20 TEACHER ORAL PARAGRAPH

I think that the infographic best supports the idea that reducing energy use is beneficial. For example, the infographic shows a flow map of how recycling saves energy. Additionally, the infographic gives us more examples of how to reduce energy use. The visual text shows many pictures that helps us understand why we should care about energy use. But, it's hard to understand how we can do something about it without the facts from the infographic. For example, the infographic says that recycling saves a lot of energy. When we use recycled cans instead of raw materials to make new cans, we use 95% less energy. In conclusion, the infographic best supports the theme.

LESSON 21 TEACHER WRITTEN PARAGRAPH

I think that the infographic best supports the idea that reducing energy consumption is beneficial because it provides specific information to support the theme. [1] For example, the infographic shows a flow map of how recycling saves energy and decreases global warming. [2] In other words, the flow map shows the relationship between recycling, which requires less energy from fossil fuels, and how that helps to decrease global warming. [3] Additionally, the infographic gives us more examples of how to reduce energy consumption. [4] For example, the infographic shows four stages of product development and explains how disrupting one of these steps by recycling will help to save energy. [5] The visual text provides real-world examples of why we should care about energy use. [6] However, without the facts from the infographic, it is difficult to understand how we can reduce energy consumption by doing something like recycling. [7] For example, the infographic states recycling saves a lot of energy. [8] When we use recycled cans instead of raw materials to make new cans, we use 95% less energy. [9] That is an additional fact that is not clear in the visual text. [10] In conclusion, the infographic best supports the theme because it provides both examples and facts about reducing energy consumption. [11]



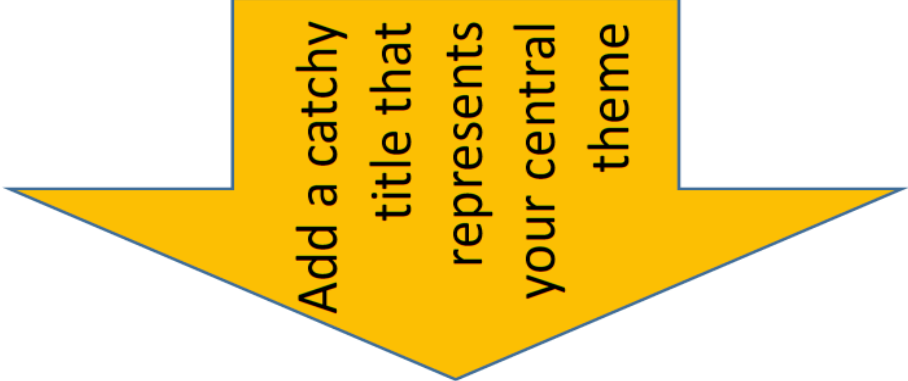
Multimedia Presentation Criteria

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



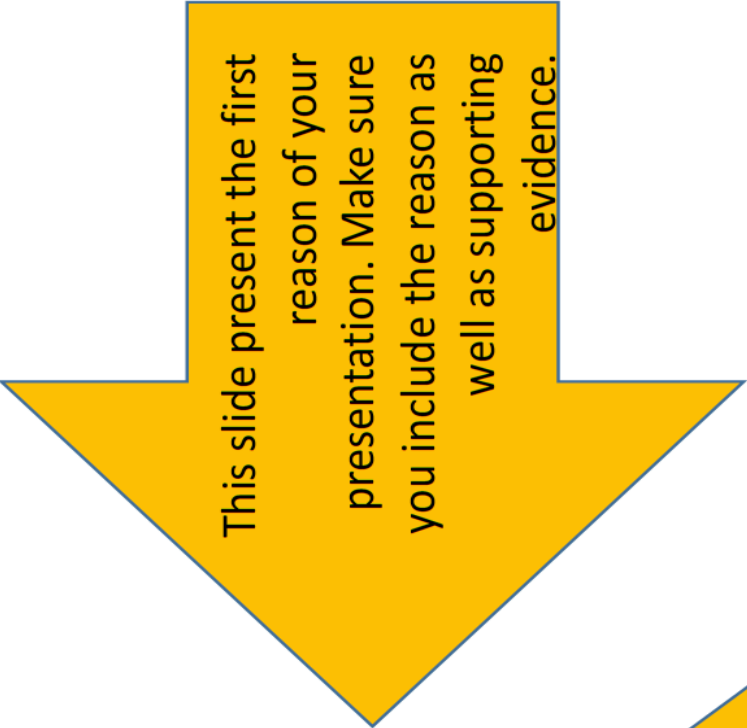
Don't
forget to
add your
names
and date

Presented by: _____

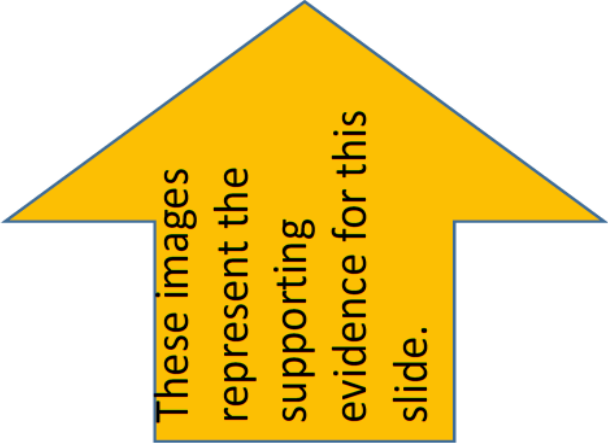
Claim:



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.

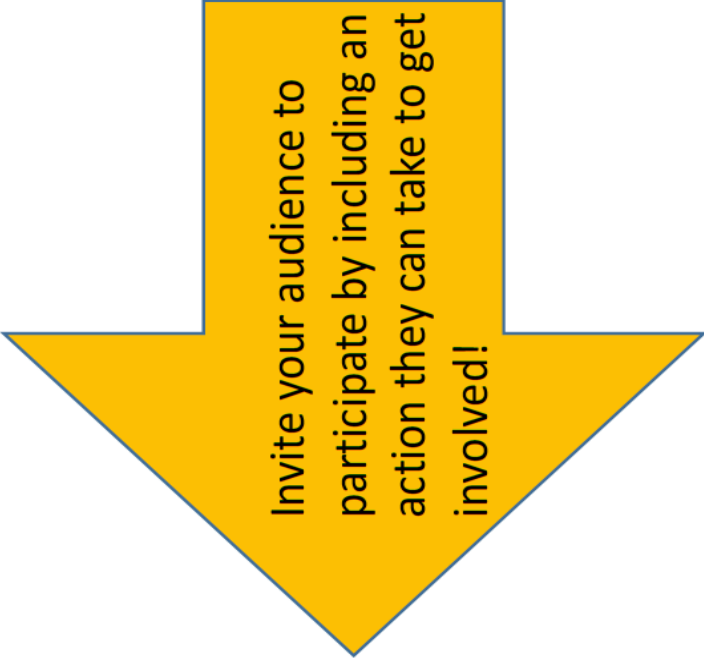
<https://>

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?			



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RECYCLING:

THE GOOD  THE BETTER  THE BEST



THE AVERAGE FAMILY THROWS AWAY
6 TREES WORTH OF PAPER

IT TAKES THE SAME AMOUNT OF ENERGY TO MAKE **ONE**
NEW CAN AS IT DOES TO MAKE **20** RECYCLED CANS.



HOW ARE WE DISPOSING OF OUR WASTE?

■ LANDFILLED ■ INCINERATED ■ COMPOSTED ■ RECYCLED

