Start Smart 2.0 – Conversation Practices

Secondary

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

TABLE OF CONTENTS

INTRODUCTION

"…the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward. Accordingly, the standards in Part II should not be used in isolation; instead, they should be used in the context of fostering intellectually and discourse-rich, meaningful interactions outlined in Part I."CA ELD Standards (Ch.3, p.13)

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

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

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

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

FORMATIVE ASSESSMENTS – STUDENT PROGRESS FORMS (SPFs)

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

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

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

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

STRATEGIES AND SCAFFOLDS

- **College Learning Partners –** Students meet with different partners to give or share ideas. The purpose of the protocol is to provide students with a structured opportunity to share with multiple partners to build up their ideas about a specific topic or prompt. Step by step directions for this protocol are included in the lessons and unit resources.

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

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

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

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

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

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

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

3

PART I – SETTING THE FOUNDATION		
LESSON 1—CREATE, CLARIFY, FORTIFY NEGOTIATE		
Lesson Objectives: • Share what we know about Constructive Conversations • Have a conversation with a partner and in a small group • Have a conversation with a partner and in a small group • Practice College Learning Partners	**Strategies/Scaffolds:** • Turn & Talk • Teacher Think Aloud • College Learning Partners Protocol • Small Group Constructive Conversation • **CREATE, CLARIFY, FORTIFY & NEGOTIATE** • Fishbowl Model	**Materials:** • Conversations Skills & Norms Posters and Artifacts from 1.0 • College Learning Protocol Directions • College Learning Protocol Graphic Organizer • Constructive Conversation Game Cards
Assessment (SPF 1.0) - Prompt: What do you know about Constructive Conversations? What do they look like and sound like?		
LESSON 2—CLARIFY BY PARAPHRASING		
Lesson Objectives: • Introduce Conversation Pattern • Have a Constructive Conversation with a partner based on a visual text • Listen to a partner's ideas • Learn to **CLARIFY** by **paraphrasing** a partner's ideas	**Strategies/Scaffolds:** • Turn & Talk • Paraphrase – Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	**Materials:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern
Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by paraphrasing what your partner said.		
LESSON 3—CLARIFY BY BUILDING ON		
Lesson Objectives: • Have a Constructive Conversation with a partner based on a visual text • Practice clarifying by adding details • Learn to **CLARIFY** by **building on** our own and our partner's ideas	**Strategies/Scaffolds:** • Turn & Talk • Build On – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	**Materials:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern
Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by building on each other's ideas.		
LESSON 4—CLARIFY BY PROMPTING		
Lesson Objectives: • Have a Constructive Conversation with a partner based on a visual text • Practice Clarifying by **prompting** • Learn to **CLARIFY** by **prompting** our partner	**Strategies/Scaffolds:** • Turn & Talk • Prompting – Prompt & Response Starters • Teacher Think Aloud • Stand Up, Hand Up, Pair Up Conversation • Fishbowl Model	**Materials:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • Teacher Visual Text--Conversation Pattern • Student Visual Text—Conversation Pattern
Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? **CLARIFY** by prompting your partner.		
LESSON 5—PRACTICE CREATE & CLARIFY WITH VISUAL TEXT		
Lesson Objectives: • Review the Conversation Pattern • Practice the skills of **CREATE** and **CLARIFY** using a visual text • Have a conversation with a partner and in a small group • Learn to **CLARIFY** by prompting	**Strategies/Scaffolds:** • Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Visual Text—**CREATE** & **CLARIFY** • Fishbowl Model	**Materials:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Visual Texts • Visual Text Model & Non-Model • Conversation Pattern Game Cards
Assessment (SPF 1.0) - Prompt: What do you notice in the visual text? Cite details to **CLARIFY** your ideas.		
LESSON 6—PRACTICE CREATE & CLARIFY WITH INFOGRAPHIC		
Lesson Objectives: • Review the Conversation Pattern • Listen to a Model and Non-Model for **CREATE** & **CLARIFY** • Practice **CREATE** & **CLARIFY** with an infographic • Have a Constructive Conversation with a partner and in a small group	**Strategies/Scaffolds:** • Turn & Talk • Prompt & Response Starters • Model/Non-Model Conversation • Constructive Conversation Game with Student Infographic— **CREATE** & **CLARIFY** • Fishbowl Model	**Materials:** • Conversation Norms Poster • Conversation Pattern Poster & Guide • Constructive Conversations Listening Task Poster • Teacher & Student Infographics • Infographic Model & Non-Model • Conversation Pattern Game Cards
Assessment (SPF 1.0) - Prompt: What do you notice in the infographic? Cite details to **CLARIFY** your ideas.		

4

PART II – CREATE & CLARIFY

LESSON 7—PRACTICE CREATE & CLARIFY WITH BOTH TEXTS

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

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

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

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

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

LESSON 9—WRITE A CONVERSATION SCRIPT

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

(No Assessment)

LESSON 10—CRAFT AN ORAL PARAGRAPH

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

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

LESSON 11—WRITE A PARAGRAPH

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

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

PART III – FORTIFY

LESSON 12— PRACTICE FORTIFY WITH BOTH TEXTS

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

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

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

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

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

LESSON 14—WRITE A CONVERSATION SCRIPT

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

(No Assessment)

LESSON 15—CRAFT AN ORAL PARAGRAPH

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

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

LESSON 16—WRITE A PARAGRAPH

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

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

PART IV –NEGOTIATE		

LESSON 17— PRACTICE NEGOTIATE WITH BOTH TEXTS

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

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: How does earth quake preparedness minimize the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

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

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

Assessment (SPF 2.0) - Prompt: Which text best supports the theme: How does earthquake preparedness minimize the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 19—WRITE A CONVERSATION SCRIPT

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

(No Assessment)

LESSON 20—CRAFT AN ORAL PARAGRAPH

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

Assessment (SPF-OOAT) - Prompt: Which text best supports the theme: How does earthquake preparedness minimize the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

LESSON 21—WRITE A PARAGRAPH

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

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

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

Lesson 1: Create, Clarify, Fortify & Negotiate

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation to discuss their understanding of the Constructive Conversation Skills in a group of four students.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • do a close reading of a text • share what we learned about Constructive Conversations Skills • have a Constructive Conversation in a group of four students
OPENING	In this lesson, we will share our new learning about the Constructive Conversations Skills. In Start Smart 1.0 lessons, we engaged in Constructive Conversations using visual texts and learned about the Constructive Conversation Norms and Skills. Today, we will begin to learn how to use those norms and skills in a more complex way. First, we will begin by quickly reviewing the Conversation Norms. Then, we will add to what we already know about Constructive Conversations by reading a series of short texts and creating an oral definition of each conversation skill.
REVIEW	## Review Artifacts **NOTE**: artifacts may include **Constructive Conversation Norms Poster**, **Constructive Conversations Skills Poster**, **Listening Task Posters.** Display the Constructive Conversation artifacts and ask the following question: *What are the **Constructive Conversation Norms** and **Skills**? Why do we use them? Turn and discuss this prompt with your elbow partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
COLLEGE LEARNING PARTNER GRAPHIC ORGANIZER	## Students Are Introduced to the College Learning Partners Protocol Distribute the College Learning Partners Protocol graphic organizer to students. *This is the College Learning Partners graphic organizer. Today you will use it to make appointments with multiple learning partners and respond to a prompt about the Constructive Conversations Skills.* *In a moment, you will each find four different College Learning Partners. You will begin by walking up to your classmates and asking them to be your College Learning Partner.* ## Model/Guided Practice—Establishing College Learning Partners with the College Learning Partners Graphic Organizer. *First, I will model how to complete the College Learning Partner Protocol graphic organizer.* **Ask two students to volunteer to help you model how to complete the graphic organizer. Assign each student a role in the modeling (i.e., Student 1 and Student 2).** Teacher walks up to Student 1 and they read the transcript below: Teacher: *"Would you like to be my Occidental College Learning Partner?"* Student 1: *"Yes, that space is available, and I can be your Occidental College Learning Partner."* Explain: Now both partners will write the name of their Learning Partner on the line below that same college. You will then move to a second partner.

9

(model) Teacher walks up to Student 2 and they read the transcript below:

Teacher: *"Would you like to be my UCLA Learning Partner?*
Student 2: *"I'm sorry, I already have a Learning Partner for UCLA. Do you have an available appointment for a different college?"*
Teacher: *"Let's both check our sheet for an available space."*

Explain: If your partner already has a space filled, you should both check for another available space on your graphic organizer. If you both cannot find a common available space, move on to another classmate. You will continue to circulate the classroom until each of you have four different College Learning Partners. You cannot have the same classmate listed twice on your graphic organizer.

We will use this graphic organizer during the lesson to meet with your College Learning Partners to answer a prompt about the Constructive Conversation Skills.

Tell students that they have 3 minutes to find four different College Learning Partners. (Give students 3 minutes to find their learning partners.)
After students find their four College Learning Partners, have them return to their seats.

Student Reading — Excerpts from Chapter 8, Common Core Standards in Diverse Classrooms

Now we will review the Constructive Conversation Skills by reading excerpts from Chapter 8, <u>Common Core Standards in Diverse Classrooms</u> to answer the following prompt:

Prompt: *What is your definition of each Constructive Conversation Skill?*

Distribute copies of Constructive Conversation Skills Visual Support Cards (CCS Visual Cards). Each student will receive a card for each conversation skill.

Please refer to the CCS Visual Cards. You will read about each of the Constructive Conversation Skills and come up with an oral definition for each skill. You may annotate your handout by underlining words and phrases that help you understand each skill. In addition, pay attention to the visuals on the page. The visuals will help clarify your understanding of each skill and assist you in including ideas for your oral definition.

At the bottom left of each CCS Visual Card you will see the following sentence starter and bullets for your ideas:

According to the text, the skill of _____ is...
  • _____
  • _____

You will write the name of the skill in the blank in the sentence starter and your ideas about the skill on the bullet spaces below. You will use this to create the oral definition you will share with each of your College Learning Partners.

Let's begin with the CCS Visual Card—CREATE.
Have students find their CCS Visual Card –CREATE.

After reading and annotating your CREATE Card, write your ideas about the skill you want to include in your definition on the bullet lines provided. You will use the sentence starter and your ideas to share an **10**
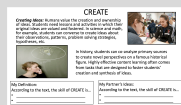
CCS VISUAL CARD-CREATE

CCS VISUAL CARD-CLARIFY

CCS VISUAL CARD-FORTIFY

CCS VISUAL CARD-NEGOTIATE

oral definition of the skill with your partner.

Are there any questions?

If there are no questions, give students 5 minutes to read about the skill of CREATE and write ideas about the skill they will include in their oral definition.

After 5 minutes ask the class for their full attention

You will now do the same for each of the remaining skills. I will set the timer for 5 minutes to let you know when to go on to the next skill. Remember to annotate and use the visuals to help you write your ideas for your oral definition.

The teacher will keep time and signal when students go on to read about the next skill.

After students have read about all the Constructive Conversation Skills and have recorded ideas they will include in their oral definitions, have them engage in the College Learning Partners Discussion Protocol (page 11).

Student Practice—Constructive Conversations with College Learning Partners
Build Our Knowledge of the Constructive Conversation Skills

Additional Response Starters students may use are:

RESPONSE STARTERS		
According to the text, the skill of _____ is …	Based on the text, the skill of _____ is …	As informed by the text, the skill of _____ is …
EMERGING	EXPANDING	BRIDGING

Now we will use the College Learning Partner Protocol *graphic organizer to review the Constructive Conversation Skills and answer the following prompt:*

Prompt: What is your definition of each Constructive Conversation Skill?

These are the directions for the College Learning Partners Protocol (display the following directions).

College Learning Partners Protocol Directions

1. Think about the prompt: According to the text, the skill of _____ is ….
2. Listen for the teacher to call out one of the colleges on your graphic organizer. Then, find your learning partner listed for that college.
3. With your partner, take turns sharing your oral definition for each skill.
4. After you have both shared, write the ideas you heard from your partner in the space under "My Partner's Ideas" (bottom right of each CC Visual Card).
5. Have your partner initial the "My Partner's Ideas" box to verify his/her ideas are accurate (active listening practice).
6. Be ready for the teacher to call out the next college
7. Repeat steps 3-7 with a different Learning Partner for each of the remaining Constructive Conversation Skills.

We've already done step 1. We are on step 2.
Read step 2 aloud.
Listen for me to call out one of the colleges on your graphic organizer. Then, find your learning partner **11**

listed for that college. Let's begin by finding our Occidental College Learning Partner.

Give students 30 seconds to find their Occidental College Learning Partner. *Now that you have found your first College Learning Partner, let's review steps 3-7.*

Call on students to read steps 3-7 aloud. Ask students if they have any questions about the protocol. If there are no questions. Have students begin their first round of discussions. Let them know you will time each round, giving them a minute each to share and a minute to write their partner's idea on their graphic organizer, for a total of 3 minutes per round.

You may now begin sharing your oral definition for the skill of CREATE with your Occidental College Learning Partner.

After each turn, ask one or two students to share their oral definition with the class.

Would anyone like to share their oral definition? You may use your own ideas or use a combination of your ideas and your partner's ideas to make your oral definition stronger and clearer.

After a student shares their oral definition, the teacher asks if the student borrowed ideas from his/her partner. If so which ideas were the student's and which were his/her partner's.

Explain that sometimes we may want to borrow language from others to clarify our understanding of an idea or concept and explain it in a clear and stronger way.

Also remember to emphasize the use of the response starter: According to the text, the skill of _____ is … if it was not used by the student.

CONSTRUCTIVE CONVERSATION GAME CARDS

Continue with the protocol:

Please meet with your UCLA Learning Partner and share your oral definition for CLARIFY.

Repeat the process of students sharing their oral definition as stated above.

CONSTRUCTIVE CONVERSATION SKILLS PLACEMAT

Continue to time students and call out the next two colleges, USC and Stanford.

Small Group Constructive Conversation

Place students in groups of four to engage in a Constructive Conversation about these skills using the **Constructive Conversation Game Cards**. Give each student two cards for CREATE, CLARIFY, and FORTIFY.

You are now going to have the opportunity to practice the Constructive Conversation Skills. You will have two cards for Create, Clarify, and Fortify.

Provide students with the Constructive Conversation Skills Placemat for reference (Start Smart 1.0).
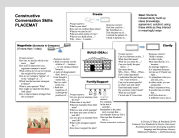
Remember to use the norms and the skills as you engage in your Small Group Constructive Conversation answering the prompt below.

PROMPT: *"What is my understanding of each Constructive Conversation Skill? What is the purpose of each skill?"*
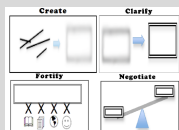
Formative Assessment

Monitor students as they engage in a Constructive Conversation and select two students who will Fishbowl Model in front of the class when they're finished with their Small Group Constructive Conversation. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.

Debrief: Whole-Group Discussion

Facilitate a whole-group discussion. *We will have a whole group discussion about the Constructive Conversation Skills to debrief what we learned about the Constructive Conversations.*
- *How did you demonstrate the use of the Conversation Norms?*
- *How did you demonstrate the use of the Conversation Skills?*

FORMATIVE ASSESSMENT

SPF 1.0

Student Progress Form (SPF) 1.0-Constructive Conversation Sample

After the students have engaged in the Small Group Constructive Conversation to share what they have learned about the Constructive Conversation Skills, the teacher selects two students to have a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt, *"What is my understanding of each Constructive Conversation Skill? What is the purpose of each skill?"* The teacher will collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least four turns in length.

WRAP-UP

Review ELD Objective and Self-Assess

Teacher will review the ELD objective. In a whole group discussion, teacher debriefs what students learned about Constructive Conversations.

In this lesson, we learned about the four Constructive Conversation Skills that help us communicate ideas and learn from each other.
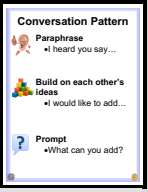
Teacher will ask students:
- *How did we meet today's objective of using Constructive Conversations to share what we learned about the Constructive Conversation Skills?*
- *How did you use the Conversation Norms and Skills to have a Constructive Conversation?*
- *Work with your partner to do the following:*
  - *Identify one thing that you did to meet today's objective and one thing you want to improve on*
  - *Share and explain to your partner*

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

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

MODEL/GUIDED PRACTICE
 	
 CONVERSATION PATTERN POSTER
	## Model–Introduce the Conversation Pattern
	 Display the **Conversation Pattern Poster** and refer to it as you explain the following:
	
	 Today's lesson objective is to learn about the new Conversation Pattern. This speaking pattern will allow us to improve our skills of clarifying during our Constructive Conversations.
	
	 Let's look at the pattern:
	 • ***Paraphrase:***
	    o This means to listen and restate our partner's ideas in our own words. We paraphrase to achieve greater **CLARITY** and understanding of what our partner is conveying.
	 • ***Build on each other's ideas:***
	    o This means that we listen to our partner's ideas and add details and additional information to their ideas to produce a clearer and more developed idea.
	 • ***Prompt:***
	    o *This means we request additional information and ask for further clarification or new ideas to continue the Constructive Conversation. When prompting, we think about what we <u>did</u> understand and what <u>additional information</u> we need to have a complete understanding.*
	
	 *Now that we know the pattern, we will focus on how to achieve greater clarity by **paraphrasing**. When we **paraphrase** we use our own words to restate our partner's ideas. This requires us to listen actively to our partner.*
	
	 Let's look at the pattern again and focus just on paraphrasing.
	
	 14

*We know that in order to **paraphrase** we need to listen actively to our partner's ideas. As we engage in a Constructive Conversation with our partner what are some things we are listening for?*

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

*Yes. That's right! During a Constructive Conversation it's important to listen actively to make sure we understand what our partner has said which will enable us to use our own words to state their ideas. This helps us to **CLARIFY**.*

Model—Introduce Response Starters

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

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

RESPONSE STARTERS		
Paraphrasing		
I heard you say…	In other words…… To paraphrase what you said….	Expressed in another way… To paraphrase your statement…
EMERGING	**EXPANDING**	**BRIDGING**

For example, if someone says, "I notice the leaves on the tree are gleaming." Which response starter might you use to help you paraphrase? (Point to pre-charted response starters.)

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

CONVERSATION PATTERN GUIDE

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

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

Guided Practice–Paraphrasing

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

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

We've learned that the first thing we do in the Conversation Pattern is to paraphrase. We paraphrase to obtain clarity and understanding of what our partner is conveying. Once we have paraphrased to better understand what our partner has articulated, subsequently we can have a clearer, more precise and complete idea. Let's practice paraphrasing.

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

Use the Constructive Conversation exchange provided below, to provide guided practice on how to **paraphrase:** *Listen as I read what two partners say to each other in a turn where this pattern is used. Here is what the partners say:*

Exchange #1:

Partner A (Teacher):	*I notice people gathered around a lab bench intensely observing the red flame. They are wearing goggles and gloves.*
Student B (Teacher):	***In other words,*** *there are people wearing safety gear while examining the flame.*

15

MODEL/GUIDED PRACTICE (CONTINUED)	**Think Aloud:** *You notice that Student B paraphrased by using the response starter, "I heard you say..." and provided the main idea about what the people are doing in the visual text. Let's use the response starter Student B used and practice using our own words to restate the idea.* Teacher reads student A.

Have students turn and talk to a partner as they complete the following statement:
Student B: *In other words…*

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

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

Exchange #2:

Student A:	*I notice that all the people in the visual text are wearing safety gear like white plastic gloves and black aprons over their clothes.*
Student B:	***In other words,*** *the people are wearing gloves and aprons for protection.*

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

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

Exchange #3:

Student A:	*I notice that the people are in a classroom and they are using a Bunsen burner to burn a stick. There is a large white board on the side wall with diagrams and writing.*
Student B:	**Students should paraphrase this idea using a different response starter**

Have students turn and talk to a partner to discuss the following: *How can you paraphrase what Student A said?* Have one or two students share their examples of **CLARIFY** by **paraphrasing.**

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

Exchange #4:

Partner A (Teacher):	*I notice one of the girls holding a pen. There are also sheets of paper and additional pens in front of her.*
Student B:	**Students should paraphrase this idea using a different response starter**

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

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

STUDENT PRACTICE	## Stand Up, Hand Up, Pair Up – Constructive Conversation

Distribute **Conversation Pattern Guides**.
Display the **Student Visual Text for Conversation Pattern Practice.**

*We will now meet with a partner to practice the sub-skill paraphrase to **CLARIFY** during a Constructive Conversation using the Visual Text.*

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

16

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

What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.

*As you have your Constructive Conversations, I will walk around and listen for who is using the language of the skill and making sure to **CLARIFY** their partner's ideas by **paraphrasing**. Remember to use your Prompt and Response Starters.*

Formative Assessment

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

Debrief: Whole-Group Discussion of Student Model

Facilitate a whole-group discussion to debrief how the students did the following:

1. *How did they **CLARIFY** by **paraphrasing?***
2. *What language did they use?*

Student Progress Form (SPF) 1.0-Constructive Conversation Sample

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

What do you notice in the visual text? CLARIFY by paraphrasing what your partner said.

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least, but no more than, four turns in length.

Differentiated Instruction

Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size.

Group 1– **(Teacher Group)** – Practice **paraphrase** with the teacher.

Group 2 – Practice revising a Start Smart 1.0 Model Conversation for **CLARIFY** to include **paraphrasing.**

Group 3 – Continue practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and student visual text from this lesson.

Group 4 – Practice Constructive Conversation Skills of **CREATE & CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.

Group 5- Practice Constructive Conversation Skills of **CREATE & CLARIFY** with Conversation Pattern and a visual text of your choice.

WRAP-UP	**Review ELD Objective and Self-Assess**
	In this lesson, we
	• *had a Constructive Conversation with a partner based on a visual text*
	• *listened to a partner's ideas*
	• *learned to **CLARIFY** by paraphrasing a partner's ideas*
	Students will complete the Exit Ticket with the following prompts:
	• *I met the objectives of this lesson by_____.*
	• *Paraphrasing is_____.*
	• *Paraphrasing helped me obtain an increased clarity of my partner's ideas because_____.*
	• *Paraphrasing helped me obtain an increased clarity of my own ideas because_____.*
	SELF-ASSESS o *Share and explain this to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 3: CLARIFY by Building On

ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of adding details to **build on each other's ideas** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • engage in a Constructive Conversation with a partner based on a visual text • practice by adding details to other's statements • learn to add **CLARIFICATION** by building on our own and our partner's ideas
OPENING **CONVERSATION NORMS POSTER**	*In the last lesson, we learned about the Conversation Pattern and focused on* clarifying *by paraphrasing, which is when we use our own words to restate our partner's' ideas. Today, we are going to build on our understanding of the skill of **CLARIFY**.* (Point to and read charted Student-Friendly ELD Objective.) *Another way to **CLARIFY** is to add details to **build on** to what we hear others say. We will review our new Conversation Pattern—which includes paraphrasing, **building on**, and prompting during each turn. This lesson will focus on learning and practicing how to **build on** your own and your partner's ideas during a Constructive Conversation. As we engage in our Constructive Conversations, we will also remember to follow our Conversation Norms* (Point to **Conversation Norms Poster**.) *Which Conversation Norm will help us to **build on each other's ideas?** Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Take turns and build on each other's ideas,"* (point to poster) *so we will make sure to, "Take turns and build on each other's ideas," during our conversations.*
REVIEW **Conversation Pattern** Paraphrase •I heard you say… **Build on each other's ideas** •I would like to add… **Prompt** •What can you add? **CONVERSATION PATTERN POSTER**	## Review the Conversation Pattern Display the **Conversation Pattern Poster** and refer to it as you explain the following: *Our first objective today is to review our Conversation Pattern. In a Constructive Conversation, we add details to **build on** one another's ideas, so that at the end of our dialogue we have **built up** ideas that we didn't previously have before the oral exchange with our partner. After we share our first idea, we can use the Conversation Pattern to make sure we listen to and use ideas from each other. This helps us develop a clearer, more precise and complete ideas.* *In the last lesson, we worked on **paraphrasing**. What is **paraphrasing**? How does paraphrasing help clarify our own ideas and our Partner's ideas? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *Yes. That's right! When we **paraphrase**, we restate our partner's thoughts in our own words. We paraphrase to **CLARIFY** and verify our understanding of what our partner stated so that we can add on and build. In this lesson, we will continue to build our knowledge of **CLARIFY** by focusing on adding details to **build on each other's ideas.*** *In order to **build on each other's ideas,** we listen to what our partner says and add details and other information to their ideas to develop a clearer, more precise and complete idea.* ## Model–Introduce Prompt & Response Starters **NOTE:** From the table, select two to three prompt and response starters that correspond to the proficiency level of the majority of your students. Pre-chart your selected prompt and response starters to display and use during the

lesson.

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

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

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

PROMPT & RESPONSE STARTERS		
BUILD ON		
What else do you observe?	How can you clarify what you mean by?	Can you elaborate on your idea?
I also observed… My thought is that…	Another detail is… I would like to offer clarity by… In addition, …	Additionally, … I would like to elaborate by…
EMERGING	**EXPANDING**	**BRIDGING**

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

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

CONVERSATION PATTERN GUIDE

Guided Practice–Build On Each Other's Ideas

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

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

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

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

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

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

Exchange #1:

Partner A (Teacher):	*I observed that one of the girls is holding the pen. There are also sheets of paper in front of her.*
Student B (Teacher):	*In other words, there is a girl with a pen and paper. An additional detail is that the paper in front of her contains a diagram and written notes.*

Think Aloud: *I notice that Student B first paraphrased what Partner A said. Then, Partner B built on the idea by using the response starter, "an additional detail is..." and provided specific details on the content that appeared on the paper in front of the girl. Let's use the response starter Student B used and practice adding our own details to build on the idea.*

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

Student B: In other words *there is a girl with a pen and paper.* **An additional detail is that**…

MODEL/ GUIDED PRACTICE (CONTINUED)	Have one or two students share their examples of **CLARIFY** by adding details to **build on each other's Ideas.**

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

Exchange #2:

Student A:	My observation is that there are two girls and two boys in a classroom laboratory and they are all intensely focused on the red flame coming from the burning stick.
Student B:	**_Expressed in a different way_** the boys and girls are observing the burning stick. **Another detail is** that the boy holding the stick is wearing safety goggles and gloves as well the other boy and two girls.

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

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

Exchange #3:

Student A:	I noticed that the girl wearing the light blue shirt is wearing an apron over her clothes.
Student B:	**_To rephrase your statement,_** the girl with the blue shirt is wearing an apron. **Build on Student A's idea above.**

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

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

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

Exchange #4:

Partner A (Teacher):	I notice that the Bunsen burner has a tube attached to it and the other end of the tube is attached to a valve.
Student B:	**_Stated differently,_** The Bunsen burner is attached to a valve with a tube. **Build on Student A's idea above.**

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

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

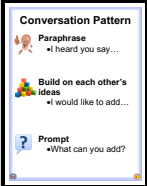|	
STUDENT PRACTICE **STUDENT VISUAL TEXT FOR CONVERSATION PATTERN PRACTICE** **CONVERSATION PATTERN GUIDE**	# Stand Up, Hand Up, Pair Up – Constructive Conversation Distribute **Conversation Pattern Guides**. Display the **Student Visual Text for Conversation Pattern Practice** *We will now meet with a partner to have a Constructive Conversation focused on Clarifying. We will use this Visual Text to practice the subs-kill of **Build On Each Other's Ideas.*** Show how to use the **Stand Up, Hand Up, Pair Up Strategy** to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Now with your partner you will engage in a Constructive Conversation using the following prompt:* **What do you notice in the visual text? CLARIFY by building on each other's ideas.** *As you engage in conversations, I will circulate the room and listen for the use of the language of the skill and details to build on each other's ideas. Remember to use your Prompt and Response Starters.* ## Formative Assessment Monitor students as they converse during the **Stand Up, Hand Up, Pair Up** activity. When they are finished, select two students who will Fishbowl Model in front of the class. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Debrief: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief how the students did the following: 1. *How did they **CLARIFY** by adding details to **build on each other's ideas?*** 2. *What language did they use?*
FORMATIVE ASSESSMENT **SPF 1.0**	# Student Progress Form (SPF) 1.0-Constructive Conversation Sample Select two students to Fishbowl Model a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What do you notice in the visual text? CLARIFY by building on each other's ideas.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least, but no more than, four turns in length.
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **building on an idea** with the teacher. Group 2 – Practice revising a Start Smart 1.0 Model Conversation for **CLARIFY** to include **building on an idea.** Group 3 – Continue practice Constructive Conversation Skills of **CREATE** and **CLARIFY** with Conversation Pattern and student visual text from this lesson. Group 4 – Practice Constructive Conversation Skills of **CREATE** and **CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.

	Group 5 – Practice Constructive Conversation Skills of **CREATE** and **CLARIFY** with Conversation Pattern and a visual text of your choice.
WRAP-UP	**Review ELD Objective and Self-Evaluate** *In this lesson, we* • *had a Constructive Conversation with a partner based on a visual text* • *practiced clarifying by adding details* • *learned to **CLARIFY** by building on our own and our partner's ideas* Student will complete the Exit Ticket below: • *I met our lesson objectives by_____.* • *Define the sub-skill of building on each other's idea and give an example.* • *Explain how adding details and information helped to build on your own idea and your partner's idea?* • Explain how building on each other's idea helped to clarify your own idea and your partner's idea. ○ *Share and explain this to your partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 4: CLARIFY by Prompting

ELD OBJECTIVE	Students will be able to build their knowledge of the skill of **CLARIFY** by learning and applying the subskill of **prompting** during a Constructive Conversation based on a visual text with a partner.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will… • Engage in a Constructive Conversation with a partner based on a visual text • learn to **CLARIFY** by **prompting** a partner • practice clarifying by **prompting** during a Constructive Conversation • learn to get clarification by obtaining more information through prompting
OPENING CONVERSATION NORMS POSTER	*Today we are going to build on our understanding of the skill of **CLARIFY**. (Point to and read charted **Student-Friendly ELD Objective**.) One way to **CLARIFY** is to prompt to get more information. We will review our new Conversation Pattern—which includes **paraphrasing, building on**, and **prompting** during each turn. Today's lesson will focus on learning and practicing how to **prompt** your partner to acquire more information during a Constructive Conversation. As we engage in our Constructive Conversations, we will also remember to follow our Conversation Norms (Point to **Conversation Norms Poster**.)* *How can the Conversation Norms help us **prompt** our partner? Why? Turn and talk to your partner.* Give students 30 seconds to talk to a partner. Affirm all responses and say: *I heard many of you say that you would "Use your Think Time"* (point to poster) *to think about our own understanding and what supports we need to have full and complete understanding. We will make sure to use our think time during our conversations.*
REVIEW CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Display the **Conversation Pattern Poster** and refer to it as you explain the following: *In the last few days we have learned and practiced how to **CLARIFY** our ideas. We learned about the three sub-skills that will help us clarify our ideas. Those sub-skills are **paraphrasing, building on**, and **prompting** each other.* *After we share an initial idea, we use the Conversation Pattern. First, we **paraphrase** our understanding of our partner's ideas. We then add details to **build on one another's ideas**. Finally, we **prompt** our partner. The purpose for prompting, is to obtain more information to add to our learning.* *In the last lesson, we worked on **building each other's ideas**. How do we **build on each other's ideas**? How does it help us to clarify ideas? Turn and talk to your partner.* After students have had time to discuss with a partner, call on one or two individuals to share out with the whole group. *Yes. That's right! When we **build on each other's ideas**, we listen to what our partner says and add details to make our ideas clearer and more complete.* *In this lesson, we will continue to build our knowledge of **CLARIFY** by focusing on **prompting**, or questioning, our partner to get more information.* *In order to **prompt**, we need to think about what we <u>did</u> understand, and what <u>more</u> we need to understand fully.*

Model—Introduce Prompt & Response Starters

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

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

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

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

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

PROMPT & RESPONSE STARTERS		
PROMPTING		
What else do you observe?	How can you clarify what you mean by? How can you add to this idea?	Can you elaborate further….?
I also observed… I also think that… Another detail is…	I would like to include… In addition, This also makes me ponder about...	More over, I would like to elaborate by… Furthermore,
EMERGING	**EXPANDING**	**BRIDGING**

CONVERSATION PATTERN GUIDE

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

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

Guided Practice–Prompting

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

*We've learned the first two sub-skills of paraphrase and build on. These two sub-skills help us **CLARIFY** our ideas. In this lesson, we will focus on Clarifying by **prompting**. When we don't have a complete understanding of our partner's ideas or if we need additional clarification, we prompt our partner for more information or ask questions to get more clarity of what is being conveyed during the exchange. Let's practice.*

TEACHER VISUAL TEXT FOR CONVERSATION PATTERN

Display the **Teacher Visual Text for Conversation Pattern** to practice how to **prompt.**
Use the conversation exchange provided below, to provide guided practice on how to **prompt:**

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

Exchange #1:

Partner A (Teacher):	I observed that one of the girls is holding a pen. There are also sheets of paper and additional pens in front of her.
Student B (Teacher):	**In other words,** there is a girl with a pen and paper. **An additional detail** is that the paper in front of her has a diagram and notes written on it. **What additional details can you add?**

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

25

MODEL/ GUIDED PRACTICE (CONTINUED	[PAIRS icon] Point to the visual text and have students turn and talk to a partner as they complete the following statements: *If Student A says: I heard you say that the boys and girls are focused on the burning stick. How would you **prompt** for more information?* Have one or two students share their examples of **CLARIFY** by **prompting** to get more information. *How would Student B respond?* Have one or two students share their examples of the response using the Conversation Pattern. *Let's practice **prompting** with another exchange. Listen as I read what two partners say to each other in a turn where they continue to use the pattern. Let's pay close attention to the part of the Constructive Conversation where they are **prompting**. Here is what the partners say:* **Exchange #2:** <table><tr><td>Student A:</td><td>*My observation is that there are two girls and two boys in a classroom laboratory and they are all intensely focused on the red flame coming from the burning stick.*</td></tr><tr><td>Student B:</td><td>*<u>I heard you</u> say there are boys and girls observing the red flame coming from the burning stick. <u>I would like to include</u> that the boy is using a Bunsen burner to burn the stick. <u>Can you elaborate further on your idea?</u>*</td></tr></table> After reading the A/B conversation turn, highlight language that serves to **prompt** the partner for more information and how the language shows we are adding more information to make our idea clearer. *Let's continue practicing with another example. Listen to me as I read what one partner says to another:* **Exchange #3:** <table><tr><td>Student A:</td><td>*I notice that the girl wearing the light blue shirt is wearing an apron over her clothes.*</td></tr><tr><td>Student B:</td><td>*<u>I heard you say</u> that the girl is wearing an apron. <u>**Additionally,**</u> the girl is wearing white gloves and goggles.* **Students should prompt for more information.**</td></tr></table> [PAIRS icon] Have students turn and talk to a partner as they complete exchange using the prompt and response starters for **prompting**. *How can you prompt for more information about this idea?* Have one or two students share their examples of **CLARIFY** by prompting or asking for more information. **Exchange #4:** <table><tr><td>*Partner A (Teacher):*</td><td>*I notice that the Bunsen burner has a tube attached to it and the other end of the tube is attached to the valve.*</td></tr><tr><td>Student B:</td><td>*<u>I heard you say</u> that there is a tube attached to the Bunsen burner. <u>**Moreover,**</u> the Bunsen burner is on a lab bench and emitting a red flame.* **Students should prompt for more information.**</td></tr></table> *What other information might we need to get a clear and more detailed idea?* [PAIRS icon] Have students turn and talk to a partner as they complete exchange using the prompt and response starters for **prompting**: *How can you prompt for more information about this idea?* Have one or two students share their examples of **CLARIFY** by prompting or asking for more information.
[Conversation Pattern Card image] **CONVERSATION PATTERN GUIDE**	

Stand Up, Hand Up, Pair Up – Constructive Conversation

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

*We will now meet with a partner to practice the sub-skill **Prompting** to **CLARIFY** during a Constructive Conversation using the Visual Text.*

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

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

What do you notice in the visual text? CLARIFY by prompting your partner.
*As you engage in Constructive Conversations, I will walk around and listen to notice who is using the language of the skill and **prompting** others for more information. Remember to use your Prompt and Response Starters.*

Formative Assessment

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

Debrief: Whole-Group Discussion of Student Model

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

Student Progress Form (SPF) 1.0-Constructive Conversation Sample

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

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

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least, but no more than, four turns in length.

DIFFERENTIATED INSTRUCTION	# Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size.
	Group 1– (**Teacher Group)** – Practice **prompting** with the teacher.
	Group 2 – Practice revising a Start Smart 1.0 Model for **CLARIFY** to include **prompting.**
	Group 3 – Continue to practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and student visual text from this lesson.
	Group 4 – Practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and a visual text from Start Smart 1.0.
	Group 5 – Practice Constructive Conversation Skills of **CREATE** & **CLARIFY** with Conversation Pattern and a visual text of their choice.
WRAP-UP	# Review ELD Objective and Self-Evaluate
	In this lesson, we
	- *had a Constructive Conversation with a partner based on a visual text*
	- *practiced clarifying by **prompting***
	- *learned to **CLARIFY** by **prompting** a partner*
	Students will complete the Exit Ticket:
	- *How did we meet our objectives in this lesson?*
	- *Define prompting and give an example_____.*
	- *Explain how prompting helps you attain greater knowledge of your partner's idea?*
	- *Why would you want to attain more knowledge of your partner's idea?*
	o *Share and explain this to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
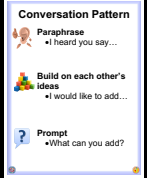
Lesson 5: Practice CREATE & CLARIFY with Visual Text

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

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

CONVERSATION PATTERN GUIDE

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say…	In other words,.. To paraphrase what you said….	Expressed in another way… To paraphrase your statement…
BUILD ON		
I also notice… In addition,	Another detail is… I would like to include… I would like to offer clarity by… This also makes me ponder about...	Additionally, … I would like to elaborate by… Furthermore, Moreover,
PROMPT		
What else do you observe…?	What other details can you include?	Can you CLARIFY what you mean by…?
EMERGING	EXPANDING	BRIDGING

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

Introduce the Constructive Conversations Listening Task Poster

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

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

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

How did we…
- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to **CLARIFY** ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text Model—CREATE and CLARIFY

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

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

*As we **CREATE** and **CLARIFY** our ideas we will use the Conversation Pattern to help **CLARIFY** our ideas by **paraphrasing, building on each other's ideas** and **prompting**. Remember, we always start by stating our idea. Then we follow the **Conversation Pattern**.*

Let's listen to a model Constructive Conversation using the visual text to address the following prompt:

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

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

TEACHER VISUAL TEXT

TEACHER VISUAL TEXT

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONVERSATION PATTERN GUIDE

ELD PART II

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

Model Noun Phrases
Share the following sample with the class to show how adding adjectives will clarify ideas.
> *We need to protect our homes from earthquakes.*
> *We need to protect our family homes from devastating earthquakes*

How did the new detail (adjectives) help clarify the information? Now, turn and talk to your partner.

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I notice that the refrigerator door is open and the table is pushed up against the white refrigerator.**(ID)** What do you notice?**(PR)**
Student B1:	I observed that the cabinets have fallen onto the the kitchen floor and the glass on the doors are shattered. **(ID)** What other detail can you include**?(PR)**
Student A2:	I heard you say that the glass in the cabinets is broken. **(PAR)** I would like to add that the man has his hand on the cabinet and he is looking into the kitchen at all the fallen and broken items. **(BO)** What do you notice?
Student B2:	Express differently, the man is looking at the damaged items in the kitchen. **(PAR)** I would like to add that there are food items and a newspaper on the kitchen floor. **(BO)** What else can you add? **(PR)**
Student A3:	In other words, there are grocery items and paper on the kitchen floor. **(PAR)** I would like to add that the bookshelf and the cabinets are leaning forward. **(BO)** What do you notice? **(PR)**
Student B3:	Stated differently, the kitchen furniture is tilting forward. **(PAR)** In addition, there are red storage containers on the floor near the dining table. **(BO)** What else did you observe?
Student A4:	To paraphrase your statement, there are other kitchen items on the kitchen floor. **(PAR)** Additionally, there is a cabinet drawer and a metal tray hanging out of the kitchen sink. **(BO)** What else can you include? **(PR)**
Student B4:	Expressed in another way, you said that there are items sticking out from the kitchen sink. **(PAR)** I would like to add that the items in the kitchen sink seemed to have fallen from the top shelves. **(BO)**

Debrief the Model Conversation

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

ELD PART II

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

PAIRS

Using noun phrases to add details makes your ideas clearer.

Let's look again at the language the two speakers used to add details. (Refer to highlighted examples) *How did they add details? Turn and talk to your partner.* Have one or two students share out.
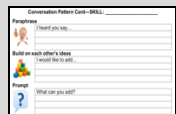
MODEL/ GUIDED PRACTICE (CONTINUED)	# Introduce Visual Text Non-Model--CREATE and CLARIFY
	Now we will listen to a Non-Model Constructive Conversation.
CONVERSATION PATTERN GUIDE	**Prompt: What do you notice in the visual text? Cite details to CLARIFY your ideas.**

Non-Model Conversation

Student A1:	The door is open. What do you notice?
Student B1:	There's stuff on the floor.
Student A2:	Yes, I see a lot of things all over. There's glass too! What else do you notice?
Student B2:	The man is looking around. There are a lot of items on the table. What else?
Student A3:	I notice a bookshelf. I notice groceries too.
Student B3:	There are just a lot of things everywhere. I also notice containers.
Student A4:	I heard you say that there is a lot of stuff everywhere. I see a drawer too.
Student B4:	Yes, the sink is stuffed.

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER (side panel)

Debrief the Non-Model Conversation

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

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

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

STUDENT PRACTICE **Student Visual Text** **GAME CARDS**	# Constructive Conversation Game with Visual Text

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

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

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

STUDENT PRACTICE (CONTINUED)	## Formative Assessment Monitor students as they play the game and provide feedback as needed. Then select two students who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 1.0** to collect a Constructive Conversation Language Sample as they model in front of the class.
FORMATIVE ASSESSMENT **SPF 1.0**	## Student Progress Form (SPF) 1.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What do you notice in the visual text? Cite details to CLARIFY your ideas.** Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least, but no more, than four turns in length.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size. Group 1 - **(Teacher Group)** – Practice **Conversation Pattern** with the teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**. Group 3- Revise a Non- Model conversation by adding more noun phrases and adjectives to clarify the idea. Group 4 – Play Constructive Conversation Game again with student visual text from this lesson. Group 5 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.
WRAP-UP **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	## Review ELD Objective and Self-Evaluate *In this lesson, we…* - *reviewed the Conversation Pattern* - *practiced the skills of CREATE and CLARIFY using a visual text* - *had a conversation with a partner and in a small group* Teacher will ask students to complete Exit Ticket: Students will complete an **Exit Ticket** which contains the following prompts: 1. *I met the objective of the lesson by _____.* 2. *The Conversation Pattern helped us to clarify our ideas by _____.* 3. *Explain how analyzing and evaluating the Non-Model Constructive Conversation helped you develop the skills of Create and Clarify.* 4. *List 4 important elements of the Model Constructive Conversation that made it a model.* ➢ *Share this with your Constructive Conversation partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 6: Practice CREATE & CLARIFY with Infographic

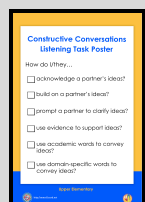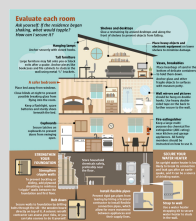| ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **CREATE** and **CLARIFY** in paired and whole group discussions using an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **CREATE** and **CLARIFY** • practice **CREATE** and **CLARIFY** with an infographic • engage in Constructive Conversation with a partner and in a small group to practice the Conversation Pattern
OPENING CONVERSATION NORMS POSTER	*In this lesson, we will review the Constructive Conversation Skills-**CREATE** and **CLARIFY**. When we **CREATE** we say what we think or notice about something. When we **CLARIFY** we make our ideas clearer for ourselves and our partners. We **CLARIFY** each other's ideas by **paraphrasing, building on,** and **prompting**. We can use our Conversation Pattern Cards to help us. We are going to use what we know about creating and clarifying ideas with an infographic. During Constructive Conversations remember to follow our Conversation Norms (point to poster).* **PAIRS** *Describe how the Conversation Norms will help us to **CREATE** and **CLARIFY**. Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses and say*: I heard many of you say that you would "Use your think time" (point to poster) to think about what you observed.*
REVIEW CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Display the **Conversation Pattern Poster.** *In the last few lessons, we focused on using the Conversation Pattern to **CLARIFY,** let's review the pattern together.* *When and how do we **paraphrase** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. **PAIRS** *When and how do we **build an idea** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. *When and how do we **prompt** in a Constructive Conversation? Turn and talk to your partner.* Have one or two students share out. **THINK ALOUD** *Teacher Think Aloud: We know the pattern helps us to **CLARIFY,** however, we first need to present an idea so we have something to **CLARIFY**. Therefore, the very first step of a Constructive Conversation is to **CREATE** and share an idea. Then, we can use the Conversation Pattern to develop our idea fully.*
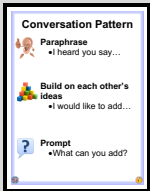
MODEL/GUIDED PRACTICE	# Model—Prompt and Response Starters

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

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

CONVERSATION PATTERN GUIDE

*You will use the **Conversation Pattern Guide** to support you with following the pattern. Let's review the prompt and response starters that you may use throughout your Constructive Conversations to help you build new knowledge with your partner. You will add them to our Conversation Pattern Guides.*

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

PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	In other words, … To paraphrase what you said…	Express in another way, … To rephrase your statement…
BUILD ON		
I would like to add… I also observed…	An additional detail is… In addition, …	Additionally, … To elaborate, …
PROMPT		
What else do you observe…? What can you add?	Can you clarify what you mean by? What other details can you cite?	Furthermore…? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Review the Constructive Conversations Listening Task Poster

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

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

How did we…
- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to **CLARIFY** ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

TEACHER INFOGRAPHIC

Introduce Infographic Model Conversation—CREATE & CLARIFY

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

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

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

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

CONVERSATION CODING KEY CREATE/CLARIFY

ID	INITIAL IDEA
PAR	PARAPHRASE
BO	BUILD ON
PR	PROMPT
UNDERLINE PROMPT & RESPONSE STARTERS	

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

ELD PART II

Model Noun Phrases
Share the following sample with the class to show how adding adjectives will clarify ideas.

> *The car was easy to locate in the parking lot*
> *The bright green car was easy to locate in the parking lot.*

How did the new detail (adjectives) help clarify the information? Now, turn and talk to your partner.

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER
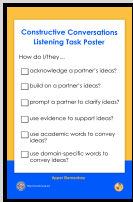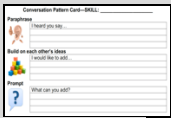
CONVERSATION PATTERN GUIDE

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I notice that the title is, "Evaluate Each Room," and that the questions that follow include the words "shaking," "topple" and "secure." **[ID]** What do you notice? **[PR]**
Student B1:	I notice that there is a subheading entitled, "Cupboards," and the text states, "latches on cupboards doors prevent them from swinging open." **[ID]** What do you notice? **[PR]**
Student A2:	I heard you say that the infographic states that kitchen cabinets can be secured so they do not open. **[PAR]** I would like to add that there is a subheading called, "Tall furniture," that states, "that large furniture may fall … after a quake." **[BO]** What do you notice? **[PR]**
Student B2:	I heard you say that the infographic explains an earthquake may cause tall furniture to fall. **[PAR]** I would like to add that that the infographic states that household chemicals should be stored safely. **[BO]** What do you notice? **[PR]**
Student A3:	I heard you say that household chemicals should be placed in a safe area. **[PAR]** I would like to add that there is a subheading, "Shelves and desktops," that indicates that you can put a restraint in front of shelves to keep items from tumbling. **[BO]** What do you notice? **[PR]**
Student B3:	I heard you say that the infographic recommends that we add a lip to wall shelves to prevent things from falling over. **[PAR]** I would like to add that under the subheading, "Fire extinguisher," the infographic recommends that we keep a fire extinguisher in the house and that all members know how to use it. **[BO]** What do you notice? **[PR]**

| MODEL/GUIDED PRACTICE (CONTINUED) | **Student A4:** | I heard you say that there is a recommendation to keep a <mark>fire extinguisher</mark> and that all <mark>home residents</mark> should know how to use it. **[PAR]** I would like to add that the infographic indicates that a <mark>water heater</mark> can be attached to a <mark>stable wall</mark> with <mark>a strapping kit</mark>. **[BO]** What do you notice? **[PR]** |
| | **Student B4:** | I heard you say that a <mark>safety kit</mark> can be used to secure the <mark>water heater</mark> to a <mark>sturdy wall</mark>. **[PAR]** I would like to add **[BO]** that the infographic suggests that we place <mark>heavy objects</mark> and electronics on <mark>bottom shelves</mark> to minimize damage. |

Debrief the Model Conversation

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

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

Adding details with noun phrases will enhance the clarity of your idea. Let's take another listen/look at the language the two speakers used to add details. (Refer to highlighted examples) *How do the noun phrases clarify the information? Turn and talk to your partner.* Have one or two students share out.

Introduce Infographic Non-Model Conversation--CREATE & CLARIFY

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

Non-Model Conversation

Student A1:	I notice that there's a title. What do you notice?
Student B1:	There is a subheading entitled, "Cupboards." What do you notice?
Student A2:	I heard you say that there's a subheading. I would like to add that there is a subheading called, "Tall Furniture." What else?
Student B2:	I heard you say that the infographic addresses big furniture. I would like to add that the infographic talks about household chemicals too.
Student A3:	I heard you say that chemicals are addressed in the infographic. I would like to add that there is a subheading for, "Shelves and Desktops."
Student B3:	In the infographic subheading, it recommends that we add a lip to shelves to prevent things from falling over. There's a "Fire Extinguisher" subheading in the infographic too. What do you notice?
Student A4:	Yes, in the infographic subheading, it recommends that we add a lip to shelves to prevent things from falling over. I heard you say that there is a fire extinguisher. I would like to add that the infographic shows a water heater too. What do you notice?
Student B4:	I notice that there's a safety kit. I would like to add that the infographic shows heavy objects and electronics on bottom shelves too.

Debrief the Non-Model Conversation

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

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

After students have shared with their partners, lead the class into a whole group share. Ask for volunteers to share specific examples of how they would improve, revise and edit the Non-Model.

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

STUDENT PRACTICE
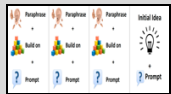
GAME CARDS

STUDENT INFOGRAPHIC

Constructive Conversation Game with Infographic

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

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

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

Formative Assessment

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

FORMATIVE ASSESSMENT

SPF 1.0

Student Progress Form (SPF) 1.0-Constructive Conversation Sample

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

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

Collect a language sample from the two students using the **SPF 1.0**. The language sample must be at least, but no more than, four turns in length.

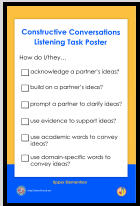|	
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with the teacher. Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for **CLARIFY** to include the **Conversation Pattern**. Group 3 – Play the Constructive Conversation Game again with an infographic of choice. Group 4 – Create an infographic from a theme-related visual text and write a model Constructive Conversation for the skill CREATE and CLARIFY (Use the **Constructive Conversation Pattern Card** as reference) Group 5 – Develop a Tree Map to describe an infographic using nouns, verbs, and adjectives. Then, write a complete and concise sentence to describe the infographic.
WRAP-UP **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	# Review ELD Objective and Self-Evaluate *In this lesson, we…* - *reviewed the Conversation Pattern* - *listened to a Model and Non-Model for **CREATE** and **CLARIFY*** - *practiced **CREATE** and **CLARIFY** with an infographic* - *had a conversation with a partner and in a small group* Students will complete an **Exit Ticket** which contains the following prompts: 5. *I met the objective of the lesson by _____.* 6. *The Conversation Pattern helped us to clarify our ideas by _____.* 7. *Explain how analyzing and evaluation the Non-Model Constructive Conversation helped you develop the skills of Create and Clarify.* 8. *List 4 important elements of the Model Constructive Conversation that made it a model.* ➢ *Share with your Constructive Conversation partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.
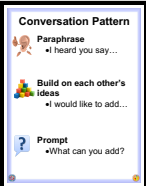
Lesson 7: Practice CREATE & CLARIFY with Both Texts

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **CREATE** and **CLARIFY** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 7-11.**

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

OPENING **CONVERSATION NORMS POSTER**	Establish partnerships for lessons 7 through 11. *In this lesson, we will review the Constructive Conversation Skills-**CREATE** and **CLARIFY**. When we **CREATE**, we convey what we think or observe about something. When we **CLARIFY**, we make our ideas clearer for ourselves and our partners. We **CLARIFY** each other's ideas by **paraphrasing, building on,** and **prompting**. We can use our Conversation Pattern Guides to bring us to a mutual understanding. We are going to apply what we know about **creating** and **clarifying** ideas using a visual text and an infographic. During your Constructive Conversations, remember to follow the Conversation Norms. (Point to the poster.)* *Describe how the conversation norms will help us to Create and Clarify. Turn and talk to your partner.* Give students one minute to talk to a partner. Select three students to share out. Affirm all responses and say: *I heard many of you say that you would "Use your think time (Point to the poster.) to notice the details in both texts."*

REVIEW
 	
 CONVERSATION PATTERN POSTER
	## Review the Conversation Pattern
	 Use the **Conversation Pattern Poster** to review each sub-skill. *In the last few lessons, we focused on how to **CREATE** and **CLARIFY**) your partner's ideas by using the Conversation Pattern.*
	
	  How does each part of the Conversation Pattern help us CLARIFY our ideas? Turn and talk to your partner. Have one or two students share out.
	
	  Teacher Think Aloud: *We know the pattern helps us to **CLARIFY**, however, we first need an idea we can **CLARIFY**. Therefore, the first step of a Constructive Conversation is to **CREATE** and share an initial idea and subsequently implement the Conversation Pattern to develop our idea fully.*

MODEL/GUIDED PRACTICE	## Model—Review Prompt & Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to engage in a Constructive Conversation for the Skills-**CREATE** and **CLARIFY** using an infographic. Do your best to follow the Conversation Pattern as you **CLARIFY** your ideas.* *You will use the **Conversation Pattern Guide** to remind you of the pattern.*

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

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

Review the Constructive Conversations Listening Task Poster

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

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

How did we…
- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to **CLARIFY** ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text & Infographic Model—CREATE & CLARIFY

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

*As we **CREATE** and **CLARIFY** our ideas, we will implement the Conversation Pattern to support us in **CLARIFYING** our ideas through **paraphrasing**, **building on**, and **prompting**. Let's listen to a model Constructive Conversation using the visual text and infographic to address the following prompt:*

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

NOTE: Choose a previously selected volunteer to be your partner as you model the Constructive Conversation. *I will be Partner A and (Pre-selected volunteer) will be Partner B.*

- Model using think time and pointing at key elements of the infographic before reading the script
- Model consulting the **Conversation Pattern Guide** to follow the paraphrase, build on, and prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**
- <mark>**Noun phrases**</mark> used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation
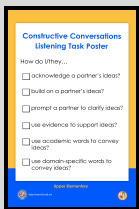
PARAPHRASE		
I heard you say… Your idea is…	In other words, … To paraphrase what you said…	Expressed in another way, … To rephrase your statement…
BUILD ON		
I would like to add… I also observed…	An additional detail is… In addition,…	Additionally, … To elaborate,…
PROMPT		
What else do you observe…? What can you add?	Can you clarify what you mean by…? What other details can you cite?	What was clarified for you? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

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

ELD PART II

41

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	The infographic indicates that household items should be secured. **[ID]** This clarifies my thinking about the visual text because it shows fallen cabinets and drawers that were not secured. **[BO]** What was clarified for you? **[PR]**
Student B1:	The infographic clarified why there are empty shelves in the visual text. **[ID]** The infographic states that we should add lips to shelves so items don't fall. I would like to add that the cupboard door in the visual is open. **[BO]** Based on the infographic, safety latches on the cupboards help secure doors. **[BO]** What other details can you cite? **[PR]**
Student A2:	I heard you say that multiple latches keep doors secure. **[PAR]** I would like to add that the infographic states that heavy items should be placed on lower shelves. **[BO]** In the visual text, many of the household items fell to the kitchen floor. **[BO]** How can you elaborate on your idea? **[PR]**
Student B2:	Expressed in another way, there are heavy items that can be placed on lower ground to prevent damage, based on the infographic. **[PAR]** I would like to add that the infographic suggests that wall mirrors and pictures should be secured with hooks and double-sided tape. **[BO]** The visual shows framed pictures and wall mirrors on the floor. **[BO]** Also, the kitchen and hallway walls do not have anything hanging on them. **[BO]** What can you add? **[PR]**
Student A3:	So, you are saying that the mirrors and pictures could have been be kept from falling if they were double taped and hooked. **[BO]** I would also like to add that "L" brackets can be placed on tall furniture to prevent them from falling down. **[BO]** How does the infographic make your idea clearer? **[PR]**
Student B3:	I heard you say that items like large bookcases can be kept from falling if attached to the wall with "L" brackets. **[PAR]** I also notice the infographic states that fragile objects can be attached to stable surfaces with museum putty. **[BO]** In the visual text, there appears to be many fragile items on the floor. **[BO]** How does the infographic make your idea clearer? **[PR]**
Student A4:	To rephrase your statement, in order to keep things from falling and breaking, one can use museum putty. **[PAR]** I would also like to add that household items in the infographic are organized and secure, and in the picture, there are many fallen and broken items. **[BO]** Can you tell me more about how the infographic clarifies your thinking about the visual text? **[PR]**
Student B4:	In other words, you are saying that the infographic demonstrates a secured home that is kept in order and in place unlike the photo. **[PAR]** I would also like to add that the infographic subheading specifically states that there are ways to create a secure home so that loose items don't fall when it begins to shake. **[BO]**

Debrief the Model Conversation

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

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

42

Adding details with noun phrases will enhance the clarity of your ideas and your partner's ideas. Let's take another look at the language the two speakers used to add details. (Refer to highlighted examples.) *How did they increase the clarity of each others idea? Turn and talk to your partner.* Have one or two students share out.

Introduce Visual Text and Infographic Non-Model--CREATE & CLARIFY

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

Non-Model Conversation

Student A1:	The door is open. What do you notice?
Student B1:	There's stuff on the floor.
Student A2:	Yes, I see a lot of things all over. There's glass too! What else do you notice?
Student B2:	The man is looking around. There are a lot of items on the table. What else?
Student A3:	I notice a bookshelf. I notice groceries too.
Student B3:	There are just a lot of things everywhere. I also notice containers.
Student A4:	I heard you say that there is a lot of stuff everywhere. I see a drawer too.
Student B4:	Yes, the sink is stuffed.

Debrief the Non-Model Conversation

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

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

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

STUDENT PRACTICE

CONVERSATION PATTERN GAME CARDS

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

Constructive Conversation Game with Both Texts

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

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

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

Formative Assessment

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

43

FORMATIVE ASSESSMENT SPF 2.0	# Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game to review the Constructive Conversation Norms and Skills, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least, but no more than, four turns in length.

DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size. Group 1 – Teacher Group (practice **skills of Create and Clarify using a visual text and infographic**). Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for CLARIFY to include the **Conversation Pattern**. Group 3 – Play Constructive Conversation Game with a visual text and infographic of choice. Group 4 – Create an infographic from a theme-related visual text and write a model constructive conversation for the skill CREATE and CLARIFY (Use the **Constructive Conversation Pattern Card** as reference.) Group 5- Develop a Tree Map to describe an infographic using nouns, verbs, and adjectives then write a complete and concise sentence to describe the infographic.

WRAP-UP CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER CONVERSATION PATTERN POSTER	# Review ELD Objective and Self-Evaluate In this lesson, we… • reviewed the Conversation Pattern • listened to a Model and Non-Model for **CREATE** and **CLARIFY** • practiced **CREATE** and **CLARIFY** using a visual and an infographic • had a Constructive Conversation with a partner and in a small group After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Students will complete the EXIT TICKET: 1. *I met the objective of the lesson by_____.* 2. *The Conversation Pattern helped us to clarify our ideas by_____.* 3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the the skills of create and clarify. 4. List 4 important elements of the Model Constructive Conversations that made it a model. *Share with your Constructive Conversation partner*

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

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

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and code it using the Conversation Pattern • revise a Non-Model using the Conversation Pattern
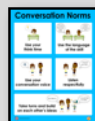
OPENING CONVERSATION NORMS POSTER	*In this lesson, we are applying what we know about creating and clarifying ideas to revise a Non-Model Constructive Conversation that is based on a visual text and an infographic. During Constructive Conversations, remember to follow our Conversation Norms. (Point to the poster.)* **PAIRS** *Describe how the conversation norms will help us revise the conversation for **Create** and **Clarify**? Turn and talk to your partner.* Give students one minute to talk to a partner. Affirm all responses.

REVIEW CONVERSATION PATTERN POSTER CONVERSATION PATTERN GUIDE	*(see below)*

Review - Conversation Pattern

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

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

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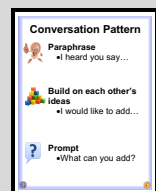
Review - Prompt and Response Starters

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

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

Distribute Conversation Pattern Guides.

*You will use the **Conversation Pattern Guides** to remind you of the pattern. Let's review the prompt and response starters that you may use to help you throughout your Constructive Conversations to help you construct a shared meaning and knowledge between you and your partner.*

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

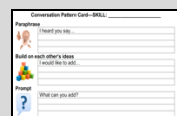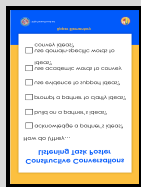| PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	In other words, … To paraphrase what you said…	Express in another way, … To rephrase your statement,…
BUILD ON		
I would like to add… I also observed…	An additional detail is… In addition,…	Additionally, … To elaborate,…
PROMPT		
What else do you observe…? What can you add?	Can you clarify what you mean by…? What other details can you cite?	What was clarified for you? How could you elaborate on…?
EMERGING	**EXPANDING**	**BRIDGING**

45

Review - Constructive Conversations Listening Task Poster

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

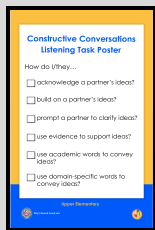*While you are listening to me and my partner, listen for the following:*

How did we…

- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to **CLARIFY** ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

MODEL/GUIDED PRACTICE

TEACHER VISUAL TEXT & INFOGRAPHIC

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Model/Guided Practice - Code the Model

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

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

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

How did we:

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

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

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

Model

Let' s examines the Model Script to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. When you hear the initial idea, show me CREATE by holding up your index finger. You will also show me the Conversation Pattern by using the corresponding number of fingers (1 finger = paraphrase, 2 fingers = Build on each other's ideas, 3 fingers=prompting, 4 fingers= negotiate). I will pause after each sentence so that you have time to show me the corresponding number of fingers.

Student A1:	The infographic indicates that household items should be secured. **[ID]** This clarifies my thinking about the visual text because it shows fallen cabinets and drawers that were not secured. **[BO]** What was clarified for you? **[PR]**

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

Now I will look closely at what Student A says. I notice that student A begins by stating her initial idea. I will underline where it says, "The infographic indicates" and mark it with "ID" because the language signals the initial idea.

Let's read the second sentence together. (This clarifies my thinking about the visual text because it shows a cabinet and drawers that fell because they were not secure.)

46

| MODEL/GUIDED PRACTICE (CONTINUED) | *How would we mark this? Use your think time.* Pause to give students Think Time. *Now turn and talk to your partner.* Give students one minute to Turn and Talk.

I heard many of you state that you would code it with "BO" because the student is continuing to build on the initial idea by citing details from the text. This helps to add clarification to the initial idea.

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

GUIDED PRACTICE

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

Student B1:	The infographic clarified why there are empty shelves in the visual text. **[ID]** The infographic states that we should add lips to shelves so items don't fall. I would like to add that the cupboard door in the visual is open. **[BO]** Based on the infographic, safety latches on the cupboards help secure doors. **[BO]** What other details can you cite? **[PR]**

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

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

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

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

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

Review - Non-Model for CREATE & CLARIFY

Listen actively as I read the Non-Model Constructive Conversation. I will pause after each sentence so that you have time to show me the number of fingers. Then we will discuss how we can improve the conversation.
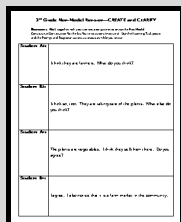
Prompt: How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.

Non-Model Conversation

Student A1:	The door is open. What do you notice?
Student B1:	There's stuff on the floor.
Student A2:	There's glass too! What else do you notice?
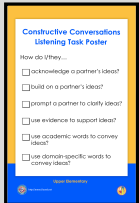
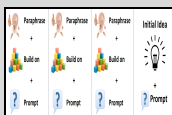**CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER**

NON-MODEL REVISION TOOL

Student B2:	The man is looking around. There are a lot of items on the table. What else?
Student A3:	I notice a bookshelf. I notice groceries too.
Student B3:	There are just a lot of things everywhere. I also notice containers.
Student A4:	I heard you say that there is a lot of stuff everywhere. I see a drawer too.
Student B4:	Yes, the sink is stuffed.

Guided Practice – Revise Non-Model Conversation

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

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

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

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

Student A1:	The door is open. What do you notice?
Student B1:	There's stuff on the floor.

Teacher Think Aloud: (Point to A1.) *I notice that Partner A's initial idea does not answer the prompt. His idea does not say how the infographic relates to the visual text. He also does not use the language of the skill for **CREATE**. I will revise it by using the language of the skill, I notice the door is open and I will add that the glass is broken, according to the infographic, this could have been prevented if there were latches on the door. Then, I will prompt my partner by saying, "What is your idea?"* (Refer to the Pattern Guide as you revise)

I notice the door is open and the glass is broken, according to the infographic, this could have been prevented if there were latches on the door. What is your idea?

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

Student A2:	There's glass too! What else do you notice?
Student B2:	The man is looking around. There are a lot of items on the table. What else?

Teacher Think Aloud: (Point to A2.) *I notice that Partner A does not paraphrase what his partner said. He builds on the idea by citing details. He says,* "There's glass too!," *but he does not use a response starter for building on. I will use the Conversation Pattern Guide to revise.* (Refer to the **Pattern Guide** as you revise.)

Let's read it together now that it's revised. (Point to the revised script.) *I heard you say the latches could have kept the doors from opening. I would like to add that the glass on the door was broken. What other details can you add?*

48

Let's read what Student B says (Point to B2.) *I notice that Partner B doesn't paraphrase either. How would you revise it? Turn and talk to your partner.* Give students two to three minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings.

Now you and your partner will work together to finish revising the Non-Model. Give students enough time to revise the last two turns of the Non-Model Conversation using the **Non-Model Revision Tool—CREATE** and **CLARIFY** and their **Conversation Pattern Guides**

College Learning Partners – Constructive Conversation

Display the **Student Visual Text & Infographic**

We will now meet with a partner to practice the skills of **CREATE** *and* **CLARIFY** *during a Constructive Conversation using the Visual Text and Infographic.*

Now with your San Diego State partner and you will engage in a Constructive Conversation using the prompt. Remember to begin by stating your idea and prompting your partner. Then use the Conversation Pattern.

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

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

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

Formative Assessment 2.0

Monitor students as they converse. Use the **Conversation Pattern Poster** to support students in applying the sub-skills of **paraphrase, build on** and **prompt.** Select two students who will **Fishbowl Model** in front of the class.

Debrief the Model: Whole-Group Discussion of Student Model

Display and refer to the Listening Task Poster and Conversation Pattern Poster
Facilitate a whole-group discussion to debrief how the students did the following:
1. *How did they use the Conversation Pattern to CLARIFY their ideas?*
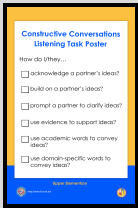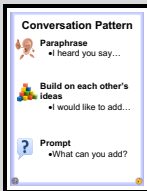2. *What language of the skill did they use?*

Student Progress Form (SPF) 2.0-Constructive Conversation Sample

Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt*:*

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

	Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least, but no more, than four turns in length.
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size. Group 1 – **(Teacher Group)** - Practice the **Conversation Pattern** with the teacher by coding a model and revising an SPF. Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern. Group 3 – Write a Model conversation and code it using a coding key Group 5- Create an illustration with labels to depict how we used models and non-models to improve our skills of create and clarify. Group 6 – Play Constructive Conversation Game again with a visual text and infographic of their choice.

WRAP-UP
 	
CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER
 	
CONVERSATION PATTERN POSTER
	# Review ELD Objective and Self-Evaluate
	In this lesson, we…
	   • *reviewed the Conversation Pattern*
	   • *listened to and coded a Model Conversation using the Conversation Pattern*
	   • *revised a Non-Model using the Conversation Pattern*
	
	Students will complete the Exit Ticket:
	
	1. *I met the objective of the lesson by_____.*
	2. *The Conversation Pattern helped us to code the model and revise the non-model by_____.*
	3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the the skills of create and clarify.
	4. List 4 important elements of the Model Constructive Conversations that made it a model.
	
	    o Share and explain this to your partner
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 9: Write a Conversation Script

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

| STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • provide and receive feedback for the conversation script

OPENING CONVER... NORMS POSTER	*Today we will apply the Constructive Conversation Skills-**CREATE and CLARIFY** by writing our own conversation script.* We will demonstrate and apply our knowledge of the conversation pattern to create and clarify ideas with the visual text and infographic *Describe how the Conversation Norms will support us to craft our script? Turn and talk to your partner. Give students one minute to talk to a partner.* Affirm all responses and say: *I heard many of you say you will focus on using the language of the skill to enhance clarity of your ideas.*
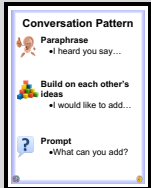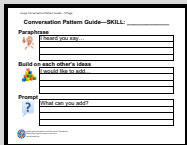
REVIEW CONVERSATION PATTERN POSTER CONVERSATION PATTERN GUIDE	## Review - Conversation Pattern Display the **Conversation Pattern Poster**. *In the last few lessons, we focused on how to **CLARIFY** our ideas by using the Conversation Pattern. In this lesson, we will use the Conversation Pattern and listen actively to when and how others use the Conversation Pattern to **CLARIFY** their ideas.* *Who can help us review the pattern together?* Have two student volunteers come to the front of the room and lead the class in reviewing the number of fingers that correspond to each of the sub-skills of the **Conversation Pattern.** *In what ways do we use Constructive Conversation Pattern to support our conversations? Turn and talk to your partner.* Give students one minute to talk to a partner and have one or two students share out. Affirm all responses. ## Review - Prompt & Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you will write a Constructive Conversation script. Exercise your best effort to follow the Conversation Pattern as you **CLARIFY** your ideas.* *You will use the **Conversation Pattern Guide** to support you with following the pattern. You may use these prompts and response starters to assist you during your Constructive Conversations and add them to our Conversation Pattern Guides.* *Tell your partner which ones you might use and why.* Have one or two students share.

Within the Review section, the following table appears:

| PROMPT & RESPONSE STARTERS		
PARAPHRASE		
I heard you say… Your idea is…	I think you said… So what you are saying is…	In other words, … To paraphrase, …
BUILD ON		
I would like to add… I also observed…	Another detail is… In addition, …	Additionally, … To elaborate, …
PROMPT		
What else do you observe…? What can you add?	How can you add to this idea? What other details can you cite?	Can you CLARIFY what you mean by…? How could you elaborate on…?
EMERGING	EXPANDING	BRIDGING
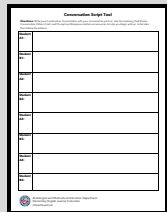
MODEL/GUIDED PRACTICE	# Model/Guided Practice—Write the Conversation Script

Display the **Conversation Script Tool.** Model using the **Teacher Visual Text, Infographic,** and the **Conversation Pattern Guide** to write the script.

*We have practiced having Constructive Conversations using the pattern to support us in **CLARIFYING** our ideas. In this lesson, we will have an opportunity to demonstrate what we know by writing our own Constructive Conversation scripts with a partner. Let's try it together first. We will use the **Conversation Script Tool** to help us. I will show you. Look and listen. Don't write.*

CONVERSATION SCRIPT TOOL

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

What would the first partner say? It says to start the Constructive Conversation by stating an idea. The idea needs to be about how the infographic and the visual text are related. **I will write that Student A says: My idea is that the infographic tells us about how to protect a home from an earthquake.** *Now, Student A builds on this idea. I will use the language of the skill (Point to the Conversation Pattern Card):* **I also notice** *that the visual text shows the damages that occurred after an earthquake.*

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

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

Let's read what I wrote for Student A's first share one more time. My idea is that the infographic tells us about how to protect a home from an earthquake. I also notice *that the visual text shows the damages that occurred after an earthquake.* What is your idea?

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

STUDENT PRACTICE	# Student Practice - Collaborative Writing - Conversation Script

Display and distribute the **Conversation Script Tool** to partner pairs. Students will use the Visual and Infographic Texts to write their conversation script with their partners using a graphic organizer—the **Conversation Script Tool.**

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

Now you will use your Student Visual Text and Infographic to write a Constructive Conversation Script. First, you will use your Think Time to examine both texts just as I modeled for you. Then you will talk with your partner about Student A's first share. You will use the prompt: **How does the infographic text CLARIFY your thinking about the visual text?**

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

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

MODEL/GUIDED PRACTICE	# Model – Giving & Receiving Feedback

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

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

CONVERSATION PATTERN LISTENING TOOL

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

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

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

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

CONVERSATION PATTERN GUIDE

To show you how to do this, we will use a Fishbowl model activity.
Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**
I have selected _____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.**

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

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

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

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

Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.**
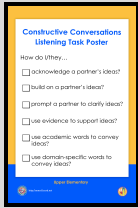
Now that one partner pair finished sharing their script let's look at what we recorded (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model).

What part of the Constructive Conversation Pattern would you give them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Affirm all responses.
Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW).

53

MODEL/GUIDED PRACTICE (CONTINUED)	**Teacher Think Aloud (Adjust based on student Fishbowl Model):** *According to this example, (Point to the completed* **Conversation Pattern Listening Tool.**) *the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as, "I would like to add…" I will write in the feedback section.* *What part of the Conversation Pattern would you provide them with feedback? Why? Turn and talk to a partner.* Have one or two students share out. Affirm all responses. *Let's write comments in the feedback section.* *We will use the feedback we receive to go back and revise our Constructive Conversation scripts.*
STUDENT PRACTICE	## Student Practice - Give and Receive Feedback Direct students to join another pair to give and receive feedback for their Constructive Conversation scripts. *Pairs Square - Now that we know how to give and receive feedback, your partner pair will team up with another partner pair to form a quad. I will walk around and assist anyone that needs it.* Give students time to give and receive feedback. *Now you will use the feedback you received to make any needed revisions to your script.*
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice the **Conversation Pattern** with the teacher by revising a script Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair. Group 4 – Play the Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 5- Create a cause and effect graphic organizer to show how giving and receiving feedback on a scripted conversation can improve our conversations. Group 6- Practice modifying a conversational script by using different types of clauses to add more detail.

WRAP-UP	# Review ELD Objective and Self-Evaluate
  CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER	*In this lesson, we* • *reviewed and applied the Conversation Pattern* • *wrote a conversation script* • *gave and received feedback for the Constructive Conversation script* *Students will complete the **Exit Ticket***: 1. *I met the objective of the lesson by.* 2. *Explain how you analyzed a Constructive Conversation and why.* 3. *Describe why its valuable for you and your partner to write a Constructive Conversation script of a visual text and an infographic.* o *Share and explain this to your partner* *After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.*

Lesson 10: Craft an Oral Paragraph

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

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

OPENING	*In previous lessons, we focused on using the Conversation Pattern. This allowed us to extend our knowledge about our topic. In this lesson we, will apply our knowledge of the topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will learn a new strategy called Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.* **PAIRS** *For this lesson, I want us to focus on applying our Think Time and Listening Respectfully. How will you use your Think Time and Listen Respectfully skills enable you to craft a strong oral paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

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

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

<table>
<tr>
<td>

MODEL/GUIDED PRACTICE (CONTINUED)

PARAGRAPH CRITERIA CHART

MPP-GO

</td>
<td>

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

Here is a structure we can use to help us craft a strong and well organized oral paragraph. Select a volunteer to read (Refer to Pre-Charted Paragraph Guide.)

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

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

Model/Guided Practice - Multiple Partner Protocol

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

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

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

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

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

*Step 2 is to write complete sentences in the first box of the **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. Using the **Paragraph Guide** (Point to the **Paragraph Guide**.), we will write the statement, "The infographic clarifies my thinking because it states that…"in the first box. My partner and I will complete this sentence by adding our ideas to it,*

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

Let's review what you will do next. At the signal, each partner pair will find another partner pair. Have the partner pairs model steps three and four. *At the signal, each partner pair will find a different partner pair.* Have the partner pairs model steps five and six by finding a different pair.

</td>
</tr>
</table>

PARAGRAPH GUIDE (EX-BR)

The infographic clarifies my thinking about the visual text by…

For example, the visual text…

Additionally, the infographic…

In other words, …

Finally, …

PARAGRAPH GUIDE (EM-EX)

My idea is…

For example, …

Another example is…

I also think, …

Finally, …

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.

MODEL/GUIDED PRACTICE (CONTINUED)	**PAG/ PAU** **Process- As- Given/Process- As- Understood**: Who can restate what we are about to do? Have one or two volunteers restate the directions.

Call attention to the specific instructions with each step. Give students sufficient time to complete steps three to six, stopping to signal each time. Circulate and support students as needed.

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

Teacher Oral Paragraph – Giving & Receiving Feedback
Display the Teacher Visual Text, Infographic, and the **Paragraph Criteria Chart.** *Now we will talk about how to give and receive feedback to improve our paragraphs.*

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

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

Teacher Oral Paragraph

The infographic clarifies my thinking about the visual text by showing that items in a home should be secured to prevent them from falling or being damaged. For example, the visual text contains items that are on the floor and that are broken. This demonstrates what happens when you do not prepare for an earthquake in advance.   The infographic also demonstrates how to secure items that may fall in an earthquake. Items in a home can be secured with restraining lips, "L" brackets, or latches. In other words, there are a variety of ways to secure items in a home. Ultimately, people need to understand that preparing for an earthquake can help protect their home, and there are many ways to secure household items in order to minimize damage during an earthquake.

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

(left margin labels:)
PARAGRAPH CRITERIA CHART

TEACHER VISUAL TEXT & INFOGRAPHIC

STUDENT PRACTICE	# Stand Up, Hand Up, Pair Up – Oral Paragraph Share
NOTE: Cover or remove the Paragraph Guide.
Distribute and display both Student Texts. Students will meet with a new partner to give and receive feedback. Distribute the **Paragraph Criteria Chart** for students to provide feedback to their partners.
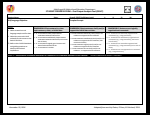
PAIRS *You will now meet with a new partner to share your oral paragraphs.* Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. **Monitor** Have students do the same.

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

STUDENT PRACTICE (CONTINUED)	**NOTE: Collect a language sample using the OOAT while all students are sharing. Collect an additional sample during the Fishbowl Model (SEE BELOW).** ## Formative Assessment- SPF- OOAT Monitor students as they share their oral paragraphs. Then select a student who will **Fishbowl Model** in front of the class when they're done. Use the **OOAT** to collect a Language Sample as the student models in front of the class. ## Debrief the Model: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief: 1. *How did the student's oral paragraph meet the criteria?* 2. *What feedback might you have?* Have one or two students share out. Affirm all responses.
FOMATIVE ASSESMENT OOAT	## Student Progress Form (SPF) - Oral Output Assessment Tool Select one to two students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt: **How does the infographic CLARIFY your thinking about the visual text? Cite details to CLARIFY your ideas.** **NOTE:** In order for students to have an opportunity to address all three dimensions of the OOAT, you must collect the oral paragraph from beginning to end. Provide students with sufficient time to respond to the prompt.
DIFFERENTIATED INSTRUCTION	## Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be four to five groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice crafting an oral paragraph with the teacher. Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Take turns crafting an oral paragraph using a Visual Text of your choice. Group 4 – Practice giving and receiving feedback for an oral paragraph with a different partner. Group 5 – Play the Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP	**Review ELD Objective and Self-Assess**
	In this lesson, we …
	    • *used notes to organize information for an oral paragraph*
	    • *practiced crafting an oral paragraph with multiple partners*
	    • *received and provided feedback to revise an oral paragraph*
	
	Teacher asks students to complete the **Exit Ticket**:
	
	    1. *How did you meet the objectives?*
	    2. *How did you use the feedback you received to improve your oral paragraph?*
	    3. *Identify one challenge you encountered through the lesson. How did you overcome that challenge?*
	
	    ➢ *Share and explain this to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 11: Write a Paragraph

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

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for a written paragraph • collaborate with a partner to write a paragraph • receive and provide feedback to revise a paragraph

OPENING	*In previous lessons, we focused on using the Conversation Pattern to help us CREATE and CLARIFY with our partners. We applied our learning to construct an oral paragraph to capture our best thinking and knowledge. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to make and organize ideas in a clear way.* *Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide feedback to each other that will be used to make revisions to our written paragraph.* *For this lesson, I want us to focus on using our Think Time and Listening Respectfully. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW PARAGRAPH CRITERIA CHART MPP-GO	## Review - Multiple Partner Protocol Graphic Organizer Display and distribute both **Student Texts** and distribute students' completed **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. *In the last lesson, we focused on using the information we have to review, organize, and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you write your paragraph.* *We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **MPP-GO** to recreate your oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.* Allow students to use the **MPP-GO** to share/review their oral paragraph with their partner. Invite a student pair to **Fishbowl Model** their oral paragraph with the class and highlight the following: • **Multiple Partner Protocol Graphic Organizer (MPP-GO)** to help you with the information and ideas • **Paragraph Criteria Chart** to know what to include and how to organize the information • **Paragraph Guide** to provide you with sample language that you can use as you are crafting and connecting your ideas ## Formative Assessment Opportunity- (SPF) OOAT Monitor students as they share their oral paragraphs. Then select a student who will **Fishbowl Model** in front of the class when they're done. Use the **OOAT** to collect a Language Sample as the student models in front of the class.

61

REVIEW (CONTINUED)	**Debrief the Fishbowl Model**

Facilitate a whole-group discussion to debrief:
1. *How did the student's oral paragraph meet the criteria?*
2. *What feedback might you have?*

MODEL/GUIDED PRACTICE

PARAGRAPH CRITERIA CHART

Model/Guided Practice - Collaborative Writing

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

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

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

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

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

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

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

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

Model Written Paragraph:

> The infographic clarifies my thinking about the visual text by indicating that before an earthquake occurs, items in a home should be secured to prevent them from falling or being damaged. **(1)** For example, the visual text contains multiple items that are on the floor and glass that has broken. **(2)** This demonstrates what can occur if one does not prepare for an earthquake in advance. **(3)** Additionally, the infographic demonstrates how to secure items that may topple in an earthquake. **(4)** Items in a home can be secured with restraining lips, "L" brackets, double-sided tape, museum putty, latches, bolts, straps, and strategic placement of large or dangerous items. **(5)** In other words, there are a variety of different ways to secure items in a home. **(6)** Ultimately, people need to understand that advance preparation for an earthquake can help protect them and their home, and there are various resources to learn about, use, and consider in order to actually protect themselves and minimize damage during an earthquake. **(7)**

*Let's look at the teacher written paragraph to find evidence for each of the elements on the **Paragraph Criteria Chart**. Listen actively as I read what the Model shows. I will pause after each sentence so that*

MODEL/GUIDED PRACTICE (CONTINUED)	you have time to discuss what element(s) you noticed.

<u>The infographic clarifies my thinking about the visual text by</u> indicating that, before an earthquake occurs, items in a home should be secured to prevent them from falling or being damaged. **[1]** [MI]

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

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

Let's read the second sentence together. "For example, the visual text contains multiple items that are on the floor and glass that has broken."

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

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

GUIDED PRACTICE

Let's read the fourth sentence in the paragraph:

Additionally, the infographic demonstrates how to secure items that may topple in an earthquake.

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

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

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

Student Practice - Giving & Receiving Feedback

Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to give and receive feedback using the **Paragraph Criteria Chart.***

*One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the **Paragraph Criteria Chart** as a guide to discuss with your partner what specific feedback you will give to the other partner pair.*

I will walk around and help anyone that needs it. Give students time to give and receive feedback. Circulate and provide support as needed.

Now you will use the feedback you received to make any needed revisions to your paragraph. Give students time to make any last revisions to their paragraphs based on the feedback they received.

Formative Assessment

Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will show what you know by writing your own paragraph to address the same prompt: **How does the infographic CLARIFY your thinking about the visual text?** I will collect your paragraphs when you're done.*
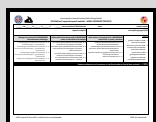
Student Progress Form (SPF) - Written Output Assessment Tool

Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt:

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

Differentiated Instruction

Based on formative assessment data, organize students by language performance. There may be four to five groups depending on classroom size.

Group 1 – **(Teacher Group)** – Continue working on the **Written Paragraph** with the teacher.

Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text.

Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair.

Group 4 – Play the Constructive Conversation Game with another theme-related visual text.

Group 5 – Construct a Venn Diagram to compare the differences and similarities between the oral and written paragraph.

Group 6- Design an infographic for a theme-related visual text.

Review ELD Objective and Self-Evaluate

In this lesson, we

- *used notes to organize information for a written paragraph*
- *collaborated with a partner to write a paragraph*
- *received and provided feedback to revise a paragraph*

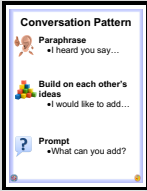Teacher asks students to complete the **Exit Ticket**:

1. *How did you meet the lesson's objectives?*
2. *Describe how the written paragraph was analyzed.*
3. *Explain how the visual text and the infographic was used to write your paragraph.*
4. *How did the process of constructing the oral paragraph help you develop the written paragraph?*

➢ *Share and explain this with your partner*

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

	Start Smart 2.0 - Conversation Practices
	# Lesson 12: Practice FORTIFY with Both Texts
ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **FORTIFY** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 12-16.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **FORTIFY** • practice **FORTIFY** using a visual text and an infographic • engage in a Constructive Conversation with a partner and in a small group
OPENING	Establish partnerships for lessons 12 through 16. *In this lesson, we will review the Constructive Conversation Skill-**FORTIFY**. When we **FORTIFY** we support our ideas with evidence. Before we **FORTIFY**, we must **CREATE** or share our idea. Then, we must **CLARIFY** our idea to have enough shared understanding. Only then can we **FORTIFY** or support our idea with evidence. So, we will continue to use the Conversation Pattern to paraphrase, build on, and prompt. We can use our Conversation Pattern Cards to bring us to a mutual understanding and construct new knowledge. During conversations, remember to follow our conversation norms (point to poster).* *Identify, which Conversation Norm will help us to focus on fortifying or supporting our ideas with evidence? Describe how the conversation norms will help us to **FORTIFY**. Turn and talk to your partner.* Give students 1 minute to talk to a partner. Select two to three students to share out. Validate all reasonable responses and say: *I heard many of you say that you would "Use the Language of the Skill" (point to poster) to make sure you **FORTIFY** or support your ideas with evidence.*
REVIEW Conversation Pattern Paraphrase •I heard you say… Build on each other's ideas •I would like to add… Prompt •What can you add? **CONVERSATION PATTERN POSTER**	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each sub-skill. *In this lesson, we will continue to use the* **Conversation Pattern.** *Who can help us review the pattern together?* **PAIRS** *We understand the Conversation pattern helps us to **CLARIFY**, especially when we paraphrase. How will building on an idea and prompting help us to **FORTIFY** or support our ideas with evidence? Turn and talk to your partner.* Have one or two students share out. **THINK ALOUD** *Teacher Think Aloud: Many of you stated that paraphrasing, building on, and prompting can help us to **CLARIFY**. I also heard some of you say that building on can help us give evidence and prompting can help us to ask for evidence. I would like to add that we can't do any of this without creating or sharing an initial idea. So, the very first step of a Constructive Conversation is to **CREATE** and share an initial idea. Then, we can use the Conversation Pattern to develop our idea fully.*
MODEL/ GUIDED PRACTICE	## Model—Review Prompt and Response Starters **NOTE:** Additional prompt & response starters were added to provide variety. Select one or two new prompt and response starters that correspond to the proficiency level of most of your students. *Today you will engage in a Constructive Conversation for the Skill of **FORTIFY**. For this skill, we will utilize new prompt and response starters to follow the Conversation Pattern. The response starters for Paraphrase will help us to **CLARIFY**. The response starters for Building On and Prompting can be used to **FORTIFY** or support our ideas with evidence. Please practice using the new prompt and response starters during you Constructive Conversation.*

66

MODEL/ GUIDED PRACTICE	*Our focus for this lesson is* **FORTIFY**. *What could I say to* **build on** *and* **support an idea with evidence**? *Hmmm. I might say "In the text, it says…" Then, I would prompt my partner. What could I say to prompt my partner? Yes, that's right. I could say "Can you give an example from the text?"*

You will use the **Conversation Pattern Guide** *to remind you of the pattern. Let's review the prompt and*

response starters that you may use to help you during your conversations and add them to our Conversation Pattern Guide.

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

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

Review the Constructive Conversations Listening Task Poster

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

During the model Constructive Conversation, listen actively for the following:
How did we…

- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to* **CLARIFY** *ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas*

CONSTRUCTIVE CONVERSATION PATTERN GUIDE

Introduce Visual Text & Infographic Model—FORTIFY

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

What is an important idea in both texts? Begin by stating your claim. Cite evidence and summarize your ideas.

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

TEACHER VISUAL TEXT & INFOGRAPHIC

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

ELD PART II

| CONVERSATION CODING KEY FORTIFY/NEGOTIATE	
ID	**INITIAL IDEA**
PAR	**PARAPHRASE**
BO	**BUILD ON**
PR	**PROMPT**
UNDERLINE PROMPT & RESPONSE STARTERS	

CONSTRUCTIVE
CONVERSATIONS
LISTENING TASK
POSTER

TEACHER VISUAL
TEXT &
INFOGRAPHIC

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	An important idea in both texts is that earthquakes can cause damage. **(ID)** Things can fall and break after an earthquake. In the visual text, there are many kitchen items that were damaged. **(BO)** For example, the glass doors in the cupboard shattered and the home furniture were damaged too. What is your idea about the two texts? **(PR)**
Student B1:	An additional idea is that it is important to prepare for an earthquake in order to prevent damage. **(ID)** For instance, people can evaluate each room in their homes to make sure items are secure. **(BO)** Furthermore, people can evaluate their entire home in order to identify unsecure items that may fall when seismic shaking starts, and this can fortify fragile, loose items by using safety supports that will keep items in place. **(BO)** How can you elaborate on your idea? **(PR)**
Student A2:	What I heard you say is that home owners can prepare for an earthquake ahead of time to prevent property damage. **(PAR)** To elaborate on my idea, I want to add that things that fall during an earthquake can also hurt people. **(BO) For** example, if large furniture or other heavy, household items had fallen on the man he could have been hurt. **(BO)** What other evidence do you have to support your important idea? **(PR)**
Student B2:	That is to say that people can be hurt during an earthquake. **(PAR)** To support my idea, I want to point out that less damage could have occurred if the cupboards had latches, the bookcase was secured with "L" brackets and the fragile items were anchored onto the wall surface. **(BO)** In the visual text, glass, cupboard doors have swung open and the glass door has broken. **(BO)** Safety latches are designed to keep doors from swinging open. What in the texts makes you think that? **(PR)**
Student A3:	That is to say that we can prevent damage if by using safety supports. **(PAR)** Additionally, the infographic states that large furniture may fall onto you or block exit ways after a seismic quake. **(BO)** In the visual text, the wooden bookcase is tilted away from the kitchen wall and could have broken in half or fallen onto someone. **(BO)** Can you clarify your idea further? **(PR)**
Student B3:	In other words, during an earthquake, large furniture can fall and hurt people. **(PAR)** To elaborate, by securing your large furniture with "L" brackets, we can prevent furniture from breaking or falling on top of unsuspecting people. **(BO)** As the infographic indicates, using a variety of means of securing items in a home is an excellent way of preventing earthquake damage. **(BO)** Could you elaborate on how earthquakes cause damage? **(PR)**
Student A4:	Simply stated, earthquakes can cause damage to a home in many ways. **(PAR)** For example, it can cause a home foundation to buckle or slide, gas pipes to rupture, water heaters to break, and household items to fall or tip over. **(BO)** How can we summarize our ideas? **(PR)**
Student B4:	In summary, safeguarding your home can keep you and your valuable items protected. **(PAR)** If the man in the visual had security features on his items, according to the infographic guidelines, he could have prevented so much damage to his home. **(BO)**
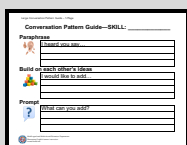
68

Debrief the Model Conversation

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

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

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

Introduce Visual Text and Infographic Non-Model—FORTIFY

Prompt: What is an important idea in both texts? Begin by stating your claim. Cite evidence and summarize your ideas.

Non-Model Conversation

Student A1:	An important idea is that earthquakes hurt you. Things can fall and break after an earthquake. In the visual, things broke. For example, the glass broke. What is your idea about the two texts?
Student B1:	Another important idea is preparing for an earthquake. People can prepare their rooms and make sure items are hooked up. When people check their rooms for things that fall, they can figure out what to hook up. Tell me more about your idea.
Student A2:	What I heard you say is that you hook things up to prepare for an earthquake. Things that fall hurt people. What other evidence do you have to support your important idea?
Student B2:	So you are saying that earthquakes hurt people. To support my idea, there wouldn't have been damage if you hooked everything up. In the visual text, cupboard doors have swung open and the glass has broken. Latches are designed to keep doors from swinging open.
Student A3:	So what you're saying is that hooking things up prevents damages. The infographic tells you that things fall after an earthquake without hooking them up. In the visual text the bookcase is going to fall on someone. Can you say more about the way to hook stuff up?
Student B3:	What you are saying is that during an earthquake people get hurt. By hooking stuff up, it won't fall on people. As the infographic shows, there are a lot of different ways to hook things up. Could you say more about how earthquakes hurt you?
Student A4:	Earthquakes damage in many ways. For example, things can fall and break, or you can trip on them. How can we summarize our ideas?
Student B4:	Preparing your home can keep you protected. If the man in the visual had hooked things up, he wouldn't have gotten hurt.

69

Debrief the Non-Model Conversation

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

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

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

Constructive Conversation Game with Both Texts

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

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

Begin by stating your claim. Cite evidence to support your claim and summarize your ideas. Remember to use the Conversation Pattern.

QUADS

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

Monitor

Formative Assessment

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

Student Progress Form (SPF) 2.0-Constructive Conversation Sample

Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt:

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

Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

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

Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher.

Group 2 – Revise/rewrite a Start Smart 1.0 Model Conversation for FORTIFY to include the **Conversation Pattern**.

Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson.

Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0.

WRAP-UP

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Review ELD Objective and Self-Evaluate

In this lesson, we…

- *reviewed the Conversation Pattern*
- *listened to a Model and Non-Model for **FORTIFY***
- *practiced **FORTIFY** using a visual and an infographic*
- *engaged in a Constructive Conversation with a partner and in a small group*

Students will complete the **Exit Ticket** that contains the following prompts:

1. *I met the objective of the lesson by_____.*
2. *The Conversation Pattern helped us to **FORTIFY** our ideas by_____.*
3. *Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skill of **FORTIFY**.*
4. *List four important elements of the Model Constructive Conversations that made it a model.*
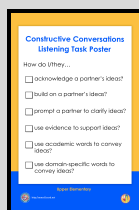
➢ *Share this with your constructive conversation partner.*

Lesson 13: Code the Model & Revise the Non-Model

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

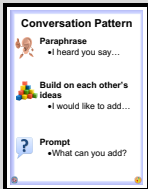| STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and code it using the Conversation Pattern • revise a Non-Model using the Conversation Pattern

OPENING	*In this lesson, we will apply what we know about fortifying ideas to revise a Constructive Conversation using both a visual text and an infographic. Remember to follow our Conversation Norms (point to poster).* **PAIRS** *Which Conversation Norm will help us to revise a conversation focused on fortifying? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Affirm all responses.

REVIEW **Conversation Pattern** Paraphrase • I heard you say… Build on each other's ideas • I would like to add… ? Prompt • What can you add? **CONVERSATION PATTERN POSTER** **Constructive Conversations Listening Task Poster** How do 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? **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER** **Conversation Pattern Guide—SKILL:____** Paraphrase I heard you say… Build on each other's ideas I would like to add… Prompt What can you add? **CONVERSATION PATTERN GUIDE**	## Review - Conversation Pattern *In previous lessons, we focused on **CLARIFYING** by adding details and **FORTIFYING** to support ideas by using the Conversation Pattern.* *Refer students to the Conversation Pattern Poster. Select student/s to read the three parts of the Conversation Pattern aloud.* **PAIRS** *How do we begin a Constructive Conversation? How will you utilize the Conversation Pattern to help you and your partner add details? Turn and talk to your partner. Give students 1 minute to talk to a partner.* Validate all responses and say: *I heard many of you say that you would "Begin by stating your idea and then follow the Conversation Pattern to help build on that idea based on textual evidence,"* (point to **Conversation Pattern Poster**). ## Review - Prompt and Response Starters **NOTE:** Select one or two new prompt and response starters that correspond to the proficiency level of most of your students. *We will use the prompt and response starters to assist us. The response starters for **Paraphrase** will help us to **CLARIFY**. The response starters for **Building On** and **Prompting** can be used to **FORTIFY** or support our ideas with evidence.* Distribute Constructive Conversation Guides. *Our focus for this lesson is **FORTIFY**. What could I say to **build on** and **support an idea with evidence**? Hmmm. I might say "For example, …" Then, I would prompt my partner. What could I say to prompt my partner? Yes, that's right. I could say "What evidence do you have?"* *Use the **Conversation Pattern Guide** to recall the pattern. Let's review the prompt and response starters*

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

REVIEW (CONTINUED)	*that you may use during your Constructive Conversations and add them to our Conversation Pattern Guides.* ## Review - Constructive Conversations Listening Task Poster Display the **Conversations Listening Task Poster** and read each of the questions. *Listen actively for the following during the model Constructive Conversation.* *How did we…* • *acknowledge a partner's ideas?* • *build on a partner's ideas?* • *prompt a partner to CLARIFY ideas?* • *use evidence to support ideas?* • *use academic words (notice, in other words, etc.) to convey ideas?* • *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

MODEL/GUIDED PRACTICE **TEACHER INFOGRAPHIC** **CONVERSATION PATTERN POSTER** **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	# Model/Guided Practice - Code the Model Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model. This <u>Conversation Coding Key</u> will be used to assist us in identifying the structure of the conversation. As you examine the coding key, what are some things you notice? Guide students through an analysis of the first two turns. Use the **Conversation Coding Key**, **Conversation Pattern Poster** and the **Listening Task Poster** to highlight the following: • *acknowledge a partner's ideas* • *build on a partner's ideas* • *prompt a partner to CLARIFY ideas* **Prompt: What is an important idea in both texts? State your claim and cite evidence.**

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

MODEL
*Let's examine the Model Script to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. When you hear the initial idea or **CLAIM** show me by holding up your index finger. You will also show me gestures for the Conversation Pattern by raising two fingers when you hear a paraphrase, three fingers when you hear building on an idea, and four fingers when you hear a prompt. I will pause after each sentence so that you have time to show me the gestures.*

| **Student A1:**	An <mark>important idea</mark> in <mark>both text</mark>s is that earthquakes can cause damage. **(ID)** Things can fall and break after an earthquake. <u>In the</u> <mark>visual text</mark>, there are <mark>many kitchen items</mark> that were damaged. **(BO).** <u>For example</u>, the <mark>glass doors</mark> in the cupboard shattered and the <mark>home furniture</mark> were damaged too. <u>What is your idea</u> about the <mark>two texts</mark>? **(PR)**

Using the corresponding number of fingers helps us focus on specific language as we listen to the Model Conversation.

Now I will examine what Student A says. Model consulting Coding Key and Conversation Pattern. *I notice that student A begins by stating her claim or position. I will underline where it says, "An important idea is" and code it with "CL" because that's her claim.*
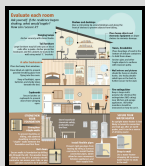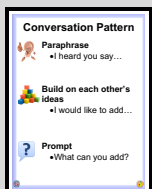
MODEL/GUIDED PRACTICE (CONTINUED)	*Let's read the second sentence together. "Things can fall and break after an earthquake."*
	How would we code this? Use your think time. Pause to give students Think Time. *Now turn and talk to your partner.* Give students 1 minute to Turn and Talk.
	Many of you say you would code it with "BO" because she is Building on her own idea.
	## GUIDED PRACTICE
	Listen actively as I read what Student B says aloud. When you hear the CLAIM show me the gesture for CREATE. You will also show me the corresponding number of fingers for the Conversation Pattern by raising two fingers when you hear a paraphrase, three fingers when you hear building on an idea, and four fingers when you hear a prompt. I will pause after each sentence so that you have time to show me the gestures.
CODED MODEL CONVERSATION	

Student B1:	An additional idea is that it is important to prepare for an earthquake in order to prevent damage. **(ID)** For instance, people can evaluate each room in their homes to make sure items are secure **(BO)**. Furthermore, people can evaluate their entire home in order to identify unsecure items that may fall when seismic shaking starts, and this can fortify fragile, loose items by using safety supports that will keep items in place **(BO)**. How can you elaborate on your idea? **(PR)**

Using the corresponding number of fingers helps us focus on specific language as we listen to the Model Conversation.

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

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

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

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

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

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

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

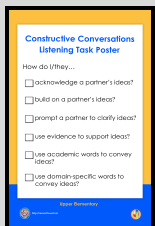| MODEL/GUIDED PRACTICE (CONTINUED)	**Non-Model Conversation**	
	Student A1:	An important idea is that earthquakes hurt you. Things can fall and break after an earthquake. In the visual, things broke. For example, the glass broke. What is your idea about the two texts?
	Student B1:	Another important idea is preparing for an earthquake. People can prepare their rooms and make sure items are hooked up. When people check their rooms for things that fall, they can figure out what to hook up. Tell me more about your idea.
	Student A2:	What I heard you say is that you hook things up to prepare for an earthquake. What other evidence do you have to support your idea?
	Student B2:	To support my idea, there wouldn't have been damage if you hooked everything up. In the visual text, cupboard doors have swung open and the glass has broken. Latches are designed to keep doors from swinging open.
	Student A3:	So, what you're saying is that hooking things up prevents damages. The infographic tells you that things fall after an earthquake without hooking them up. In the visual text the bookcase is going to fall on someone. Can you say more about the way to hook stuff up?
NON-MODEL REVISION TOOL	**Student B3:**	What you are saying is that during an earthquake people get hurt. By hooking stuff up, it won't fall on people. As the infographic shows, there are a lot of different ways to hook things up. Could you say more about how earthquakes hurt you?
	Student A4:	Earthquakes damage in many ways. For example, things can fall and break, or you can trip on them. How can we summarize our ideas?
	Student B4:	Preparing your home can keep you protected. If the man in the visual had hooked things up, he wouldn't have gotten hurt.

Guided Practice – Revise Non-Model

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

CONVERSATION PATTERN GUIDE

Coding the Model allows us to understand the structure of a Model Conversation We will now apply our knowledge as we revise the Non-Model Constructive Conversation.

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

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

Example 1:

Student A1:	An important idea is that earthquakes hurt you. Things can fall and break after an earthquake. In the visual, things broke. For example, the glass broke. What is your idea about the two texts?
Student B1:	Another important idea is preparing for an earthquake. People can prepare their rooms and make sure items are hooked up. When people check their rooms for things that fall, they can figure out what to hook up. Tell me more about your idea.

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

Teacher Think Aloud: (Point to A1) *I notice that Partner A's initial idea does not answer the prompt. He does not state a claim that tells one important idea from both texts. I will revise it by*
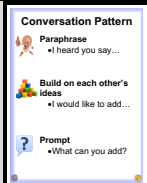
stating a claim first. <u>One important idea from both texts is that…</u>*earthquakes can cause damage to a home.* Then, I will prompt my partner by saying, <u>what is your claim?</u>

(Point to revised script and read aloud)*.* <u>*Earthquakes can cause damage to a home. What is your claim?*</u>

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

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

Student A1:	One important idea from both texts is that earthquakes can cause damage to a home.
Student B1:	I heard you say that one important idea from both texts is that earthquakes harm property. My claim is that both the visual text and infographic show that we can secure things, that might fall, ahead of time by hooking them to the wall. How can you elaborate on your idea?

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

Student A2:	What I heard you say is that you hook things up to prepare for an earthquake. What other evidence do you have to support your idea?
Student B2:	To support my idea, there wouldn't have been damage if you hooked everything up. In the visual text, cupboard doors have swung open and the glass has broken. Latches are designed to keep doors from swinging open.

Teacher Think Aloud: (Point to A2) *I notice that Partner A paraphrases what his partner said. But he does not build on his partner's idea. I will use the* <u>Conversation Pattern Guide</u> *to revise. First, I will paraphrase, then build on, then prompt.* (Chart the revised share for A2.)
(Point to revised script and read aloud) *In other words, What I heard you say is that you hook things up to prepare for an earthquake. In addition, you may also place heavy items on the ground instead of hanging them. What other evidence you have to support your idea?*

Let's read what Student B says (Point to B2). *I notice that Partner B doesn't paraphrase or use a prompt starter to prompt his partner. How would you revise it? Turn and talk to your partner.* Give students 2 minutes to Turn and Talk and revise. Have one or two pairs share and justify their findings.

Now you and your partner will work collaboratively to finish revising the Non-Model Constructive Conversation. What would they have to say in order to **FORTIFY** *the conversation?* Give students enough time to revise the last two turns of the Non-Model *Constructive Conversation* using the **Non-Model Revision Tool—FORTIFY**.

STUDENT PRACTICE STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC	# Stand Up, Hand Up, Pair Up – Constructive Conversation Display the **Student Visual Text & Infographic** *We will now collaborate with a partner to practice the skill FORTIFY during a Constructive Conversation using the Student Visual Text and Infographic.* Show how to use the Stand Up, Hand Up, Pair Up Strategy to find a new partner. Model looking, standing up, raising one hand in the air, and walking across the room to find a partner (student volunteer). Demonstrate how to connect your hand to your partner's hand to confirm that you've selected each other. Have students do the same. *Now with your partner you will engage in a Constructive Conversation using the prompt. Remember to begin by stating your claim, then use the Conversation Pattern.* **Prompt: What is an important idea in both texts? State your claim and cite evidence.** ## Formative Assessment Monitor students as they converse. Use the **Conversation Pattern Poster** to support students in applying the sub-skills of *paraphrase, build on and prompt*. Select two students who will Fishbowl Model in front of the class. ## Debrief the Model: Whole-Group Discussion of Student Model Facilitate a whole-group discussion to debrief how the students did the following: 　　1. *How did they use the Conversation Pattern to FORTIFY their ideas?* 　　2. *What specific language did they use?*
FORMATIVE ASSESSMENT SPF 2.0	# Student Progress Form (SPF) 2.0-Constructive Conversation Sample Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **What is an important idea in both texts? State your claim and cite evidence.** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising an SPF. Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0 or other theme-related visual text.
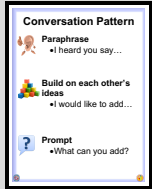
WRAP-UP **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER** **CONVERSATION PATTERN POSTER**	**Review ELD Objective and Self-Evaluate** *In this lesson, we…* • *reviewed the Conversation Pattern* • *listened to a Model and coded it using the Conversation Pattern* • *revised a Non-Model using the Conversation Pattern* Students will complete Exit Ticket which contains the following Prompt: 1. *I met the objective of the lesson by_____.* 2. *The Conversation Pattern helped us to code the model and revise the non-model by.* 3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skills of create and clarify. 4. List four important elements of the Model Constructive Conversations that made it a model. ➤ Share with this your Constructive Conversation Partner

Lesson 14: Write a Conversation Script

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

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • provide and receive feedback • exchange feedback to revise our work

OPENING	*Today we will apply the Constructive Conversation Skill **FORTIFY** by writing our own conversation script. We will use what we know about fortifying ideas using a visual text and an infographic.* **PAIRS** *Which conversation norm will help us craft our script? Why? Turn and talk to your partner.* Give students one minute to talk to a partner. Validate all reasonable responses and say: *Many of you stated you will focus on using the language of the skill for **FORTIFY** to support your ideas with evidence.*

REVIEW **CONVERSATION PATTERN GUIDE**	## Review - Conversation Pattern *In this lesson, we will utilize the Conversation Pattern and listen actively to when and how others use the Conversation Pattern to **FORTIFY** their ideas.* *Refer students to the Conversation Pattern Poster. Select student/s to read the three parts of the Conversation Pattern aloud.* **PAIRS** *What is the purpose of the Conversation Pattern? How does it support our Constructive Conversation? Turn and talk to your partner.* Give students 1 minute to talk to a partner and have one or two students share out. Validate all responses.

Review - Prompt & Response Starters

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

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

*Use the **Conversation Pattern Guide** to recall the pattern. Let's review prompt and response starters that you may use during your conversations. Please add them to our Conversation Pattern Guides.*

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

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

MODEL/GUIDED PRACTICE	# Model/Guided Practice—Write the Conversation Script

Model/Guided Practice—Write the Conversation Script

Display the **Conversation Script Tool**. Model using the **Teacher Visual Text and Infographic** and the **Conversation Pattern Guide** to write the script.

*We have practiced having Constructive Conversations using the pattern to support us to **FORTIFY** our ideas. In this lesson, we will have an opportunity to demonstrate what we know by writing our own conversation scripts with a partner. Let's try it together first. We will use the **Conversation Script Tool** to help us. I will model with the Teacher Visual Text and infographic.*

Teacher Think Aloud: (Point to A1) First, I will write in the prompt for this conversation.

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

I will use Think Time. Model using Think Time and pointing at key elements of both texts.

What would the first partner (Partner A) say? It says to start the conversation by stating your claim. Hmmm. The claim needs to state one important idea from both texts. I will write that Student A says: <u>One important idea from both texts is that earthquakes can cause damage to a home.</u>

Next, we build on (point to Conversation Pattern Card). I will build on by supporting the claim with evidence from the text. <u>For example, in the visual text it says, "If the residence begins to shake what would topple?". Being aware of what items might fall and break is the first step to securing a home.</u> Finally, we prompt our partner. <u>What is your claim?</u>

Let's read what I wrote for Student A's first share one more time.
<u>One important idea from both texts is that earthquakes can cause damage to a home. For example, in the visual text it says, "if the residence begins to shake what would topple?". Being aware of what items might fall and break is the first step to securing a home.</u>

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

STUDENT PRACTICE	# Student Practice - Collaborative Writing - Conversation Script

Student Practice - Collaborative Writing - Conversation Script

Display and distribute the **Conversation Script Tool** to partner pairs. Students will use the Student Visual Text and Infographic to write their conversation script with their partners using the **Conversation Script Tool.**

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

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

*With your partner, you will use the **Conversation Script Tool** to write your Constructive Conversation script. Use the prompt/response starters as reference. Remember, begin with your claim, then follow the Conversation Pattern in your interactions.*
Give students time to write with their partners. Think about which two partner pairs you will select for the Fishbowl Model in the next part of the lesson.

80

MODEL/GUIDED PRACTICE (CONTINUED)	# Model – Giving & Receiving Feedback
	NOTE: Copy double-sided - **Conversation Pattern Listening Tool** —one to use for the Model Fishbowl practice and one to use during Student Practice (SEE NEXT SECTION).
	Display and distribute the **Conversation Pattern Listening Tool** to each partner pair*.* Orient students to the different features and purpose of this tool.
	After collaboratively writing your Constructive Conversation script, we will use the Conversation Pattern Listening Tool (point to **Conversation Pattern Listening Tool**) *to provide and receive feedback to improve our script. Your feedback will focus on the specific language of skill for* **FORTIFY** *and the Conversation Pattern.*
STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC	*What do you notice about Conversation Pattern Listening Tool? How might we use it to provide someone feedback about their script? Turn and Talk to your partner.* Have one or two students share out. Affirm all responses.
	Teacher Think Aloud: *Many of you stated that you noticed there are four boxes – a box for each part of the Conversation Pattern (paraphrase, build on, and prompt) and one box for an initial idea. Why might that be?* (Pause to let one or two students share.)
	Yes. That's right! We start with an initial idea, and then we follow the pattern. Also, there are four boxes where we will check off a box for each turn in the conversation.
	To show you how to do this, we will engage in a Fishbowl model activity.
CONVERSATION PATTERN LISTENING TOOL	Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**
	I have selected ____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.**
	What specific language should we listen for? What resources can we use to help us provide specific feedback focused on the language of the skill for **FORTIFY** *and the Conversation Pattern?*
	Have one or two students share out. Validate all reasonable responses and say: *Yes. That's right! We can refer to the* **Conversation Pattern Guide** *and the Listening Task Poster.*
CONVERSATION PATTERN GUIDE	*We will use the* **Conversation Pattern Listening Tool** *to monitor what we hear in order to provide feedback.*
	Listen actively as the partners share their script. As we listen, we will check off whenever we hear paraphrasing, building on, or prompting. We will use this information to provide them feedback on how to improve their conversation.
	Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.**
	Now that one partner pair finished sharing their script let's review at what we recorded (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model).
	What part of the Constructive Conversation Pattern would you provide them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Validate all reasonable responses.

81

Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW).

Teacher Think Aloud (Adjust based on student Fishbowl Model): *According to this example,* (point to completed **Conversation Pattern Listening Tool**) *the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as "I would like to add…" I will write in here in the feedback section.*

What part of the Conversation Pattern would you provide them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Validate all reasonable responses. *Let's write comments in the feedback section.*

We will use the feedback we receive to go back and revise our Constructive Conversation scripts.

STUDENT PRACTICE	# Student Practice - Give and Receive Feedback

Distribute Conversation Pattern Listening Tool to each partner pair. Direct students to join another pair to give and receive feedback for their conversation scripts.

Pairs Square - Now that we know how to provide and receive feedback, each partner pair will team up with another partner pair to form a quad. I will walk around and assist anyone that needs it. Give students time to give and receive feedback. Circulate to support students as needed. *At this time, use the feedback you received to make any needed revisions to your script. I will collect them when you're finished.* Give students time to revise their scripts based on the feedback they received. Collect scripts from students to use in the next lesson.

DIFFERENTIATED INSTRUCTION	# Differentiated Instruction

Based on formative assessment data, organize students by language performance. There may be 5-6 groups depending on classroom size.

Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by writing a conversation script and receiving and giving feedback.

Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text.

Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair.

Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

Group 5 – Create a cause and effect graphic organizer to show how giving and receiving feedback on a scripted conversation can improve our conversations.

Group 6 – Practice modifying a conversational script by using different types of clauses to add more detail.

WRAP-UP	## Review ELD Objective and Self-Evaluate
	In this lesson, we…
	- *reviewed and applied the Conversation Pattern*
	- *wrote a conversation script*
	- *provided and received feedback*
	- *utilized feedback to revise our work*
	Students will complete the EXIT Ticket which contains the following prompts:
	1. *I met the objective of the lesson by_____.*
	2. *The Conversation Pattern helped us to code the model and revise the non-model by_____.*
	3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skill of **FORTIFY**.
	4. List four important elements of the Model Constructive Conversations that made it a model.
	➢ Share with your constructive conversation partner
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 15: Craft an Oral Paragraph

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

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

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

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

MODEL/GUIDED PRACTICE [criteria chart thumbnail] **PARAGRAPH CRITERIA CHART**	## Review – Paragraph Criteria Chart and Paragraph Guide Display the **Paragraph Criteria Chart**. *We have practiced talking about this topic in previous lessons, but today will be different. We will have an opportunity to share your individual response to the prompt in the form of an oral paragraph. First, let's review the structure of a strong oral paragraph* (Refer to **Paragraph Criteria Chart**). **PAIRS** *According to the **Paragraph Criteria Chart,** what does a strong paragraph include?* Allow students time to review document. *Turn and talk to your partner.* Have one or two students share out. Validate all reasonable responses. **[differentiation icon] Differentiation Opportunity – Additional Support** For students performing at the **Emerging Level**, explain each visual and how it relates to each criterion of a strong and organized paragraph. *Many of you stated the Criteria Chart tells what you need to include, or criteria, for your paragraph* (Point to **Paragraph Criteria Chart** and read each criterion chorally with students).
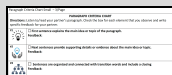
MODEL/GUIDED PRACTICE (CONTINUED) **MPP-GO**	Display the **Paragraph Guide (EX-BR)** for the class. *Here is a structure we can use to help us craft a strong and well organized oral paragraph. Select a volunteer to read the chart. (*Refer to Pre-Charted Paragraph Guide). **PAIRS** *What connections can you make between the **Paragraph Guide** and the **Paragraph Criteria Chart**?* Allow students time to review both documents*. Turn and talk to your partner.* Have one or two students share out. Validate all reasonable responses. *I heard many of you notice that **Criteria Chart** illustrates what you need to include in your paragraph. The **Paragraph Guide** provides examples of language you may use. It also models how you might organize and connect your sentences to **FORTIFY** your ideas.*

Model/Guided Practice - Multiple Partner Protocol

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

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

*Let's review the directions for the **Multiple Partner Protocol** as _____ and I model how to do it. The **first step** is, "Decide who is Partner A and Partner B. I will be Partner A and you will be Partner B* (point to student volunteer). *Ok, let's write it on our paper. Then, we need to use our Think Time to consider the prompt and consult resources."*
Prompt*: "***What is an important idea in both texts? Start by stating your claim." Cite evidence and summarize your claim.**

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

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.

Display the **Multiple Partner Protocol Graphic Organizer**.
THINK ALOUD **Step 2** *is to write complete sentence(s) in the first box. My partner and I will write our ideas here* (point to the first box in the graphic organizer) *using the Paragraph Guide* (point to the Paragraph Guide) *and write the statement, "An important idea from both texts is…"*
Now it's your turn. With your partner do steps 1 and 2. Provide students with sufficient time to complete steps 1 and 2. Circulate and support students as needed. Select two partner pairs to model the next steps.
Let's review what you will do next. At the signal, each partner pair will find another partner pair. Have the partner pairs model steps 3 and 4*. At the signal, each partner pair will find a different partner pair.* Have the partner pairs model steps 5 and 6 by finding a different pair.

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

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

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

Teacher Oral Paragraph – Giving & Receiving Feedback

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

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

Listen to me share my oral paragraph. Listen actively for these three things (point to **Paragraph Criteria Chart**). Read the Oral Paragraph and debrief with students.

Teacher Oral Paragraph

An important idea in both texts is that preparing for an earthquake prevents damage. **[1]** For example, the visual text shows what happens when you do not prepare and provides examples of damage. **[2]** Items are spread out over the floor, and large furniture is not where it was and is now broken. **[3]** In other words, the visual warns you about what happens when you do not prepare for an earthquake. **[4]** In support of the idea that earthquake preparedness is important, the infographic guides you through a home evaluation and shows how you can secure items in your home. **[5]** The infographic shows how earthquake preparedness can help you keep your household items in place. **[6]** This is the opposite of what is in the visual. **[7]** By looking at both texts, you understand that preparing in advance will reduce damage after an earthquake. **[8]**

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

STUDENT PRACTICE	

Stand Up, Hand Up, Pair Up – Oral Paragraph Share

NOTE: Cover or remove the Paragraph Guide

Distribute and display both **Student Texts** to each partner pair. Students will meet with a new partner to give and receive feedback. Distribute Paragraph Criteria Chart for students to provide feedback to their partners.

You will now meet with your USC partner to share your oral paragraphs.
Decide who is Partner A and Partner B. Partner A will share to **receive** *feedback. Partner B will listen to* **give** *feedback using the Paragraph Criteria Chart.*

NOTE: Collect a language sample using the OOAT while all students are sharing. Collect additional language sample during the Fishbowl Model (SEE below).
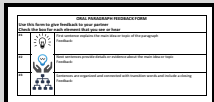
Formative Assessment

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

STUDENT PRACTICE (CONTINUED)	## Debrief the Model: Whole-Group Discussion of Student Model
	Facilitate a whole-group discussion to debrief:
	1. *How did her oral paragraph meet the criteria?*
	2. *What feedback might you have?*
	Have one or two students share out. Affirm all responses.

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

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

WRAP-UP	## Review ELD Objective and Self-Assess
	In this lesson, we …
	• *practiced crafting an oral paragraph with multiple partners*
	• *used notes to organize information for an oral paragraph*
	• *received and provided feedback to revise an oral paragraph*
	Students will complete the **Exit Ticket** which contains the following Prompt:
	1. *I met the objective of the lesson by_____.*
	2. *The Conversation Pattern helped us to code the model and revise the non-model by_____.*
	3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skill of **FORTIFY**.
	4. List four important elements of the Model Constructive Conversations that made it a model.
	➢ *Share this with a Constructive Conversation Partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 16: Write a Paragraph

ELD OBJECTIVE	Students will be able to collaboratively construct a written paragraph focused on the skill of **FORTIFY.**

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for a written paragraph • collaborate with a partner to write a paragraph • provide and receive feedback to revise a paragraph

OPENING	*In previous lessons, we focused on using the Conversation Pattern. This allowed us **CREATE** and **CLARIFY** with our partners. We applied our learning to construct an oral paragraph to write about our topic. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to make and organize ideas in a clear way.* *Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.* **PAIRS** *For this lesson, I want us to focus on Use Our Think Time and Listen Respectfully norms. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Validate all reasonable responses.

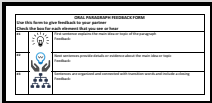|	
REVIEW PARAGRAPH CRITERIA CHART MPP-GO **REVIEW (CONTINUED)**	## Review - Multiple Partner Protocol Graphic Organizer Display and distribute both **Student Texts** and distribute student's completed **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. *In the last lesson, we focused on utilizing the information we have to review, organize, and revise our ideas to craft an oral paragraph. In this lesson, we are going to use the oral paragraph to help you write your paragraph.* *We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **(MPP-GO)** to craft an oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.* **PAIRS** Allow students to use the **(MPP-GO)** to share/review their oral paragraph with their partner. **PROMPT: What is an important idea from both texts? State your claim and cite evidence.** ## Formative Assessment Opportunity Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class. ## Debrief the Fishbowl Model Facilitate a whole-group discussion to debrief: 1. *How does her oral paragraph meet the criteria?* 2. *What feedback might you have?* Validate all reasonable responses and refer to the resources below.

88

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

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

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

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

PARAGRAPH CRITERIA CHART

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

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

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

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

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

> **Prompt: What is an important idea from both texts? State your claim. Cite evidence to summarize your ideas.**

Model Written Paragraph:

MODEL/GUIDED PRACTICE (CONTINUED)	An important idea in both texts is that it is important to prepare for an earthquake in order to prevent damage. **[1]** For example, the visual text demonstrates what occurs when you do not prepare and provides examples of the types of damage that can occur. **[2]** Items are strewn across the floor, and large furniture has been moved out of place and broken. **[3]** In other words, the visual is a warning about what can occur when you fail to prepare for an earthquake. **[4]** In support of the idea that earthquake preparedness is important, the infographic guides you through an evaluation of each room and how you can secure items in each part of your home. **[5]** The infographic demonstrates how earthquake preparedness can help you keep your household items in place. **[6]** This is in contrast to the visual. **[7]** By analyzing both texts, one cannot help but understand that preparing in advance will minimize destruction in your home after an earthquake. **[8]**

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

An important idea in both texts is that it is important to prepare for an earthquake in order to prevent damage. [1] [MI]

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

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

Let's read the second sentence together. "For example, the visual text demonstrates what occurs when you do not prepare and provides examples of the types of damage that can occur."

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

Many of you stated you would code it "E" because the sentence provides evidence that supports the main idea. Some of you said you would code it with "T" because the sentence has a transitional phrase <u>One example is…</u>

GUIDED PRACTICE

Let's read the third sentence in the paragraph:

In other words, the visual is a warning about what can occur when you fail to prepare for an earthquake. [3]

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

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

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

STUDENT PRACTICE (CONTINUED)	*Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address this prompt:*
	What is an important idea from both texts? State your claim and cite evidence.

Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed.

Student Practice - Giving & Receiving Feedback

Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to provide and receive feedback using the Paragraph Criteria Chart.*

One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to utilize the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will give to the other partner pair.

I will walk around and assist anyone who needs it. Give students time to provide and receive feedback. Circulate and provide support as needed.

Now you will utilize the feedback you received to make any needed revisions to your paragraph. Give students time to make any last revisions to their paragraphs based on the feedback they received.

Formative Assessment

Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will demonstrate your understanding by writing your own paragraph to address the same prompt:*

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

I will collect your paragraphs when you're done.

FORMATIVE ASSESSMENT
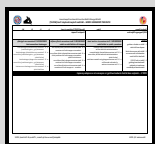
Student Progress Form (SPF) - Written Output Assessment Tool

Collect all writing samples and score them using the **WOAT** (SEE PREVIOUS SECTION). Students will address the following prompt:

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

DIFFERENTIATED INSTRUCTION

Differentiated Instruction

Based on formative assessment data, organize students by language performance. There may be 5-6 groups depending on classroom size.

Group 1 – **Teacher Group** (continue working on the **Written Paragraph** with teacher)

Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text.

Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair.

Group 4 – Play Constructive Conversation Game with other theme-related visual text.

Group 5 – Construct a Venn Diagram to compare the differences and similarities between the oral and written paragraph.

Group 6- Design an infographic for a theme-related to the visual text.

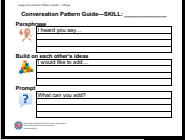| WRAP-UP	**Review ELD Objective and Self-Evaluate**	
	In this lesson, we…	
	• *collaborated with a partner to write a paragraph*	
	• *used notes to organize information for a written paragraph*	
	• *provided and received feedback to revise a paragraph*	
	Teacher asks students to complete the **Exit Ticket**:	
	5. *How did you meet the lesson's objectives?*	
	6. *Describe how the written paragraph was analyzed?*	
	7. *Explain how the visual text and the infographic were used to write your paragraph?*	
	8. *How did the process of constructing the oral paragraph help you develop the written paragraph?*	
	➢ *Share and explain to your partner*	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.	

Lesson 17: Practice NEGOTIATE with Both Texts

ELD OBJECTIVE	Students will be able to engage in a Constructive Conversation focused on **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic. **Note: Students will begin working with a new partner and continue with that partner for lessons 17-21.**
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review the Conversation Pattern • listen to a Model and Non-Model for **NEGOTIATE** • practice **NEGOTIATE** using a visual text and an infographic • engage in a Constructive Conversation with a partner and in a small group
OPENING	Establish partnerships for lessons 17 through 21. *In this lesson, we will review the Constructive Conversation Skills- **NEGOTIATE**. After we have clarified our ideas, we want to use evidence to support them. Once we have clarified and fortified our ideas, we can begin to **NEGOTIATE**. When we **NEGOTIATE** we communicate our opinions by stating a claim, considering the opinions of others, and coming to a consensus on a topic. We can use our Conversation Pattern Guide to bring us to a mutual understanding and agreement. We are going to continue using our conversation norms as we engage in Constructive Conversations (point to poster).* **PAIRS** *Describe how the Conversation Norms will help us to **NEGOTIATE**? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Select two to three students to share out. *Validate all reasonable responses and say: Many of you state you would "Use your think time" and Listening Respectfully (point to poster), considering all opinions and coming to consensus.*
REVIEW CONVERSATION PATTERN POSTER	## Review the Conversation Pattern Use the **Conversation Pattern Poster** to review each subskill. *In this lesson, we will continue to use the Conversation Pattern.* *Refer students to the Conversation Pattern Poster. Select student/s to read the three parts of the Conversation Pattern aloud.* **PAIRS** *We understand the Conversation Pattern can be used to **CLARIFY** & **FORTIFY** our ideas. How will the Conversation Pattern help us **NEGOTIATE** our ideas in a conversation? Turn and talk to your partner.* Have one or two students share out. **THINK ALOUD** *Teacher Think Aloud: Many of you stated the Conversation Pattern helps **CLARIFY** & **FORTIFY** our ideas by prompting for details and evidence from the text. Others stated paraphrasing helps us comprehend each others' ideas even when we don't agree on them. When we **NEGOTIATE,** we need to come to an agreement. However, we must first **CLARIFY** & **FORTIFY** all ideas with evidence before coming to a consensus.*

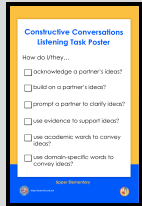| MODEL/ GUIDED PRACTICE	# Model—Review Prompt and Response Starters
	NOTE: Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you will engage in a Constructive Conversation for the Skill of NEGOTIATE. For this skill, we will utilize new prompt and response starters to follow the Conversation Pattern. Please practice using the new prompt and response starters during your Constructive Conversation.*

CONVERSATION PATTERN GUIDE

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

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

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

Review the Constructive Conversations Listening Task Poster

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

During the model Constructive Conversation, listen actively for the following:

How did we…

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

- *acknowledge a partner's ideas?*
- *build on a partner's ideas?*
- *prompt a partner to CLARIFY ideas?*
- *use evidence to support ideas?*
- *use academic words (notice, in other words, etc.) to convey ideas?*
- *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

Introduce Visual Text & Infographic Model—NEGOTIATE

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

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

TEACHER VISUAL TEXT & INFOGRAPHIC

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

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

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

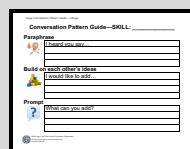| MODEL/ GUIDED PRACTICE (CONTINUED)	• Model using "think time" and pointing at key elements of the visual text before reading the script.
	• Model consulting the **Conversation Pattern Guide** or chart Conversation Pattern to follow the paraphrase, build on, prompt pattern. **(See Coded Model and Conversation Coding Key for your reference.)**
ELD PART II	• **Noun phrases** used to cite details from the text are **highlighted in yellow**; you may refer to these examples when you debrief the Model Constructive Conversation
	• During the debrief ask students to examine the **organization of the argument** between student A and student B

Model Conversation (CODED FOR TEACHER REFERENCE ONLY)

Student A1:	I think the infographic best supports how preparing for an earthquake minimizes damage to household items. **[ID]** For example, it shows a cross section of a house and points out home furniture and other items that might topple during an earthquake event. **[BO]** What do you think? **[PR]**
Student B1:	I think the visual text best supports the theme because it shows the actual home damage that occurred to the home interior during an earthquake. **[ID]** Why do you think the infographic better supports the theme? **[PR]**
Student A2:	Your position is that the visual text better supports the theme because it is a real life example of the damage occurring to a home when an earthquake hits. **[PAR]** I still believe the infographic is better because it gives clear written and visual instructions for evaluating each room of your home. In addition, it mentions how those actions will help prevent home damage resulting from an earthquake. **[BO]** Tell me more about why you believe the visual text is better. **[PR]**
Student B2:	What I heard you say is the infographic addresses specific steps you can take to prevent damage in your home after an earthquake. **[PAR]** I think viewing a real image of the home damage that occurs when you don't take these preventative steps is more powerful because you realize how important it is to try to minimize damage. **[BO]** For example, the picture shows the broken dishes on the kitchen floor and kitchen cabinets ripped from the wall by the earthquake. **[BO]** What other evidence can you state to support your claim? **[PR]**
Student A3:	Your claim is that when you see a real image of the damage that happens when you don't prepare for an earthquake, you then understand the importance of taking those preventative steps. **[PAR]** However, the infographic not only tells you what can happen if you don't secure household items, but it also provides multiple ways to secure potentially damaged items in different home locations. **[BO]** For example, the infographic states that wall mirrors and pictures should be hung on double hooks, using double sided tape on the back to really secure it to the wall. **[BO]** Do you agree that the infographic best represents this theme? **[PR]**
Student B3:	My understanding about what you said is the infographic provides the opportunity to think about various ways you can minimize the destruction of valuables items that results from an earthquake. **[PAR]** I still believe the visual is more powerful because the viewer can see a vivid image of what could happen in their own home if they don't take preventative measures. **[BO]** Because of this explicit image, many people may be compelled to do something to protect themselves and their home. **[BO]** I think they may not want to go through the same unfortunate experience as the man in the photo. **[BO]** Do you agree that the visual text best represents this theme? **[PR]**

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

CONSTRUCTIVE CONVERSATION PATTERN GUIDE

MODEL/ GUIDED PRACTICE (CONTINUED)

Student A4:	I agree, viewers of the photo may have a ==strong emotional response==, causing them to think about their ==own home situation==. **[PAR]** However, that may not be the case for everyone. **[BO]** ==Someone else== may view the photo and think about how much clean up work the man has to do instead of how to prevent this type of damage in the first place. **[BO]** The infographic directly addresses many ==potential hazards== and damage that may occur during an earthquake and directly calls on people to minimize ==potential damage== with ==concrete ways== to prepare. **[BO]** ==These preventative measures== are not explicit in the ==visual text==. Do you agree with my point of view? **[PR]**
Student B4:	Now, I understand your point about how someone may not think about ==earthquake preparedness== when they view this photo. **[PAR]** Although the photo is powerful, and may compel ==some people== to take ==preventative measures== in ==their home==, it's message could be more explicit by adding ==more text== urging everyone to minimize ==earthquake damage== by being prepared. **[BO]** However, if we must choose only one to support the theme, I agree the infographic is the better of the two. **[BO]**

Debrief the Model Conversation

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

*Why is this considered a model Constructive Conversation for **NEGOTIATE**? What specific language did you hear? What argument is presented by student A? What is student B's argument?*
Use your think time then turn and talk to your partner.
Refer back to the Listening Task Poster and the Conversation Pattern Guide. Have one or two students share out.

Introduce Visual Text and Infographic Non-Model--NEGOTIATE

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Non-Model Conversation

Student A1:	The infographic best shows how preparing for an earthquake keeps you from getting hurt.
Student B1:	The visual text best shows you what will happen when you don't think about an earthquake. It's the best at telling you to be prepared. Why do you think that the infographic better supports the theme?
Student A2:	The reason I think that the infographic is the best is because it gives clear instructions and tells about the damage that will happen in an earthquake. Tell me more about why you think the visual text is better.
Student B2:	The visual text shows you what happens after an earthquake. It's better to actually see what happens. It's more powerful because you want to do something then. What other evidence can you state to support your claim?
Student A3:	I heard you say that when seeing the damage, it gets you all worked up about preparing for an earthquake. However, the infographic tells you how to hook

	things up so you can take care of your rooms. The photo only shows one bad situation. Do you agree that the infographic best represents this theme?
Student B3:	No, the visual is more powerful because people like to see things that can happen. Then, you'll want to do something about it. Don't you agree that the visual text best represents this theme?
Student A4:	I agree that the photograph is strong, but it doesn't mean you're going to prepare. The infographic makes you address the theme we have stated here. Do you agree with my point of view?
Student B4:	You have convinced me that the infographic better addresses the theme.

Debrief the Non-Model Conversation

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

ELD PART II *Why is this considered a non-model conversation? How would you improve this Non-Model? Use your think time. Refer back to the Listening Task Poster and Conversation Pattern Guide* (point to resources) *Now, turn and talk to your partner.*

Ask for specific examples from multiple pairs. Ask about the organization of the argument.

STUDENT PRACTICE

CONVERSATION PATTERN GAME CARDS

Constructive Conversation Game with Both Texts

Organize students into quads and distribute **Conversation Pattern Game Cards**. *You will now engage in the Constructive Conversation Game. Your conversations will focus on the skills of **NEGOTIATE** using both texts. You will be in a group of four. Each of you will receive one card for your initial idea and 3 cards to cite details and evidence as you utilize the Conversation Pattern. You will take turns until all cards have been played. Remember to follow our conversation norms and use* the **Constructive Conversations Listening Task Poster**

QUADS **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

ASSESSMENT

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

Formative Assessment

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

FORMATIVE ASSESSMENT	**Student Progress Form (SPF) 2.0-Constructive Conversation Sample**
SPF 2.0	After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt: **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.** . Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

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

WRAP-UP	**Review ELD Objective and Self-Evaluate**
	In this lesson, we… *reviewed the Conversation Pattern* *listened to a Model and Non-Model for **NEGOTIATE*** *practiced **NEGOTIATE** using a visual text and an infographic* *engaged in a Constructive Conversation with a partner and in a small group* *We used our metacognition to think about the Model Constructive Conversation and analyzed the elements that made it a Model Constructive Conversation. We also used our metacognition to analyze and evaluate a Non-Model Constructive Conversation.* Students will complete the **Exit Ticket** which contains the following prompt: 1. *I met the objective of the lesson by_____.* 2. *The Conversation Pattern helped us to clarify our ideas by_____.* 3. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skills of create and clarify. 4. List four important elements of the Model Constructive Conversations that made it a model. ➢ *Share this with your constructive conversation partner*

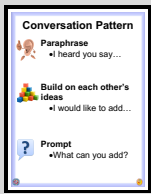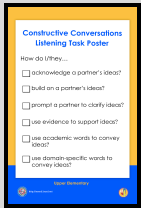| Start Smart 2.0 - Conversation Practices	
Lesson 18: Code the Model & Revise the Non-Model	
ELD OBJECTIVE	Students will be able to revise a Constructive Conversation focused on the skills of **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… - review the Conversation Pattern - listen to a Model and code it using the Conversation Pattern - revise a Non-Model using the Conversation Pattern

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

REVIEW

Conversation Pattern
Paraphrase
• I heard you say…

Build on each other's ideas
• I would like to add…

? Prompt
• What can you add?

CONVERSATION PATTERN POSTER

Constructive Conversations Listening Task Poster
How do 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?

CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER

Review - Conversation Pattern

*In previous lessons, we focused on **CLARIFYING** by adding details and **FORTIFYING** to support ideas by using the Conversation Pattern.*

Refer students to the Conversation Pattern Poster. Select student/s to read the three parts of the Conversation Pattern aloud.

PAIRS *How do we begin a Constructive Conversation? How will you utilize the Conversation Pattern to help you and your partner come to a consensus? Turn and talk to your partner.* Give students 1 minute to talk to a partner.

Validate all responses and say: *Many of you stated you would "Paraphrase each other to come to a mutual understanding, or you would prompt if further clarification is necessary."* (point to Pattern Poster)*.*

Review - Prompt and Response Starters

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

*We will utilize the prompt and response starters to assist us. The response starters for Paraphrase will assist us in **CLARIFYING** any ideas we may have about our partner's claim or position. The response starters for Building On and Prompting can be used to **FORTIFY** or support our ideas with evidence before we begin to come to a consensus.*

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

REVIEW (CONTINUED) **CONTRUCTIVE CONVERSATION PATTERN GUIDE**	When **NEGOTIATING,** we need to cite evidence from the text to strengthen our ideas. **NEGOTIATING** might involve combining our ideas into a new one. I might say, "I agree with…and I would like to add…" Then, I would need to prompt my partner. What might be a prompt I can use to continue the conversation? Yes, that is good. I could say "How might we combine our ideas to come to a consensus?" *Use the* **Conversation Pattern Guide** *to recall the pattern. Let's review the prompt and response starters that you may use during your conversations and add them to our Conversation Pattern Guide.* ### Review - Constructive Conversations Listening Task Poster Display the **Conversations Listening Task Poster** and read each of the questions. *Listen actively for the following during the model Constructive Conversation:* *How did we…* • *acknowledge a partner's ideas?* • *build on a partner's ideas?* • *prompt a partner to* **CLARIFY** *ideas?* • *use evidence to support ideas?* • *use academic words (notice, in other words, etc.) to convey ideas?* • *use domain-specific words (visual text, paraphrase, elaborate, etc.) to convey ideas?*

MODEL/GUIDED PRACTICE **TEACHER INFOGRAPHIC** **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	# Model/Guided Practice - Code the Model Display and distribute the **Model Script** to partner pairs. Display and use the **Conversation Coding Key** to guide the students as you analyze and code the model. This <u>Conversation Coding Key</u> will be used to assist us in identifying the structure of the conversation. As you examine the coding key, what are some things you notice?

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

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

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Model Conversation
Let's examine the **Model Script** *to find evidence of the Conversation Pattern. Listen actively as I read what Student A says aloud. When you hear the initial idea or* **CLAIM** *show me by holding up your index finger. You will also show me the corresponding finger for the Conversation Pattern by raising two fingers when you hear a paraphrase, three fingers when you hear building on an idea, and four fingers when you hear a prompt. I will pause after each sentence so that you have time to show me the corresponding finger for each sub-skill.*
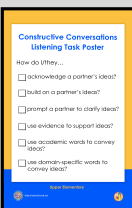
MODEL/GUIDED PRACTICE (CONTINUED)	Student A1:	I think the infographic best supports how preparing for an earthquake minimizes damage to household items. [ID] For example, it shows a cross section of a house and points out home furniture and other items that might topple during an earthquake event. [BO] What do you think? [PR]

Using the the corresponding finger for each sub-skill. helps us focus on specific language as we listen to the Model Conversation.

Now I will examine what Student A says. I notice that student A begins by stating her claim or position. I will underline where it says, "I think that" and code it with "CL" because that's her claim or position.

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

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

Many of you stated you would code it with "PR" because she is prompting her partner to state his claim.

CODED MODEL CONVERSATION

Guided Practice

*Listen actively as I read what Student B says aloud. When you hear the claim show me the gesture for **CLAIM**. You will also show me gestures for the Conversation Pattern by raising two fingers when you hear a paraphrase, three fingers when you hear building on an idea, and four fingers when you hear a prompt. I will pause after each sentence so that you have time to show me the gestures*

CONSTRUCTIVE CONVERSATION LISTENING TASK POSTER

Student B1:	I think the visual text best supports the theme because it shows the actual home damage that occurred to the home interior during an earthquake. [ID] Why do you think the infographic better supports the theme? [PR]

Using the corresponding finger for each sub-skill helps us focus on specific language as we listen to the Model Conversation.

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

MODEL/GUIDED PRACTICE (CONTINUED)

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

Differentiation Opportunity – Extended Practice

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

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

Review - Non-Model Conversation for NEGOTIATE

*Listen actively as I read the **Non-Model**. I will pause after each sentence so that you have time to show me the corresponding finger for each sub-skill. Then we will discuss how we can improve the conversation.*
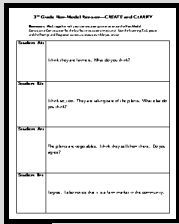
> **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Non-Model Conversation

Student A1:	The infographic best shows how preparing for an earthquake keeps you from getting hurt.
Student B1:	The visual text best shows you what will happen when you don't think about an earthquake. It's the best at telling you to be prepared. Why do you think that the infographic better supports the theme?
Student A2:	The reason I think that the infographic is the best is because it gives clear instructions and tells about the damage that will happen in an earthquake. Tell me more about why you think the visual text is better.
Student B2:	The visual text shows you what happens after an earthquake. It's better to actually see what happens. It's more powerful because you want to do something then. What other evidence can you state to support your claim?
Student A3:	I heard you say that when seeing the damage, it gets you all worked up about preparing for an earthquake. However, the infographic tells you how to hook things up so you can take care of your rooms. The photo only shows one bad situation. Do you agree that the infographic best represents this theme?
Student B3:	No, the visual is more powerful because people like to see things that can happen. Then, you'll want to do something about it. Don't you agree that the visual text best represents this theme?
Student A4:	I agree that the photograph is strong, but it doesn't mean you're going to prepare. The infographic makes you address the theme we have stated here. Do you agree with my point of view?
Student B4	You have convinced me that the infographic better addresses the theme.

Guided Practice – Revise Non-Model for Visual Text and Infographic
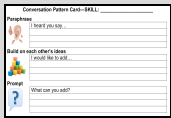
Display and distribute the __Non-Model Revision Tool__. Guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skills of **NEGOTIATE.** Use the __Conversations Listening Task Poster__ and the __Conversation Pattern Guide__ as a reference.
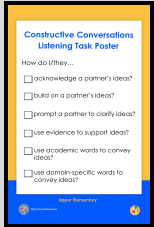
*Coding the model allowed us to understand the structure of a Model Constructive Conversation. We will now apply our knowledge as we revise the **Non-Model Constructive Conversation.***

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

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

Student A1:	The infographic best shows how preparing for an earthquake keeps you from getting hurt.
Student B1:	The visual text best shows you what will happen when you don't think about an earthquake. It's the best at telling you to be prepared. Why do you think that the infographic better supports the theme?

Teacher Think Aloud: (Point to A1) *I notice that Partner A's initial CLAIM (initial idea) does not answer the prompt. His claim does not say how the infographic best supports how earthquake preparedness minimizes damage. He also does not use the language of the skill for **CREATE,** which we use when we make a claim or state an initial idea. I will revise it by using the language of the skill, <u>I think that</u> the infographic best supports the theme because it points out different ways we can secure furniture at home to prevent them from being damaged during an earthquake. Then, I would prompt my partner by saying, "<u>What do you think?</u>"*

Let's read it together now that it's revised. (Point to revised script) *, <u>I think that</u> the infographic best supports the theme because it points out different ways we can secure furniture at home to prevent them from being damaged during an earthquake. <u>What do you think</u>?*

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

Student A2:	The reason I think that the infographic is the best is because it gives clear instructions and tells about the damage that will happen in an earthquake. Tell me more about why you think the visual text is better.
Student B2:	The visual text shows you what happens after an earthquake. It's better to actually see what happens. It's more powerful because you want to do something then. What other evidence can you state to support your claim?

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

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

*Now you and your partner will work collaboratively to finish revising the **Non-Model.** As* **103**

*you revise the next couple of conversation exchanges, remember to revise using both the language and the skill of **NEGOTIATE**. What specific evidence do they need to provide? What argument does each student put forth? What would they have to say in order to come to a consensus?* Give students enough time to revise the last two turns of the Non-Model Constructive Conversation using the **Non-Model Revision Tool—NEGOTIATE**.
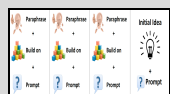
CONSTRUCTIVE CONVERSATION GAME CARDS

STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC

College Learning Partners– Constructive Conversation

Display and distribute the **Student Visual Text & Infographic**

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

With your partner, you will engage in a Constructive Conversation using the prompt. Begin by stating your idea, then using the Conversation Pattern.

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Formative Assessment

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

Debrief the Model: Whole-Group Discussion of Student Model

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

Student Progress Form (SPF) 2.0-Constructive Conversation Sample

Select two students to have a Constructive Conversation in front of the class (SEE PREVIOUS SECTION). Students will address the following prompt:

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

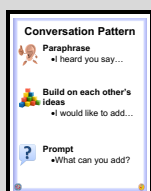|	
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by revising an SPF. Group 2 – Revise/rewrite an unnamed student's SPF language using the Conversation Pattern. Group 3 – Play Constructive Conversation Game again with student visual text and infographic from this lesson. Group 4 – Play Constructive Conversation Game with a visual text from Start Smart 1.0 or other theme-related visual text.
WRAP-UP **Conversation Pattern** Paraphrase • I heard you say… Build on each other's ideas • I would like to add… ? Prompt • What can you add? **CONVERSATION PATTERN POSTER** **Constructive Conversations Listening Task Poster** How do 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? **CONSTRUCTIVE CONVERSATIONS LISTENING TASK POSTER**	# Review ELD Objective and Self-Evaluate *In this lesson, we…* • *reviewed the Conversation Pattern* • *listened to a Model and coded it using the Conversation Pattern* • *revised a Non-Model using the Conversation Pattern* *We used our metacognition to think about the Model Constructive Conversation and analyzed the elements that made it a model constructive conversation. We also used our metacognition to analyze and evaluate the Model and Non-Model Constructive Conversation and thought of ways to improve it.* Students will complete the Exit Ticket which contains the following prompt: 5. *I met the objective of the lesson by_____.* 6. *The Conversation Pattern helped us to code the model and revise the non-model by_____.* 7. Explain how analyzing and evaluating the Non-Model Constructive Conversations helped you develop the skills of create and clarify. 8. List four important elements of the Model Constructive Conversations that made it a model. ➤ *Share this with your constructive conversation partner*

Lesson 19: Write a Conversation Script

ELD OBJECTIVE	Students will be able to write a Constructive Conversation script focused on the skills of **NEGOTIATE** in paired and whole group discussions using both a visual text and an infographic.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • review and apply the Conversation Pattern • write a conversation script • provide and receive feedback for the conversation script • exchange feedback to revise our work
OPENING	*Today we will apply the Constructive Conversation Skill-**NEGOTIATE** by writing our own Constructive Conversation script. We will apply what we know about negotiating ideas to come to a consensus when discussing both the visual text and infographic.* **PAIRS** *Which conversation norm will help us to craft our script? Why? Turn and talk to your partner.* Give students 1 minute to talk to a partner. Validate all responses and say: *Many of you stated you would focus on using the language of the skill to make your ideas clear. Some of you also stated you would focus on listening actively to paraphrase your partner's ideas.*
REVIEW **CONSTRUCTIVE CONVERSATION PATTERN GUIDE**	## Review - Conversation Pattern *In this lesson, we will utilize the Constructive Conversation Pattern and Listen actively to when and how others use the Conversation Pattern to **NEGOTIATE** their ideas.* *Refer students to the Conversation Pattern Poster. Select student/s to read the three parts of the Conversation Pattern aloud.* **PAIRS** *What is the purpose of the Constructive Conversation Pattern? How does it support our Constructive Conversations? Turn and talk to your partner.* Give students 1 minute to talk to a partner and have one or two students share out. Validate all reasonable responses. ## Review - Prompt & Response Starters **NOTE:** Select prompt and response starters that correspond to the proficiency level of most of your students. *Today you are going to write a Constructive Conversation script. Apply the Conversation Pattern as you **NEGOTIATE** your ideas to come to a consensus*

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

REVIEW (CONTINUED)	PAIRS	*Use the **Conversation Pattern Guide** to recall the pattern. Let's review the prompt and response starters that you may use during your conversations. Please add them to your Conversation Pattern Guide.* *Tell your partner which ones you might use and why.* Have one or two students share.

MODEL/GUIDED PRACTICE **TEACHER VISUAL TEXT & INFOGRAPHIC**	# Model/Guided Practice—Write the Conversation Script Display the **Conversation Script Tool**. Model using the **Teacher Visual Text and Infographic** and the **Conversation Pattern Guide** to write the script. *We have practiced having Constructive Conversations using the pattern to support us with **NEGOTIATING** our ideas. In this lesson, we will have an opportunity to demonstrate what we know by writing our own conversation script with a partner. Let's try it together first. I will use the **Conversation Script Tool** to help. I will model with the Teacher Visual Text and Infographic.* **Teacher Think Aloud:** (Point to A1) *First, we write in the prompt.* **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.** *I will use my Think Time.* Model using Think Time and pointing at key elements of both texts. *What would the first partner (Partner A) say? It says to start the Constructive Conversation by stating a claim. Hmmm. The claim needs to be about which of the two texts best supports the theme. I will write that Student A says: <u>My claim is that the infographic</u> best supports how earthquake preparedness minimizes damage during an earthquake.* *Next, we Build On* (point to Conversation Pattern Guide). *I will build on by supporting my claim with evidence from the text. <u>For instance, the heading in the infographic reads, "Evaluate each room"</u> and lists ways you can minimize damage to your home during an earthquake.* PAIRS *How should Student A complete her first share in order to elicit ideas from their partner (partner B)? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. *Yes. That's right! Then, Student A would prompt her partner by asking, "<u>What do you think?</u>"* *Let's read what I wrote for Student A's first share one more time. <u>For instance, the heading in the infographic reads, "Evaluate each room" and lists ways you can minimize damage to your home during an earthquake. What do you think?</u>* PAIRS *How should Student B respond in the first share? Turn and talk to your partner.* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group. Affirm all responses and model writing the response using the **Conversation Script Tool.**

STUDENT PRACTICE	**Student Practice - Collaborative Writing - Conversation Script**
	Distribute the **Script Tool** to partner pairs. Also, display and distribute the student Visual Texts and Infographic to each partner pair. Students will use the Student Visual and Infographic Texts to collaboratively write their conversation script with their partners using a graphic organizer, the **Conversation Script Tool.**
	Now you will use the Student Visual Text and Infographic to collaboratively write a Constructive Conversation Script. First, use your Think Time to examine both texts just as I modeled for you. Then talk with your partner about Student A's first share.
	Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs after an earthquake. Begin by stating your claim. Cite evidence from the texts and come to a consensus.
	*With your partner, you will use the **Conversation Script Tool** to write your Constructive Conversation script. Use the prompt/response starters as reference when writing your claims, ideas, and questions. Remember, begin with your claim then follow the Conversation Pattern in your interactions.*
	Give students time to write with their partners. Think about which two partner pairs you will select for the Fishbowl Model in the next part of the lesson.

MODEL/GUIDED PRACTICE	**Model – Giving & Receiving Feedback**
	NOTE: Copy double-sided - **Conversation Pattern Listening Tool** —one to use for the Model Fishbowl practice and one to use during Student Practice (SEE NEXT SECTION).
	Display and distribute the **Conversation Pattern Listening Tool** to each partner pair**.** Orient students to the different features and purpose of this tool.
	After collaboratively writing your Constructive Conversation script, we will use the Conversation Pattern Listening Tool (point to **Conversation Pattern Listening Tool**) *to provide and receive feedback to improve our script. Your feedback will focus on the specific language of skill for **NEGOTIATE** and the Conversation Pattern.*
CONVERSATION PATTERN LISTENING TOOL	*What do you notice about Conversation Pattern Listening Tool? How might we use it to provide someone feedback about their script? Turn and Talk to your partner.* Have one or two students share out. Validate all reasonable responses.
	Teacher Think Aloud: *Many of you stated that you noticed there are four boxes – a box for each part of the Conversation Pattern (paraphrase, build on, and prompt) and one box for an initial idea. Why might that be?* (Pause to let one or two students share.)
	Yes. That's right! We start with an initial idea and then we follow the pattern. Also, there are four boxes where we will check off a box for each turn in the conversation.
	*To show you how to do this, we will engage in a **Fishbowl Model** activity.*
CONVERSATION PATTERN GUIDE	Have a pre-selected partner pair come to front of the room. Have other students sit in an outside circle to prepare for the **Fishbowl Model.**
	*I have selected _____ and _____ to come up to the front and help demonstrate how to use the **Conversation Pattern Listening Tool.**_*

108

MODEL/GUIDED PRACTICE (CONTINUED)	*What specific language should we listen for? What resources can we use to help us provide specific feedback focused on the language of the skill for **NEGOTIATE** and the Conversation Pattern?*
	Have one or two students share out. Validate all reasonable responses and say: *Yes. That's right! We can refer to the **Conversation Pattern Guide** and the Listening Task Poster.*
	*We will use the **Conversation Pattern Listening Tool** to monitor what we hear in order to provide feedback.*
	Listen actively as the partners share their script. As we listen, we will check off whenever we hear paraphrasing, building on, or prompting. We will use this information to provide them feedback on how to improve their conversation.
	Have the volunteer students place their script on the document camera and/or read it to the class, pausing at each exchange. Use each pause to model/guide students to check off what they hear using the **Conversation Pattern Listening Tool.**
	Now that one partner pair finished sharing their script let's review what we recorded (display a completed **Conversation Pattern Listening Tool** based on the Fishbowl model).
	What part of the Constructive Conversation Pattern would you provide them feedback about? Why? Turn and talk to a partner. Have one or two students share out. Validate all reasonable responses.
	Model giving feedback using the completed **Conversation Pattern Listening Tool** based on the Fishbowl model (SEE SAMPLE TEACHER THINK ALOUD BELOW).
	Teacher Think Aloud (Adjust based on student Fishbowl Model): *According to this example,* (point to completed **Conversation Pattern Listening Tool**) *the conversation didn't include much building on. So, my feedback would be to use prompt starters for building on such as "I would like to add…" I will write in here in the feedback section.*
	What part of the Constructive Conversation Pattern would you provide them feedback about? Why? What feedback can we provide on the use of evidence? Turn and talk to a partner. Have one or two students share out. Validate all reasonable responses. *Let's write comments in the feedback section.*
	We will utilize the feedback we receive to revise our Constructive Conversation scripts.

STUDENT PRACTICE	## Student Practice - Give and Receive Feedback
	Distribute **Conversation Pattern Listening Tool** to each partner pair. Direct students to join another pair to give and receive feedback for their conversation scripts.
	Pairs Square - *Now that we know how to provide and receive feedback, each partner pair will team up with another partner pair to form a quad. I will walk around and assist anyone that needs it.* Give students time to give and receive feedback. Listen for effective examples of feedback and ask students to share with the whole class.
	At this time, use the feedback you received to make any needed revisions to your script. Give students time to revise their scripts. Collect from students to use in next lesson.

DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (practice **Conversation Pattern** with teacher by writing a conversation script and receiving and giving feedback). Group 2 – Write a Conversation Script for a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for the conversation script with a different partner pair. Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 5- Create a cause and effect graphic organizer to show how giving and receiving feedback on a scripted conversation can improve our conversations. Group 6- Practice modifying a conversational script by using different types of clauses to add more detail.
WRAP-UP	# Review ELD Objective and Self-Evaluate *In this lesson, we…* • *reviewed and applied the Conversation Pattern* • *wrote a conversation script* • *gave and received feedback for the conversation script* • *used feedback to revise our work* Students will complete the **Exit Ticket** which contains the following prompts and questions: 1. *I met the objective of the lesson by_____.* 2. *Explain how you analyzed a Constructive Conversation and why.* 3. *Describe why its valuable for you and your partner to write a Constructive Conversation script of a visual text and an infographic.* ➤ *Share and explain this to your partner* After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 20: NEGOTIATE - Craft an Oral Paragraph

ELD OBJECTIVE	Students will be able to collaboratively construct an oral paragraph focused on the skill of **NEGOTIATE** to summarize their learning based on Constructive Conversations in pairs and individually.
STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for an oral paragraph • practice crafting an oral paragraph with multiple partners • provide and receive feedback to revise oral paragraph
OPENING	*In previous lessons, we focused on using the Conversation Pattern. This allowed us to extend our knowledge about our topic to construct an oral paragraph with a partner and then share our own individual oral paragraphs. We will use the Multiple Partner Protocol. This activity will help prepare us to craft a strong oral paragraph.* **PAIRS** *How will using our Think Time and Listen Respectfully skills enable you to craft a strong oral paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.
REVIEW	## Review - Constructive Conversation Script, Infographic and Visual Text Display and distribute both **Student Texts** and distribute student's completed **Conversation Script Tool**. *In the last lesson, we focused on how to **NEGOTIATE** our ideas by using the Conversation Pattern to organize our ideas in a conversation. In this lesson, we will focus on using key information to organize our oral paragraphs.* *What was some key information from your script?* Have partners review their scripts and highlight key information about the topic. **PAIRS** *What is some key information from your script? How does it help you **NEGOTIATE** or come to a consensus? Turn and talk to your partner.* Give students 2 minutes to talk to a partner and have one or two students share out. Affirm all responses. *We will use this information and consult both texts as we craft our oral paragraph.*
MODEL/GUIDED PRACTICE	## Review – Paragraph Criteria Chart and Paragraph Guide Display the **Paragraph Criteria Chart**. *We have practiced talking about this topic in previous lessons, but today will be different. You will have an opportunity to share your response to the prompt in the form of an oral paragraph. First, let's review the structure of a strong oral paragraph* (Refer to **Paragraph Criteria Chart**). **PAIRS** *According to the **Paragraph Criteria Chart,** what does a strong paragraph include?* Allow students time to review document. *Turn and talk to your partner.* Have one or two students share out. Affirm all responses. **Differentiation Opportunity – Additional Support** For students performing at the **Emerging Level**, explain each visual and how it relates to each criterion of a strong and organized paragraph. *I heard many of you say that the Criteria Chart tells what you need to include, or criteria, for your paragraph* (Point to **Paragraph Criteria Chart** and read each criterion chorally with students).

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

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

*Here is a structure we can use to help us craft a strong and well organized oral paragraph. Select a volunteer to read the chart (*Refer to Pre-Charted Paragraph Guide).

PARAGRAPH CRITERIA CHART

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

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

Model/Guided Practice - Multiple Partner Protocol

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

MPP-GO

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

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

Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs. Begin by stating your claim. Cite evidence from the texts and come to a consensus.

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

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

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

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

PAG/PAU

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

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

PARAGRAPH GUIDE (EX-BR)

I think that

For example, the visual text…

Additionally, the infographic…

In other words, …

In conclusion, …

PARAGRAPH GUIDE (EM-EX)

I think that…

For example, …

Another example is…

I also think, …

Finally, …

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

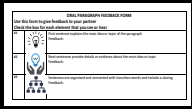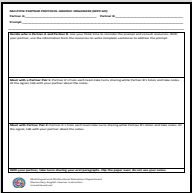|	
MODEL/GUIDED PRACTICE (CONTINUED) **TEACHER VISUAL TEXT & INFOGRAPHIC**	Call attention to the specific instructions with each step. Give students sufficient time to complete steps 3-6, stopping to signal each time. Circulate and support students as needed. *Let's review step 7. For step 7, you and your partner will take turns sharing your oral paragraph without using any notes. Please hand in your papers now. I will give them back to you in the next lesson when we work on writing a paragraph.* Collect **Multiple Partner Protocol Graphic Organizers** from students. Keep them for use in the next lesson. ## Teacher Oral Paragraph – Giving & Receiving Feedback Display both **Teacher Texts** and the **Paragraph Criteria Chart.** *Now we will discuss about how to provide and receive feedback to improve our paragraphs.* **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs. Begin by stating your claim. Cite evidence from the texts and come to a consensus.** Have students listen to the Teacher Oral Paragraph. Do not display it at this time as the focus is on listening. *Listen as I share my oral paragraph. Listen actively for these three things* (point to **Paragraph Criteria Chart**). Read the Teacher Oral Paragraph and debrief with students. **Teacher Oral Paragraph** The infographic best supports the theme that earthquake preparedness minimizes the damage that occurs after an earthquake.**(1)** The visual text provides a negative example of what can happen when you do not prepare for your home for an earthquake.**(2)** However, it does not address how preparing for an earthquake can reduce damage.**(3)** In the infographic, items are secured and undamaged because of advance preparation.**(4)** You can visualize how preparing for an earthquake secures items in the home so that they stay in place. **(5)** In addition, the damage that can happen is referred to in the descriptions of how to secure household items**. (6)** Using the infographic as a guide, people can look at their home to identify items that need to be secured**. (7)** The infographic also tells you what to do and what to use to secure items in your home**. (8)** This anticipation and planning reinforces the theme. **(9)** Because the infographic shows you how to evaluate your home so that less damage happens, it more fully supports the theme. **(10)** **PAIRS** Display the oral paragraph and elicit feedback from students. *How did my oral paragraph meet the criteria? What feedback might you have? Turn and talk to your partner.* Have one or two students share out. Validate all responses.
STUDENT PRACTICE **STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC**	## College Learning Partners – Oral Paragraph Share **NOTE: Cover or remove the Paragraph Guide** Display and distribute and both **Student Texts** to each partner pair. Students will meet with a new partner to give and receive feedback. Distribute Paragraph Criteria Chart for students to provide feedback to their partners. **Monitor** *You will now meet with your Stanford partner to share your oral paragraphs.* *Decide who is Partner A and Partner B. Partner A will share to **receive** feedback. Partner B will listen to **give** feedback using the Paragraph Criteria Chart.* **NOTE: Collect additional language sample during the Fishbowl Model (SEE below).**

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

FORMATIVE ASSESSMENT	## Student Progress Form (SPF) -2.0 Oral Output Assessment Tool
	Select 1-2 students to progress monitor using the **OOAT** based on their oral output (SEE PREVIOUS SECTION). Students will address the following prompt:
OOAT	**Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**
	Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.

DIFFERENTIATED INSTRUCTION	## Differentiated Instruction
	Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size.
	Group 1 – **(Teacher Group)** – Practice **Conversation Pattern** with teacher by crafting an oral paragraph).
	Group 2 – Take turns crafting an oral paragraph using a Visual Text from Start Smart 1.0 or other theme-related visual text.
	Group 3 – Practice giving and receiving feedback for an oral paragraph with a different partner.
	Group 4 – Play Constructive Conversation Game with a Visual Text from Start Smart 1.0 or other theme-related visual text.

WRAP-UP	## Review ELD Objective and Self-Assess
	In this lesson, we …
	• *used notes to organize information for an oral paragraph*
	• *practiced crafting an oral paragraph with multiple partners*
	• *received and provided feedback to revise an oral paragraph*
	Teacher asks students to complete the **Exit Ticket**:
	1. *How did you meet the objectives?*
	2. *How did you use the feedback you received to improve your oral paragraph?*
	3. *Identify one challenge you encountered through the lesson? And how will you overcome that challenge?*
	➢ *Share and explain this to your partner*
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 21: Write a Paragraph

ELD OBJECTIVE	Students will be able to collaboratively construct a written paragraph focused on the skill of **NEGOTIATE.**

STUDENT-FRIENDLY ELD OBJECTIVE	In this lesson, we will… • use notes to organize information for a written paragraph • collaborate with a partner to write a paragraph • Provide and receive feedback to revise a paragraph

OPENING	*In previous lessons, we focused on using the Conversation Pattern. This allowed us to **CREATE** and **CLARIFY** with our partners. We also cited evidence to FORTIFY our ideas. We applied our learning to construct an oral paragraph to write about our topic. We also used the **Multiple Partner Protocol** to craft our oral paragraph using the **Paragraph Guide** and the **Paragraph Criteria Chart** to craft and organize ideas in a clear way.* *Today we will work on constructing a written paragraph using the information and organization we used to craft our oral paragraph. We will also provide each other with feedback that we will then use to make revisions to our written paragraph.* *For this lesson, I want us to focus on using our Think Time and Listening Respectfully norms. Why might these two norms be useful as we are writing, giving feedback and revising our written paragraph? Turn and talk to your partner.* Have one or two students share out. Affirm all responses.

REVIEW PARAGRAPH CRITERIA CHART MPP-GO REVIEW (CONTINUED)	## Review - Multiple Partner Protocol Graphic Organizer Display and distribute both **Student Texts** and distribute students' completed **Multiple Partner Protocol Graphic Organizer (MPP-GO)**. *In the last lesson, we focused on utilizing the information we have to review, organize and revise our ideas to craft an oral paragraph. In this lesson, you are going to use the oral paragraph to help you craft your written paragraph.* *We are first going to review the oral paragraph we created yesterday. With your partner, you will use your **MPP-GO** to recreate your oral paragraph. Let's review the **Paragraph Criteria Chart** and the **Paragraph Guide** to review what a strong paragraph should include.* Allow students to use the **MPP-GO** to share/review their oral paragraph with their partner. **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.** ## Formative Assessment Opportunity Monitor students as they share their oral paragraphs. Then select a student who will Fishbowl Model in front of the class when they're done. Use the **OOAT** to collect a Language Sample as s/he models in front of the class. ## Debrief the Fishbowl Model Facilitate a whole-group discussion to debrief: 1. *How does her oral paragraph meet the criteria?*

115
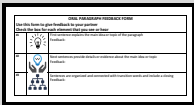
	2. *What feedback might you have?*
	Affirm all responses and refer to the resources below. **Multiple Partner Protocol Graphic Organizer (MPP-GO)-**to help you with the information and ideas **Paragraph Criteria Chart-**to know what to include and how to organize the information **Paragraph Guide**-to provide you with sample language that you can use as you are crafting and connecting your ideas.

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

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

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

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

PARAGRAPH CRITERIA CHART

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

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

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

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

> **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

Model Written Paragraph:

I think that the text that best supports the theme that earthquake preparedness minimizes the damage that occurs after an earthquake is the infographic. **(1)** Although the visual text provides a strong, negative example of what can occur when you do not evaluate your home for items that may topple or potential hazards during shaking, it does not directly address how preparing for an earthquake can reduce damage. **(2)** In the neat and tidy infographic, items are secured and undamaged because of advance preparation for potential earthquake damage. **(3)** One can visualize how preparing for an earthquake secures items in the home so that they remain intact and in place. **(4)** In addition, the damage that can occur as a result of the earthquake is anticipated in the detailed descriptions of how to secure various household items. **(5)** Using the infographic as a guide, people can evaluate their home, room by room, to identify items that need to be fastened and immobilized. **(6)** There are also direct actions, such as anchoring, gluing, and strapping, that one can take and multiple resources for securing items, such as latches, museum putty, and restraining lips, that are identified. **(7)** This anticipation and planning reinforces the theme. **(8)** Thus, because the home evaluation information in the infographic directly demonstrates how destruction can clearly be reduced or eliminated in the event of an earthquake, it more fully supports the theme. **(9)**

116

MODEL/GUIDED PRACTICE (CONTINUED)	*Let's examine the teacher written paragraph to locate evidence for each of the elements on the Criteria Chart. Listen actively as I read what the Model shows. I will pause after each sentence, so that you have time discuss what element(s) you notice.*

I think that the text that best supports the theme that earthquake preparedness minimizes the damage that occurs after an earthquake is the infographic. **(1) (MI)**

*Using the **Paragraph Criteria Chart** and the **Paragraph Guide** will help me focus on the elements that I need to include in my written paragraph. Now I will examine closely at what this sentence shows. The sentence begins by addressing the prompt. I will underline where it says,* "I think that the text that best supports the theme that earthquake preparedness minimizes the damage that occurs after an earthquake is …"*and code it with a "MI" because that is the language that signals the main idea.*

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

Let's read the second sentence together. "Although the visual text provides a strong, negative example of what can occur when....**"**

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

Many of you stated you would code mark it "E" because the sentence provides evidence to support the main idea. I also heard some of you would mark it with "T" because the sentence has a transitional phrase "In addition" …

GUIDED PRACTICE
Let's read the third sentence in the paragraph:

In the neat and tidy infographic, items are secured and undamaged because of advance preparation for potential earthquake damage**. (3)**

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

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

STUDENT PRACTICE	# Student Practice – Collaboratively Written Paragraph

Students will collaboratively write their paragraph with their partners using notes from their **Multiple Partner Protocol Graphic Organizer (MPP-GO)**, which they completed in the previous lesson.
They may refer to the **Paragraph Guide** and the **Paragraph Criteria Chart** for support.

Now you will collaborate with your partner to write a paragraph. First, you will use your Think Time to examine your notes. Refer to the Paragraph Guide and Criteria Chart as you discuss what to write with your partner. Your paragraph will address this prompt:

Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

Provide students with sufficient time to collaboratively write their paragraph. Circulate and provide support as needed.

Student Practice - Giving & Receiving Feedback

Distribute a **Paragraph Criteria Chart** to each pair. Have each partner pair team up with another partner pair (Pairs Square) to form a quad. *Now you will meet with another partner pair to give and receive feedback using the **Paragraph Criteria Chart.***

One partner pair will share their paragraph and receive feedback while the other partner pair listens and gives feedback. Then you will switch roles. Remember to use the Paragraph Criteria Chart as a guide to discuss with your partner what specific feedback you will provide to the other partner pair.

I will walk around and assist anyone who needs it. Give students time to provide and receive feedback. Circulate and provide support as needed.

Now you will utilize the feedback you received to make any needed revisions to your paragraph. Give students time to make any last revisions to their paragraphs based on the feedback they received.

Formative Assessment

Monitor students as they write their individual paragraphs. *You have practiced crafting an oral paragraph and writing a paragraph with your partner. Now you will demonstrate what your understanding by writing your own paragraph to address the same prompt:*
Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.

I will collect your paragraphs when you're done. Save paragraphs to score with the **SPF –WOAT.**
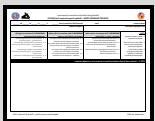
FORMATIVE ASSESSMENT	# Student Progress Form (SPF) - Written Output Assessment Tool
WOAT	Collect all writing samples and score them using the **WOAT,** based on their written output (SEE PREVIOUS SECTION). Students will address the following prompt: **Prompt: Which text best supports the theme: Earthquake preparedness minimizes the damage that occurs? Begin by stating your claim. Cite evidence from the texts and come to a consensus.**

|	
DIFFERENTIATED INSTRUCTION	# Differentiated Instruction Based on formative assessment data, organize students by language performance. There may be 4-5 groups depending on classroom size. Group 1 – **(Teacher Group)** - Continue working on the **Written Paragraph** with teacher. Group 2 – Write a paragraph for a Visual Text from Start Smart 1.0 or other theme-related visual text. Group 3 – Practice giving and receiving feedback for the paragraph with a different partner pair. Group 4 – Play Constructive Conversation Game with other theme-related visual text. Group 5 – Construct a Venn Diagram to compare the differences and similarities between the oral and written paragraph. Group 6- Design an infographic for a theme-related visual text.

WRAP-UP	# Review ELD Objective and Self-Evaluate
	In this lesson, we…
	   • *used notes to organize information for a written paragraph*
	   • *collaborated with a partner to write a paragraph*
	   • *Provided and received feedback to revise a paragraph*
	
	Teacher asks students to complete the **Exit Ticket**:
	   1. *How did you meet the lesson's objectives?*
	   2. *Describe how the written paragraph was analyzed.*
	   3. *Explain how the visual text and the infographic were used to write your paragraph.*
	   4. *How did the process of constructing the oral paragraph help you develop the written paragraph?*
	
	   ➢ *Share and explain to your partner*
	
	After students have had a few minutes to discuss with a partner, call on one or two individuals to share out with the whole group.

Lesson 22: Introduce the Project

ELD OBJECTIVE	In triad teams, students will be able to analyze the components of a multimedia presentation to understand its structure and collaborate with their teammates as they design the first four slides of their multimedia presentations to address the prompt: **How does earthquake preparedness minimize the damage that occurs?**

STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • listen to an oral multimedia presentation • discuss the criteria for our presentations • collaborate with our teammates to plan our presentations

OPENING	*To complete our unit, we will work in triads to deliver an oral multimedia presentation about the theme:* **Earthquake preparedness minimizes the damage that occurs.** *It is an oral presentation because you will convey your ideas orally and in an academic register. It is a multimedia presentation because you will be using PowerPoint slides with visuals and text as you present. In this lesson, we will focus on planning for the multimedia part of our presentations. These presentations will be based on the Constructive Conversations you have had throughout the unit and will answer the prompt:* **How does earthquake preparedness minimize the damage that occurs?** **NOTE: Place students in triad teams to work on the presentations for the remainder of the unit.**

REVIEW STUDENT VISUAL TEXT & STUDENT INFOGRAPHIC	## Review – Written Paragraphs and Both Texts Display and distribute both **Student Texts** and the completed **Written Paragraphs** to triad teams. *Throughout the unit, we have used our Constructive Conversation Skills and the Conversation Pattern to learn more about earthquake preparedness. We have also written about this topic using evidence from the texts. Finally, we came to consensus about which text best supports the theme.* *Think about which text you selected and why. Which text did you choose? Why would that be a better text to use for your presentation? Turn and talk to your teammates.* Give students 2 minutes to talk in their triad teams. Affirm all responses. *Our prompt for our presentation is,* **how does earthquake preparedness minimize the damage that occurs?** *So, we need to remember to use the texts that provide the strongest reasons and evidence for the prompt.* Have students individually review their resources and circle evidence about **how earthquake preparedness minimizes the damage that occurs.** *All of you have your written paragraphs and both texts in front of you. Take a few moments to circle reasons or evidence that support the idea* **how earthquake preparedness minimizes the damage that occurs.** Give students time to circle reasons and supporting evidence. *What were some reasons from your resources? How do they help you understand how* **preparing for an earthquake minimize the damage that occurs?** *Turn and talk to your teammates.* Give students 3 minutes to talk to their team members and have one or two students share out. Affirm all responses. *You will use these reasons and consult the resources as we craft our presentations. You may put them aside now. We will use them again later.*
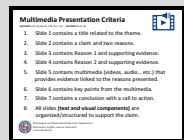
MODEL/GUIDED PRACTICE	# Model Oral Presentation & Explain Criteria
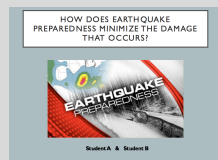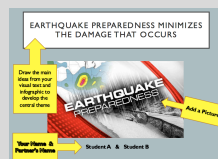
Display the **Multimedia Presentation Criteria Chart** (you may chart it out as well) and explain each item. *Let's look at the Multimedia Presentation Criteria Chart to understand the criteria for the PowerPoint. Your presentation will include* (point to chart):

1. Slide 1 contains a title and visual related to the theme
2. Slide 2 contains a claim and at least 3 reasons
3. Slide 3 contains Reason 1 and supporting evidence
4. Slide 4 contains Reason 2 and supporting evidence
5. Slide 5 contains Reason 3
6. Slide 6 contains multimedia (videos, audio… etc.) that provides supporting evidence related to Reason 1, Reason 2 or Reason 3
7. Slide 7 contains three key points from the multimedia
8. Slide 8 contains a brief conclusion
9. Slide 9 contains at least 3 website resources
10. All slides **(text and visual components)** are organized/structured to support the claim

MULTIMEDIA PRESENTATION CRITERIA CHART

I will show you my example of an oral multimedia presentation. My topic is, "How earthquake preparedness can minimize damage" As I present, each triad team will focus on looking for evidence of the criterion you were assigned. For example, if your team was assigned Criterion #2, you will look to see if I included a claim and at least 3 reasons in my presentation.

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

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

TEACHER PPT MODEL

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

After presenting it once, have a triad team meet with another triad team to discuss their criterion and how it is demonstrated.

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

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

TEACHER PPT ANNOTATED

Plan Multimedia Presentation – Slides 1-5

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

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

MULTIMEDIA PLANNING TOOL

Distribute the **Multimedia Planning Tool** to triad teams and have them take out their resources— visual text, infographic, and written paragraphs. Display the **TeacherPPTAnnotated L&L MS (available**
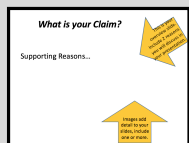
MODEL/GUIDED PRACTICE (CONTINUED)	**on mmed.lausd.net)** and explain slides 1-4 in this lesson. The Title Slide will be explained in lesson. *We will come back to the title slide at the end of the lesson. Let's focus on Slide 2. What information is included in this slide? How did I organize the information—both written text and visuals?* Click on fly-in arrows to debrief that slide.

This is your overview slide. My prompt was: **How does earthquake preparedness minimize damages that occur?** *So, for my claim I wrote:* **Earthquake preparedness minimizes damages that occur.** *Since our prompt is:* **How to protect your family from an earthquake?** *Then your claim is:* **Being prepared can protect your family from an earthquake.** *Just like in my presentation you will include at least three reasons your team came up with to support your claim.*

Turn and talk to your teammates. What are the reasons you want to choose to support your claim? Refer to your resources and come to a consensus. |

Give students sufficient time to refer to their resources (visual text, infographic, and written paragraphs) as they talk with their teammates to come to a consensus and write down their claim and two reasons on their **Multimedia Planning Tool**.

Now, let's focus on Slides 3, 4 and 5.
> *What information is included in these slides? How did I organize the information—both written text and visuals?* Click on fly-in arrows to debrief the slides.

Slide 3 restates Reason 1 and provides supporting evidence for reason 1. What about Slide 4? How is it organized to support the claim that healthy foods are beneficial? Use your think time. Accept all reasonable responses.

Just like in my presentation, you will include at least three reasons and evidence to support your claim.

Turn and talk to your teammates. How will you organize Slide 3? How will you organize Slide 4? What evidence will you use to support your claim? Refer to your resources and come to a consensus. How would you organize slide 5?

Give students sufficient time to talk with their teammates to come to a consensus and write down their three reasons and supporting evidence on their **Multimedia Planning Tool**.

Now that you planned Slides 2-5 in your triad teams, let's discuss the title slide. It may seem simple, but coming up with an effective and relevant title that represents the topic sets the tone for the entire presentation. You want to make sure your opening is powerful. What title did I use in my presentation? Why? What visual did I include? Why?

Give students sufficient time to turn and talk. Have one or two students share their ideas and say: *I heard many of you say that both the title and the visual I used related to the topic of the presentation, are interesting and made you want to learn more about the topic. It was a powerful opening for my presentation. You will now have an opportunity to decide on an effective title and visual that will be a powerful opening for your presentation.*

(Left column also contains): **MULTIMEDIA PLANNING TOOL**

|	
STUDENT PRACTICE **STUDENT**	## Constructive Conversation—NEGOTIATE the Title Give each student two **Constructive Conversation Cards** for each skill—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE.** *In your triad teams, you will have a Constructive Conversation to **NEGOTIATE** the title and visual you will use in Slide 1. Take turns as you use all of your Constructive Conversation Skills—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE**—to address the prompt:* **What title and image would make a powerful opening for your presentation. Why?** **122**
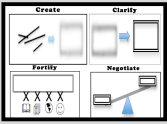
PRACTICE (CONTINUED)	*Use the CREATE cards to suggest 2 original titles. Use the CLARIFY cards to explain your ideas for the title. Use the fortify cards to explain how the resources connect to the title. Use the NEGOTIATE cards to arrive at a consensus.*
CONSTRUCTIVE CONVERSATION GAME CARDS	## Formative Assessment Monitor students as they have a Constructive Conversation and **select two students from two different triad teams** who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Triad Teams Collaborate on Opening Give students sufficient time to talk with their teammates to come to a consensus on their title and ideas for visuals. They will document this on Slide 1 of the **Multimedia Planning Tool**. *Now you will write down your title and sketch your ideas for visuals on Slide 1 of your **Multimedia Planning Tool**.*

| FORMATIVE ASSESSMENT

 SPF 2.0 | ## Student Progress Form (SPF) 2.0-Constructive Conversation Sample
  After the students have played the Constructive Conversation Game the teacher selects two students to have a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt:

  What title and image would make a powerful opening for your presentation. Why?

 Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length. |

| STUDENT COLLABORATIVE WORK | ## Students Work on Presentation
 Distribute school technology for students to begin work on their PowerPoint slides.
 *Now, you will transfer your ideas from your **Multimedia Planning Tool** to create Slides 1-4 of your PowerPoint. Remember to add visuals.* Provide support as needed. A **PPT Tutorial (available on mmed.lausd.net)** for creating a PowerPoint is available should students require additional support. Collect the **Multimedia Planning Tool** from each triad team. |

| DIFFERENTIATION | ## Differentiated Instruction
  Organize students based on their progress with the project. There may be 3-4 groups depending on need.

 Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint (tech).
 Group 2 – Use the **Multimedia Planning Tool** to continue working on content for Slides 1-5.
 Group 3 – Use PowerPoint to CREATE Slides 1-5 and insert visuals.
 Group 4 – Meet with another triad team to give and receive feedback. |

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

Lesson 23: Work on the Project

ELD OBJECTIVE	In triad teams, students will be able to analyze the components of a multimedia presentation to understand its criteria and collaborate with their teammates as they finish the remaining slides of their multimedia presentations to address the prompt: How to protect your family from an earthquake.
STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • continue discussing the criteria for our presentations • collaborate with our teammates to finish our presentations • research an additional multimedia source to include in our presentations
OPENING	*In this lesson, we will continue working on our multimedia presentations with our triad teams. We will learn how to research additional sources to support our claim that being prepared can protect your family from an earthquake.*

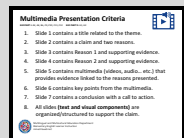| MODEL/GUIDED PRACTICE	**Model/Guided Practice –Model Giving Feedback** Display the **Multimedia Presentation Criteria Chart** and distribute the **Multimedia Presentation Checklist** to triad teams. Select one triad team to come up and share the first four slides of their presentation. Model using the **Multimedia Presentation Checklist** to give feedback.
	*In the last lesson, we used the criteria using the **Multimedia Presentation Criteria Chart** to discuss the criteria (point to poster) and we collaborated in our triad teams to design the first four slides of our presentations. Today, we will use the **Multimedia Presentation Checklist,** which has similar information, to help us give and receive feedback. Giving and receiving feedback helps us make our presentations better.*
MULTIMEDIA PRESENTATION CRITERIA CHART	*(NAME) team will come up and share their slides and I will show you how to give them feedback.* Invite the triad to come up and share their slides. Model using the checklist to give feedback after each slide.
MULTIMEDIA PRESENTATION CHECKLIST	*How did I use the **Multimedia Presentation Checklist** to give them feedback? Talk in your triad teams.* Have one or two students share out their findings for each criterion. *I heard some of you say that my feedback included evidence that explained why I checked yes or no.*

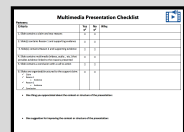| STUDENT PRACTICE	**Student Practice – Give & Receive Feedback** *Now you will practice giving and receiving feedback about the first four slides in your presentations with another triad team. One triad will go first. Each team member must take a turn to share a slide and pause for feedback. Each member of the other triad will listen and take a turn to give feedback. Then you will switch.*
	Process As Given/Process As Understood: *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. Instruct triad teams to form a group with another triad team. Provide groups sufficient time to give and receive feedback.
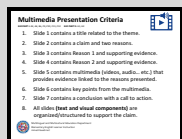
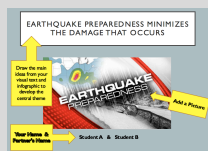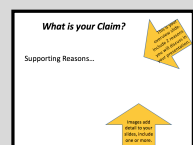| MODEL/GUIDED PRACTICE	
MULTIMEDIA PRESENTATION CRITERIA CHART **TEACHER PPT ANNOTATED** **MULTIMEDIA PLANNING TOOL**	# Model Multimedia Presentation & Explain Criteria Display the **Multimedia Presentation Criteria Chart** (you may chart it out as well) and explain each item. *Now that we received feedback about the first four slides, we will look at the **Multimedia Presentation Criteria Chart** to understand the remaining criteria for the PowerPoint. Your presentation will include (point to chart):* 1. Slide 6 contains multimedia (videos, audio… etc.) that provides supporting evidence related to Reason 1, Reason 2 or Reason 3 2. Slide 7 contains three key points from the multimedia 3. Slide 8 contains a brief conclusion 4. Slide 9 contains at least 3 website resources # Plan Multimedia Presentation – Slides 6-9 Use the **Teacher PPT Annotated L&LMS** to highlight criteria for the multimedia portion of the presentation, focusing on slides 6-9. *Let's take a closer look at the video I included in my presentation to support my claim. As you watch the video, think about why I selected it.* Play the video. *Turn and talk to your teammates. How did the video support my claim? What kind of video or other media sources will support your claim?* *I heard some of you say that my video had evidence to support the claim. You also noticed that the evidence connected to the reasons in my presentation. Some of you were also wondering how I found the video, so I will show you.* Think aloud as you model how to search for videos or other multimedia sources. (PPT available on **mmed.lausd.net.** *My first step is to use google.com to search. Hmmm. What words should I use to search for my video. My claim is: Earthquake preparedness minimizes damages that can occur. What key words can I use? I might type in "earthquake preparedness" to find this video: https://www.youtube.com/watch?v=ejS5K0fZ1mU* *Now, let's look at Slide 6. I used this slide to share key points from the video that support my claim and are connected to the reasons in my presentation. You will do this also.* Distribute the **Multimedia Planning Tool** to triad teams and have them take out their resources— visual text, infographic, and written paragraphs. Give them sufficient time to research and work on Slides 6-9. *Now that you planned Slides 5-6 in your triad teams, let's discuss the final slide. Just like the title slide, you want to make sure your closing is powerful. Think about these questions as I share my conclusion. What information is included in this slide? How did I organize the information—both written text and visuals?* Click on fly-in arrows to debrief that slide. *Turn and talk to your teammates. How did I conclude my presentation? What kind of words and visuals did I use? Why?* *I heard some of you say that I restated my claim and reasons. You will now have an opportunity to decide on a conclusion that will be a powerful closing for your presentation.*
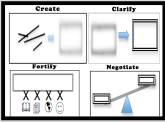
STUDENT PRACTICE **CONSTRUCTIVE CONVERSATION GAME CARDS**	# Constructive Conversation—NEGOTIATE the Conclusion Give each student two **Constructive Conversation Cards** for each skill—**CREATE, CLARIFY, FORTIFY, and NEGOTIATE.** *In your triad teams, you will have a Constructive Conversation to **NEGOTIATE** the language and visual(s) you will use in your final slide. Take turns as you use all of your Constructive Conversation Skills—**CREATE, CLARIFY, FORTIFY**, and **NEGOTIATE**—to address the prompt:* *Use CREATE cards to suggest words and the CREATE card to suggest visuals. Use the CLARIFY cards to explain how the words and visuals support the claim. Use the FORTIFY cards to explain why these are the best resources. Use the NEGOTIATE cards to come to a consensus.* **What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?** ## Formative Assessment Monitor students as they have a Constructive Conversation and **select two students from two different triad teams** who will Fishbowl Model in front of the class when they're done playing the game. Use the **SPF 2.0** to collect a Constructive Conversation Language Sample as they model in front of the class. ## Triad Teams Collaborate on Opening Give students sufficient time to talk with their teammates to come to a consensus on the content for their final slide. They will document this on Slide 7 of the **Multimedia Planning Tool**. *Now you will write down your conclusion on Slide 7 of your **Multimedia Planning Tool**.*
FORMATIVE ASSESSMENT **SPF 2.0**	# Student Progress Form (SPF) 2.0-Constructive Conversation Sample After the students have played the Constructive Conversation Game, select two students to have a Constructive Conversation in front of the class (SEE ABOVE). Students will address the following prompt: **What words and visuals will you use to restate your claim and reasons? What will your call to action be? Why?** Collect a language sample from the two students using the **SPF 2.0**. The language sample must be at least four turns in length.
STUDENT COLLABORATIVE WORK	# Students Work on Presentation Distribute school technology for students to begin work on their PowerPoint slides. *Now, you will transfer your ideas from your **Multimedia Planning Tool** to craft slides 5-7 of your PowerPoint. Remember to add visuals. Provide support as needed.* A **PPT Tutorial Gr2-5 (available on mmed.lausd.net)** for creating a PowerPoint is available should students require additional support. Collect the **Multimedia Planning Tool** from each triad team and/or save PPT files on a flash drive.

DIFFERENTIATION	# Differentiated Instruction
	Organize students based on their progress with the project. There may be 3-4 groups depending on need.
	Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with developing content and/or creating slides using PowerPoint (tech).
	Group 2 – Use the **Multimedia Planning Tool** to continue working on content for Slides 5-7.
	Group 3 – Use PowerPoint to create Slides 5-7 and insert visuals.
	Group 4 – Meet with another triad team to give and receive feedback.

WRAP-UP	# Review ELD Objective and Self-Assess
	In this lesson, we used Constructive Conversation Skills as we…
	• *continued discussing the criteria for our presentations*
	• *collaborated with our teammates to finish our presentations*
	• *researched an additional multimedia source to include in our presentations*
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in planning your presentations? Why?*
	• *Work with your teammates to do the following:*
	○ *Identify one thing that you did to meet today's objective and one thing you want to improve*
	○ *Share and explain to your teammates*
	After students have had a few minutes to discuss with their team members, call on one or two individuals to share out with the whole group.

Start Smart 2.0 - Conversation Practices

Lesson 24: Revise the Project

ELD OBJECTIVE	Students will collaborate with their teammates to rehearse their presentations, give and receive feedback with another team, and use feedback to revise their projects.

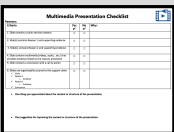| STUDENT FRIENDLY ELD OBJECTIVE	In this lesson, we will use Constructive Conversation Skills as we… • discuss the criteria for the oral presentations • give and receive feedback to revise our presentations • collaborate with our teammates to rehearse our presentations

OPENING	*In this lesson, we will continue working on our multimedia presentations with our triad teams. First, we will give and receive feedback about the content of our presentations—the multimedia portion. We will also learn about the criteria for the oral presentation and have an opportunity to rehearse. Finally, we will give and receive feedback about the oral part of the presentation.*

MODEL/GUIDED PRACTICE MULTIMEDIA PRESENTATION CHECKLIST	## Model/Guided Practice –Give & Receive Feedback Have triad teams meet with the same team they met with in the previous lesson. Ask students to take out their technology and prepare their PPT presentations. Display the **Multimedia Presentation Criteria Chart** and distribute the **Multimedia Presentation Checklist** to triad teams. *In the last lesson, we used the **Multimedia Presentation Checklist** to help us give and receive feedback about Slides 1-5. Today we will give and receive feedback for Slides 6-9. Giving and receiving feedback helps us make our presentations better. Let's review the criteria for the remainder of the presentation.* 1. Slide 6 contains multimedia (videos, audio… etc.) that provides supporting evidence related to Reason 1, Reason 2 or Reason 3 2. Slide 7 contains three key points from the multimedia 3. Slide 8 contains a brief conclusion 4. Slide 9 contains at least 3 website resources 5. All slides **(text and visual components)** are organized/structured to support the claim *How will you use the **Multimedia Presentation Checklist** to give feedback? Pay close attention to item number 8. Talk in your triad teams.* Have one or two students share out their findings for each criterion. *I heard some of you say that you give feedback about the conclusion to make sure the conclusion is powerful and restates the claim and reasons. I also heard that you would give feedback about the organization or structure of the presentation—how the words and visuals are organized in ways that support the claim* (point to Multimedia Presentation Criteria Chart or Checklist).

| STUDENT PRACTICE STUDENT PRACTICE (CONTINUED)	## Student Practice – Give & Receive Feedback *Now you will practice giving and receiving feedback about the remaining slides in your presentations with the same triad team from last time. One triad will go first. Each team member must take a turn to share a slide and pause for feedback. Each member of the other triad will listen and take a turn to give feedback. Then you will switch.* **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.

129

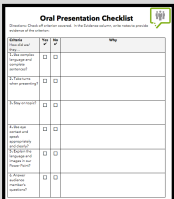| | Provide groups sufficient time to give and receive feedback.

Now you will use the feedback you received to revise and finalize your PowerPoint presentations.

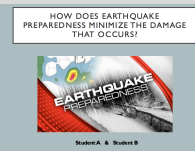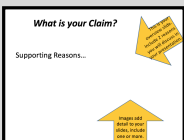Provide groups sufficient time to revise and finalize their slides. |

MODEL/GUIDED PRACTICE
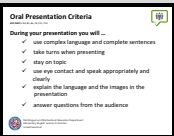
ORAL PRESENTATION CRITERIA CHART

ORAL PRESENTATION CHECKLIST

TEACHER PPT MODEL

MULTIMEDIA PLANNING TOOL | # Model Oral Presentation & Explain Criteria
Display the **Oral Presentation Criteria Chart** (you may chart it out as well) and explain each item.
*Now that we received feedback about the content of our presentation, we will look at the **Oral Presentation Checklist** to understand the criteria for the oral or speaking part of the presentation. What will your oral presentation include?* **Distribute Oral Presentation Checklist.**

Did we/they… and explain how/why?

- Use complex language and complete sentences?
- Take turns when presenting?
- Stay on topic?
- Use eye contact and speak appropriately and clearly?
- Explain the language and images in the presentation?
- Answer questions from the audience?

First, I will demonstrate what a non-model of an oral presentation sounds and looks like.
Model how NOT to present—reading directly off slide, not making eye contact, going off topic, not using complete sentences, using informal language, mumbling or whispering, etc.

I will show you my model of an oral multimedia presentation once again. My topic is, "How Does Earthquake Preparedness Minimize the Damage That Occurs" This time, as I present, each triad team will focus on the oral part of the presentation. Look for evidence of the criterion you were assigned. For example, if your team was assigned Criterion #1, you will listen to determine whether I used complex language and spoke in complete sentences during my presentation.

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

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

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

After the presentation, triad teams discuss their oral presentation criterion and how it is demonstrated.

Talk in your triad teams. Use the checklist to discuss whether I met the criteria. Why? What is your evidence? Have one or two students share out their findings for each criterion.
So this is what your oral presentations will look and sound like when you present.

Plan Oral Presentation – All Slides
Guide students as they plan their oral presentations. Students may use their completed Multimedia Planning Tools to write notes as they rehearse.
*Now you will meet with your teammates to decide who will present each part. Each of you will present at least two slides. After you decide, practice presenting to each other. You may use your completed **Multimedia Planning Tools** to help you practice and take notes for your part of the presentation.* |

130

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

Provide groups sufficient time to plan and rehearse their oral presentations. Circulate and provide teams with support and feedback as needed. |
|---|---|
| STUDENT PRACTICE | ## Student Practice –Give & Receive Feedback

Now you will practice giving and receiving feedback using the __Oral Presentation Checklist__ with another triad team. One triad will go first. Each team member must take a turn to share their part. Each member of the other triad will listen and give feedback. Then you will switch.

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

Instruct triad teams to form a group with another triad team. Provide groups sufficient time to give and receive feedback. |
| STUDENT COLLABORATIVE WORK | ## Students Revise and Finalize Presentation

Now you will use the feedback you received to revise and finalize your oral presentations.

Provide groups sufficient time to revise and rehearse their oral presentations. |
| DIFFERENTIATION | ## Differentiated Instruction

Organize students based on their progress with the project. There may be 3-4 groups depending on need.

Group 1 – **(Teacher Group)** – Support for triad teams who need guidance with presenting orally.
Group 2 – Use their notes to continue practicing oral presentations.
Group 3 – Meet with another triad team to act out a model and non-model presentation.
Group 4 – Meet with another triad team to give and receive feedback. |
| WRAP-UP | ## Review ELD Objective and Self-Assess

In this lesson, we used Constructive Conversation Skills as we…
- discussed the criteria for the oral presentations
- gave and received feedback to revise our presentations
- collaborated with our teammates to rehearse our presentations

Ask students to consider the following:
- *How did we meet the lesson objectives?*
- *What was most helpful in planning your presentations? Why?*
- *Work with your teammates to do the following:*
    - *Identify one thing that you did to meet today's objective and one thing you want to improve*
    - *Share and explain to your teammates*

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

Lesson 25: Present the Project

ELD OBJECTIVE	Students will collaborate with their teammates to present their final projects, give and receive feedback with another team, and use feedback to reflect.

| **STUDENT FRIENDLY ELD OBJECTIVE**	In this lesson, we will use Constructive Conversation Skills as we… • discuss the criteria for the oral multimedia presentations • give and receive feedback on final presentations • collaborate with our teammates to present

| **OPENING**	*In this lesson, we will present our final oral multimedia presentations with our triad teams. First, I will model how to deliver the final presentation and you will give me feedback—for the oral part and for the multimedia portion. You will be grouped with a different triad team today and each team will have an opportunity to give and receive feedback.*
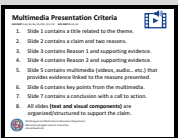
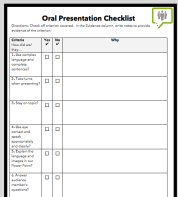| **MODEL/GUIDED PRACTICE**
 	
 MULTIMEDIA PRESENTATION CHECKLIST
 	
 MULTIMEDIA PRESENTATION CRITERIA CHART
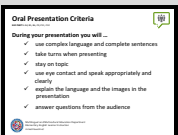 	
 ORAL PRESENTATION CRITERIA CHART
 	
 ORAL PRESENTATION CHECKLIST
	## Model/Guided Practice –Give & Receive Feedback
	 Display the **Oral Presentation Criteria Chart** and the **Multimedia Presentation Criteria Chart**. Distribute the **Oral Presentation Checklist** (you may chart it out as well) and the **Multimedia Presentation Checklist.** *Now that we are finished with our projects, let's review how you will give feedback about the final oral multimedia presentations by practicing with my model project. After that, I will show how you will give feedback for the multimedia part—or content—of the presentation.*
	
	 So, let's examine the oral part of the presentation first. What should my oral presentation include? (Point to Oral Presentation Chart)
	
	 Did we/they… and explain how/why?
	
	 1. Use complex language and complete sentences?
	 2. Take turns when presenting?
	 3. Stay on topic?
	 4. Use eye contact and speak appropriately and clearly?
	 5. Explain the language and images in the presentation?
	 6. Answer questions from the audience?
	
	 Look for evidence of all the criteria.
	
	  Process As Given/Process As Understood: *Who can restate what we are about to do?* Have one or two student volunteers restate the directions.
	
	 Use the SS2.0 TeacherPPTModelL&LMS(available on mmed.lausd.net) to model what the final presentation will look and sound like. Use the presenter's notes included in the PowerPoint.
	
	 After the presentation, have students get together with their number group to discuss the criteria and how they are demonstrated.
	
	  Talk in your triad teams. Use the checklist to discuss whether I met the criteria. Why? What is your evidence? Have one or two students share out their findings for each criterion.
	
	 So this is what your oral presentations will look and sound like when you present. Now, let's focus on the multimedia portion. For this part, I will go back and review each slide so that you—the audience—has an opportunity to jot down notes to give me feedback.

132

| MODEL/GUIDED PRACTICE (CONTINUED)	*Let's review the criteria first.* (Point to the **Multimedia Presentation Criteria Chart.**)
	
	1. Slide 1 contains a title and visual related to the theme
	2. Slide 2 contains a claim and at least 3 reasons
	3. Slide 3 contains Reason 1 and supporting evidence
	4. Slide 4 contains Reason 2 and supporting evidence
	5. Slide 5 contains Reason 3
	6. Slide 6 contains multimedia (videos, audio… etc.) that provides supporting evidence related to Reason 1, Reason 2 or Reason 3
	7. Slide 7 contains three key points from the multimedia
	8. Slide 8 contains a brief conclusion
	9. Slide 9 contains at least 3 website resources
	10. All slides **(text and visual components)** are organized/structured to support the claim
	
	Use the SS2.0 TeacherPPTModelGr2-5 (available on mmed.lausd.net) to share each slide, giving students—the audience—an opportunity to jot down notes and give feedback using the checklist.
	
	*How will you use the **Multimedia Presentation Checklist** to give feedback? Pay close attention to item number 8. Talk in your triad teams.* Have one or two students share out their findings for each criterion.
	
	I heard some of you say that you give feedback about the conclusion to make sure the conclusion is powerful, restates the claim and reasons, and has a call to action. I also heard that you would give feedback about the organization or structure of the presentation—how the words and visuals are organized in way that supports the claim (point to **Multimedia Presentation Criteria Chart).**
	
	Now, I want to point out the last two items on the checklist. Read these to yourself as I read them aloud.
	    • *One thing you appreciated about the content or structure of the presentation:*
	    • *One suggestion for improving the content or structure of the presentation:*
	
	Talk in your triads about these items. What feedback would you give me? Why do think this is important?
	
	I heard some of you say that this is a way to think about the whole presentation, not just the parts. This is important because it provides meaningful feedback about the whole message of the presentation.
	
	Now that you know what the criteria is for both parts of the presentation you will have a final opportunity to rehearse with your triad team.
	
	Provide students with sufficient rehearsal time. Circulate and provide support as needed.

STUDENT PRACTICE **ORAL PRESENTATION CHECKLIST**	## Student Practice – Final Presentations **NOTE: Have students present to a different triad team**. Distribute a new ***Oral Presentation Checklist*** to each triad team. Distribute school technology for students to present their projects. *Now you will meet with a different triad team—a team you haven't worked with before to present your final projects. Each triad team will take turns giving and receiving feedback just as I modeled earlier. One triad will go first. Each team member must take a turn to share their part. Each member of the other triad will listen and give feedback using the **Oral Presentation Checklist**.*
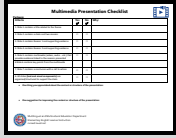
STUDENT PRACTICE (CONTINUED) MULTIMEDIA PRESENTATION CHECKLIST	**PAG/ PAU** **Process As Given/Process As Understood:** *Who can restate what we are about to do?* Have one or two student volunteers restate the directions. Instruct triad teams to form a group with another triad team. Provide groups sufficient time to present. Refer to the **Multimedia Presentation Checklist**. *Now that the first team has presented, you will give them feedback on the content of their presentation using the **Multimedia Presentation Checklist**. The presenting team will click on each slide and give time to the listening team—audience—to jot down notes for each slide. Listening team, you are the audience, and your job is to give feedback. Remember to provide evidence or reasons why you marked yes or no, look at the whole message, and say one thing you appreciated and one thing to improve.*

	## Celebration – Community Presentation Once all teams have completed their presentations, you may opt to have them share by: • Extending their learning of the topic inspired by the "call to action" • Presenting to other grades/classrooms in person • Presenting to other grades/classrooms/schools via skype • Conducting a Gallery Walk of the presentations • Presenting to parents • Presenting to school/community leaders • Adding oral narration to their presentations and posting online (see tutorial **available on mmed.lausd.net**)

WRAP-UP	## Review ELD Objective and Self-Assess
	In this lesson, we used Constructive Conversation Skills as we…
	• discussed the criteria for the oral multimedia presentations
	• gave and received feedback on final presentations
	• collaborated with our teammates to present
	
	Ask students to consider the following:
	• *How did we meet the lesson objectives?*
	• *What was most helpful in delivering your final presentations? Why?*
	• *Work with your teammates to do the following:*
	    ○ *Identify one thing that you did to meet today's objective and one thing you want to improve*
	    ○ *Share and explain to your teammate*
	
	After students have had a few minutes to discuss with their teammates, call on one or two individuals to share out with the whole group.