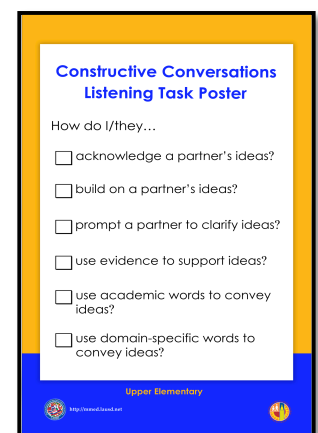
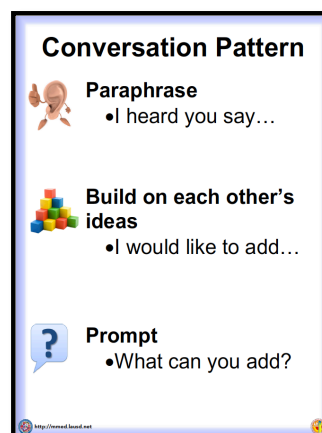


# Start Smart 2.0 - Conversation Practices



## Unit Resources

### Secondary





Middle School Start Smart ELD Standard Alignment						
	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
Lesson 1	ELD.PI.6.1EX ELD.PI.6.3 EX ELD.PI.6.4 EX ELD.PI.6.5 EX	ELD.PI.6.11EX ELD.PI.6.12 EX	ELD.PI.7.1EX ELD.PI.7.3 EX ELD.PI.7.4 EX ELD.PI.7.5 EX	ELD.PI.7.11EX ELD.PI.7.12 EX	ELD.PI.8.1EX ELD.PI.8.3 EX ELD.PI.8.4 EX ELD.PI.8.5 EX	ELD.PI.8.11EX ELD.PI.8.12 EX
Lesson 2	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.11EX ELD.PII.6.1EX ELD.PII.6.2EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6EX ELD.PI.7.7EX	ELD.PI.7.11EX ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6EX ELD.PI.8.7EX	ELD.PI.8.11EX ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX
Lesson 3	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX	ELD.PI.7.7EX ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX	ELD.PI.8.7EX ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX
Lesson 4	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX ELD.PI.7.7EX	ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX	ELD.PI.8.7EX ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX
Lesson 5	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX ELD.PII.6.4EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX ELD.PI.7.7EX	ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX ELD.PII.7.4EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX ELD.PI.8.7EX	ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX ELD.PII.8.4EX
Lesson 6	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX ELD.PII.6.4EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX ELD.PI.7.7EX	ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX ELD.PII.7.4EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX ELD.PI.8.7EX	ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX ELD.PII.8.4EX
Lesson 7	ELD.PI.6.1EX ELD.PI.6.2EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX	ELD.PI.6.7EX ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX ELD.PII.6.4EX	ELD.PI.7.1EX ELD.PI.7.2EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX	ELD.PI.7.7EX ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX ELD.PII.7.4EX	ELD.PI.8.1EX ELD.PI.8.2EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX	ELD.PI.8.7EX ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX ELD.PII.8.4EX
Lesson 8	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX	ELD.PI.6.7EX ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX ELD.PII.6.4EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX ELD.PI.7.7EX	ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX ELD.PII.7.4EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX ELD.PI.8.7EX	ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX ELD.PII.8.4EX
Lesson 9	ELD.PI.6.1EX ELD.PI.6.4 EX ELD.PI.6.5 EX ELD.PI.6.6 EX ELD.PI.6.7EX	ELD.PI.6.12EX ELD.PII.6.1EX ELD.PII.6.2EX ELD.PII.6.4EX	ELD.PI.7.1EX ELD.PI.7.4 EX ELD.PI.7.5 EX ELD.PI.7.6 EX ELD.PI.7.7EX	ELD.PI.7.12EX ELD.PII.7.1EX ELD.PII.7.2EX ELD.PII.7.4EX	ELD.PI.8.1EX ELD.PI.8.4 EX ELD.PI.8.5 EX ELD.PI.8.6 EX ELD.PI.8.7EX	ELD.PI.8.12EX ELD.PII.8.1EX ELD.PII.8.2EX ELD.PII.8.4EX



Middle School Start Smart ELD Standard Alignment						
	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
Lesson 10	ELD.PI.6.1EX	ELD.PI.6.9EX	ELD.PI.7.1EX	ELD.PI.7.9EX	ELD.PI.8.1EX	ELD.PI.8.9EX
	ELD.PI.6.2EX	ELD.PI.6.10EX	ELD.PI.7.2EX	ELD.PI.7.10EX	ELD.PI.8.2EX	ELD.PI.8.10EX
	ELD.PI.6.3EX	ELD.PI.6.11EX	ELD.PI.7.3EX	ELD.PI.7.11EX	ELD.PI.8.3EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PI.6.12EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5 EX	ELD.PII.6.1EX	ELD.PI.7.5 EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.6 EX	ELD.PII.6.2EX	ELD.PI.7.6 EX	ELD.PII.7.2EX	ELD.PI.8.6 EX	ELD.PII.8.2EX
	ELD.PI.6.7EX	ELD.PII.6.4EX	ELD.PI.7.7EX	ELD.PII.7.4EX	ELD.PI.8.7EX	ELD.PII.8.4EX
Lesson 11	ELD.PI.6.1EX	ELD.PI.6.12EX	ELD.PI.7.1EX	ELD.PI.7.12EX	ELD.PI.8.1EX	ELD.PI.8.12EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PII.7.1EX	ELD.PI.8.4 EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
	ELD.PI.6.6 EX	ELD.PII.6.4EX	ELD.PI.7.6 EX	ELD.PII.7.4EX	ELD.PI.8.6 EX	ELD.PII.8.4EX
	ELD.PI.6.7EX		ELD.PI.7.7EX		ELD.PI.8.7EX	
Lesson 12	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PII.7.1EX	ELD.PI.8.4 EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
	ELD.PI.6.6 EX	ELD.PII.6.4EX	ELD.PI.7.6 EX	ELD.PII.7.4EX	ELD.PI.8.6 EX	ELD.PII.8.4EX
Lesson 13	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.3EX	ELD.PI.6.12EX	ELD.PI.7.3EX	ELD.PI.7.12EX	ELD.PI.8.3EX	ELD.PI.8.12EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PII.7.1EX	ELD.PI.8.4 EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
	ELD.PI.6.6 EX	ELD.PII.6.4EX	ELD.PI.7.6 EX	ELD.PII.7.4EX	ELD.PI.8.6 EX	ELD.PII.8.4EX
Lesson 14	ELD.PI.6.1EX	ELD.PI.6.10EX	ELD.PI.7.1EX	ELD.PI.7.9EX	ELD.PI.8.1EX	ELD.PI.8.9EX
	ELD.PI.6.2EX	ELD.PI.6.11EX	ELD.PI.7.2EX	ELD.PI.7.10EX	ELD.PI.8.2EX	ELD.PI.8.10EX
	ELD.PI.6.3EX	ELD.PI.6.12EX	ELD.PI.7.3EX	ELD.PI.7.11EX	ELD.PI.8.3EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.6 EX	ELD.PII.6.4EX	ELD.PI.7.6 EX	ELD.PII.7.2EX	ELD.PI.8.6 EX	ELD.PII.8.2EX
	ELD.PI.6.7EX		ELD.PI.7.7EX	ELD.PII.7.4EX	ELD.PI.8.7EX	ELD.PII.8.4EX
Lesson 15	ELD.PI.6.1EX	ELD.PI.6.9EX	ELD.PI.7.1EX	ELD.PI.7.9EX	ELD.PI.8.1EX	ELD.PI.8.9EX
	ELD.PI.6.2EX	ELD.PI.6.10EX	ELD.PI.7.2EX	ELD.PI.7.10EX	ELD.PI.8.2EX	ELD.PI.8.10EX
	ELD.PI.6.3EX	ELD.PI.6.11EX	ELD.PI.7.3EX	ELD.PI.7.11EX	ELD.PI.8.3EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PI.6.12EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5 EX	ELD.PII.6.1EX	ELD.PI.7.5 EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.6 EX	ELD.PII.6.2EX	ELD.PI.7.6 EX	ELD.PII.7.2EX	ELD.PI.8.6 EX	ELD.PII.8.2EX
	ELD.PI.6.7EX		ELD.PI.7.7EX		ELD.PI.8.7EX	
Lesson 16	ELD.PI.6.1EX	ELD.PI.6.10EX	ELD.PI.7.1EX	ELD.PI.7.10EX	ELD.PI.8.1EX	ELD.PI.8.10EX
	ELD.PI.6.2EX	ELD.PI.6.11EX	ELD.PI.7.2EX	ELD.PI.7.11EX	ELD.PI.8.2EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PI.6.12EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5 EX	ELD.PII.6.1EX	ELD.PI.7.5 EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.6 EX	ELD.PII.6.2EX	ELD.PI.7.6 EX	ELD.PII.7.2EX	ELD.PI.8.6 EX	ELD.PII.8.2EX
	ELD.PI.6.7EX		ELD.PI.7.7EX		ELD.PI.8.7EX	
Lesson 17	ELD.PI.6.1EX	ELD.PI.6.12EX	ELD.PI.7.1EX	ELD.PI.7.12EX	ELD.PI.8.1EX	ELD.PI.8.12EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PII.7.1EX	ELD.PI.8.4 EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
	ELD.PI.6.6 EX	ELD.PII.6.4EX	ELD.PI.7.6 EX	ELD.PII.7.4EX	ELD.PI.8.6 EX	ELD.PII.8.4EX
	ELD.PI.6.7EX		ELD.PI.7.7EX		ELD.PI.8.7EX	



Middle School Start Smart ELD Standard Alignment						
	6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade	
Lesson 18	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.2EX	ELD.PI.6.12EX	ELD.PI.7.2EX	ELD.PI.7.12EX	ELD.PI.8.2EX	ELD.PI.8.12EX
	ELD.PI.6.3EX	ELD.PII.6.1EX	ELD.PI.7.3EX	ELD.PII.7.1EX	ELD.PI.8.3EX	ELD.PII.8.1EX
	ELD.PI.6.4 EX	ELD.PII.6.2EX	ELD.PI.7.4 EX	ELD.PII.7.2EX	ELD.PI.8.4 EX	ELD.PII.8.2EX
	ELD.PI.6.5 EX	ELD.PII.6.4EX	ELD.PI.7.5 EX	ELD.PII.7.4EX	ELD.PI.8.5 EX	ELD.PII.8.4EX
	ELD.PI.6.6 EX		ELD.PI.7.6 EX		ELD.PI.8.6 EX	
Lesson 19	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.2EX	ELD.PI.6.11EX	ELD.PI.7.2EX	ELD.PI.7.11EX	ELD.PI.8.2EX	ELD.PI.8.11EX
	ELD.PI.6.3EX	ELD.PI.6.12EX	ELD.PI.7.3EX	ELD.PI.7.12EX	ELD.PI.8.3EX	ELD.PI.8.12EX
	ELD.PI.6.4 EX	ELD.PII.6.1EX	ELD.PI.7.4 EX	ELD.PII.7.1EX	ELD.PI.8.4 EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
	ELD.PI.6.6 EX		ELD.PI.7.6 EX		ELD.PI.8.6 EX	
Lesson 20	ELD.PI.6.1EX	ELD.PI.6.9EX	ELD.PI.7.1EX	E ELD.PI.7.9EX	ELD.PI.8.1EX	ELD.PI.8.9EX
	ELD.PI.6.2EX	ELD.PI.6.10EX	ELD.PI.7.2EX	LD.PI.7.10EX	ELD.PI.8.2EX	LD.PI.8.10EX
	ELD.PI.6.3EX	ELD.PI.6.11EX	ELD.PI.7.3EX	ELD.PI.7.11EX	ELD.PI.8.3EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PI.6.12EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5 EX	ELD.PII.6.1EX	ELD.PI.7.5 EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.6 EX	ELD.PII.6.2EX	ELD.PI.7.6 EX	ELD.PII.7.2EX	ELD.PI.8.6 EX	ELD.PII.8.2EX
Lesson 21	ELD.PI.6.1EX	ELD.PI.6.10EX	ELD.PI.7.1EX	ELD.PI.7.10EX	ELD.PI.8.1EX	ELD.PI.8.10EX
	ELD.PI.6.2EX	ELD.PI.6.11EX	ELD.PI.7.2EX	ELD.PI.7.11EX	ELD.PI.8.2EX	ELD.PI.8.11EX
	ELD.PI.6.4 EX	ELD.PI.6.12EX	ELD.PI.7.4 EX	ELD.PI.7.12EX	ELD.PI.8.4 EX	ELD.PI.8.12EX
	ELD.PI.6.5EX	ELD.PII.6.1EX	ELD.PI.7.5EX	ELD.PII.7.1EX	ELD.PI.8.5 EX	ELD.PII.8.1EX
	ELD.PI.6.7EX	ELD.PII.6.2EX	ELD.PI.7.7EX	ELD.PII.7.2EX	ELD.PI.8.7EX	ELD.PII.8.2EX
Lesson 22	ELD.PI.6.1EX	ELD.PI.6.11EX	ELD.PI.7.1EX	ELD.PI.7.11EX	ELD.PI.8.1EX	ELD.PI.8.11EX
	ELD.PI.6.2EX	ELD.PII.6.1EX	ELD.PI.7.2EX	ELD.PII.7.1EX	ELD.PI.8.2EX	ELD.PII.8.1EX
	ELD.PI.6.3EX	ELD.PII.6.2EX	ELD.PI.7.3EX	ELD.PII.7.2EX	ELD.PI.8.3EX	ELD.PII.8.2EX
	ELD.PI.6.5 EX		ELD.PI.7.5 EX		ELD.PI.8.5 EX	
Lesson 23	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.2EX	ELD.PI.6.10EX	ELD.PI.7.2EX	ELD.PI.7.10EX	ELD.PI.8.2EX	ELD.PI.8.10EX
	ELD.PI.6.3EX	ELD.PII.6.1EX	ELD.PI.7.3EX	ELD.PII.7.1EX	ELD.PI.8.3EX	ELD.PII.8.1EX
	ELD.PI.6.5 EX	ELD.PII.6.2EX	ELD.PI.7.5 EX	ELD.PII.7.2EX	ELD.PI.8.5 EX	ELD.PII.8.2EX
Lesson 24	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.2EX	ELD.PI.6.9EX	ELD.PI.7.2EX	ELD.PI.7.9EX	ELD.PI.8.2EX	ELD.PI.8.9EX
	ELD.PI.6.3EX	ELD.PI.6.10EX	ELD.PI.7.3EX	ELD.PI.7.10EX	ELD.PI.8.3EX	ELD.PI.8.10EX
	ELD.PI.6.4 EX	ELD.PI.6.11EX	ELD.PI.7.4 EX	ELD.PI.7.11EX	ELD.PI.8.4 EX	ELD.PI.8.11EX
	ELD.PI.6.5 EX	ELD.PI.6.12EX	ELD.PI.7.5 EX	ELD.PI.7.12EX	ELD.PI.8.5 EX	ELD.PI.8.12EX
	ELD.PI.6.6 EX	ELD.PII.6.1EX	ELD.PI.7.6 EX	ELD.PII.7.1EX	ELD.PI.8.6 EX	ELD.PII.8.1EX
Lesson 25	ELD.PI.6.1EX	ELD.PI.6.7EX	ELD.PI.7.1EX	ELD.PI.7.7EX	ELD.PI.8.1EX	ELD.PI.8.7EX
	ELD.PI.6.2EX	ELD.PI.6.9EX	ELD.PI.7.2EX	ELD.PI.7.9EX	ELD.PI.8.2EX	ELD.PI.8.9EX
	ELD.PI.6.3EX	ELD.PI.6.10EX	ELD.PI.7.3EX	ELD.PI.7.10EX	ELD.PI.8.3EX	ELD.PI.8.10EX
	ELD.PI.6.4 EX	ELD.PI.6.11EX	ELD.PI.7.4 EX	ELD.PI.7.11EX	ELD.PI.8.4 EX	ELD.PI.8.11EX
	ELD.PI.6.5 EX	ELD.PI.6.12EX	ELD.PI.7.5 EX	ELD.PI.7.12EX	ELD.PI.8.5 EX	ELD.PI.8.12EX
	ELD.PI.6.6 EX	ELD.PII.6.1EX	ELD.PI.7.6 EX	ELD.PII.7.1EX	ELD.PI.8.6 EX	ELD.PII.8.1EX



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

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- Constructive Conversation Script Tool (Lessons 9, 14, & 19) p. 37
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**LESSON 10**

- Paragraph Criteria Chart-Large & Small Options (Lessons 10-11, 15-16, & 20-21) p. 40-41
- Paragraph Guide—CREATE & CLARIFY (EM-EX, EX-BR) – (Lessons 10-11) p. 42-43
- Multiple Partner Protocol Graphic Organizer (Lessons 10, 15, & 20) p. 44
- Multiple Partner Protocol Directions (Lessons 10, 15, & 20) p. 45
- Teacher Oral Paragraph—CREATE & CLARIFY p. 46
- Oral Output Assessment Tool (OOAT)—(Lessons 10, 15, & 20) p. 47-48

**LESSON 11**

- Paragraph Criteria Chart—Large & Small Options p. 40-41
- Paragraph Guide—CREATE & CLARIFY (EM-EX, EX-BR) – (Lessons 10-11) p. 42-43
- Paragraph Coding Key (Lessons 11, 16, & 21) p. 49
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**PART III—FORTIFY****LESSON 12**

- Infographic & Visual Text Model—FORTIFY Coded & Not Coded (Lessons 12-13) p. 53-54
- Infographic & Visual Text Non-Model—FORTIFY (Lessons 12-13) p. 55
- Student Progress Form (SPF) 2.0 (Lessons 7-8, 12-13, 17-18, 22, & 23) p. 34-35

**LESSON 13**

- Infographic & Visual Text Model—FORTIFY Coded & Not Coded (Lessons 12-13) p. 53-54
- Infographic & Visual Text Non-Model—FORTIFY (Lessons 12-13) p. 55
- Conversation Coding Key—FORTIFY & NEGOTIATE (Lessons 13 & 18) p. 56
- Non-Model Revision Tool—FORTIFY p. 57-58
- Student Progress Form (SPF) 2.0 (Lessons 7-8, 12-13, 17-18, 22, & 23) p. 34-35

**LESSON 14**

- Constructive Conversation Script Tool (Lessons 9, 14, & 19) p. 37
- Constructive Conversation Listening Tool—Large & Small Options p. 38-39

**LESSON 15**

- Paragraph Criteria Chart-Large & Small Options (Lessons 10-11, 15-16, & 20-21) p. 40-41
- Paragraph Guide—FORTIFY (EM-EX, EX-BR)—(Lessons 15-16) p. 59-60
- Multiple Partner Protocol Graphic Organizer (Lessons 10, 15, & 20) p. 44
- Multiple Partner Protocol Directions (Lessons 10, 15, & 20) p. 45
- Teacher Oral Paragraph—FORTIFY p. 61
- Oral Output Assessment Tool (OOAT) p. 47-48

**LESSON 16**

- Paragraph Criteria Chart-Large & Small Options (Lessons 10-11, 15-16, & 20-21) p. 40-41
- Paragraph Guide—FORTIFY (EM-EX, EX-BR)—(Lessons 15-16) p. 59-60
- Paragraph Coding Key (Lessons 11, 16, & 21) p. 49
- Teacher Written Paragraph—FORTIFY p. 62
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## **PART IV—NEGOTIATE**

### **LESSON 17**

- Infographic & Visual Text Model—NEGOTIATE Coded & Not Coded (Lessons 17-18) p. 63-66
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### **LESSON 18**

- Infographic & Visual Text Model—NEGOTIATE Coded & Not Coded p. 63-66
- Infographic & Visual Text Non-Model—NEGOTIATE p. 67
- Conversation Coding Key—FORTIFY & NEGOTIATE (Lessons 13 & 18) p. 56
- Non-Model Revision Tool—NEGOTIATE p. 68-69
- Student Progress Form (SPF) 2.0 (Lessons 7-8, 12-13, 17-18, 22, & 23) p. 34-35

### **LESSON 19**

- Constructive Conversation Script Tool (Lessons 9, 14, & 19) p. 37
- Constructive Conversation Listening Tool—Large & Small Options (Lessons 9, 14, & 19) p. 38-39

### **LESSON 20**

- Paragraph Criteria Chart-Large & Small Options (Lessons 10-11, 15-16, & 20-21) p. 40-41
- Paragraph Guide—NEGOTIATE (EM-EX, EX-BR)—(Lessons 20-21) p. 70-71
- Multiple Partner Protocol Graphic Organizer (Lessons 10, 15, & 20) p. 44
- Multiple Partner Protocol Directions (Lessons 10, 15, & 20) p. 45
- Teacher Oral Paragraph—NEGOTIATE p. 72
- Oral Output Assessment Tool (OOAT) p. 47-48

### **LESSON 21**

- Paragraph Criteria Chart-Large & Small Options (Lessons 10-11, 15-16, & 20-21) p. 40-41
- Paragraph Guide—NEGOTIATE (EM-EX, EX-BR) p. 70-71
- Paragraph Coding Key (Lessons 11, 16, & 21) p. 49
- Teacher Written Paragraph—NEGOTIATE p. 73
- Written Output Assessment Tool (WOAT)—(Lessons 11, 16, & 21) p. 51-52

## **PART V—MULTIMEDIA PROJECT**

### **LESSONS 22-25**

- Multimedia Presentation Criteria Chart p. 74
- Multimedia Planning Tool p. 75-77
- Multimedia Presentation Checklist p. 78
- Oral Presentation Criteria Chart p. 79
- Oral Presentation Checklist p. 80

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

# College Learning Partners:



MY UCLA PARTNER'S NAME:

---



MY OCCIDENTAL COLLEGE  
PARTNER'S NAME

---



MY USC PARTNER'S NAME:

---



MY STANFORD PARTNER'S NAME:

---



## CREATE

**Creating Ideas:** Humans value the creation and ownership of ideas. Students need lessons and activities in which their original ideas are valued and fostered. In science and math, for example, students can converse to create ideas about their observations, patterns, problem solving strategies, hypotheses, etc.



In history, students can co-analyze primary sources to create novel perspectives on a famous historical figure. Highly effective content learning often comes from tasks that are designed to foster students' creation and synthesis of ideas.



**My Definition:**

According to the text, the skill of CREATE is...

- \_\_\_\_\_
- \_\_\_\_\_

**My Partner's Ideas:**

According to the text, the skill of CREATE is...

- \_\_\_\_\_
- \_\_\_\_\_

## CLARIFY

**Clarifying Ideas:** Most of the time, what we say to a partner is not understood exactly the way we intended. Each response in a conversation usually tells us if the partner understood what we said or not. If two partners don't clarify what is being discussed, they don't have enough shared understanding to build an idea...



Clarification also involves both partners figuring out ways to represent the idea, such as analogies and metaphors. This skill includes elaboration, explanation, and paraphrasing, all of which make the current ideas clearer for all involved in the discussion.



**My Definition:**

According to the text, the skill of CLARIFY is...

- \_\_\_\_\_
- \_\_\_\_\_

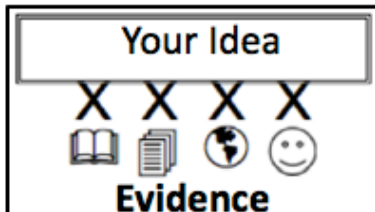
**My Partner's Ideas:**

According to the text, the skill of CLARIFY is...

- \_\_\_\_\_
- \_\_\_\_\_

# FORTIFY

**Fortifying Ideas:** Another skill that is strongly emphasized in the Common Core and other standards is supporting ideas with evidence. In conversations, students should be able to identify and evaluate multiple examples of evidence that fortify ideas...



Even when students do understand how to find sufficient evidence, they sometimes lack the vital sub-skill of explaining how the evidence supports the idea. Without this explanation, also called a warrant, students cannot show that they have a solid grasp of the effectiveness of an idea and its support.

My Definition:

According to the text, the skill of FORTIFY is...

- \_\_\_\_\_
- \_\_\_\_\_

My Partner's Ideas:

According to the text, the skill of FORTIFY is...

- \_\_\_\_\_
- \_\_\_\_\_

# NEGOTIATE

**Negotiating Ideas:** Negotiating ideas means proposing a second or third idea that opposes or competes with the first idea. This might mean combining ideas into a new one. It might mean coming to a compromise, agreeing to disagree, or conceding to the new idea.



Students should have the academic attitude that all ideas, even if they are contrasting perspectives, are to be explored and even valued by both partners by the end of the conversation.

My Definition:

According to the text, the skill of NEGOTIATE is...

- \_\_\_\_\_
- \_\_\_\_\_

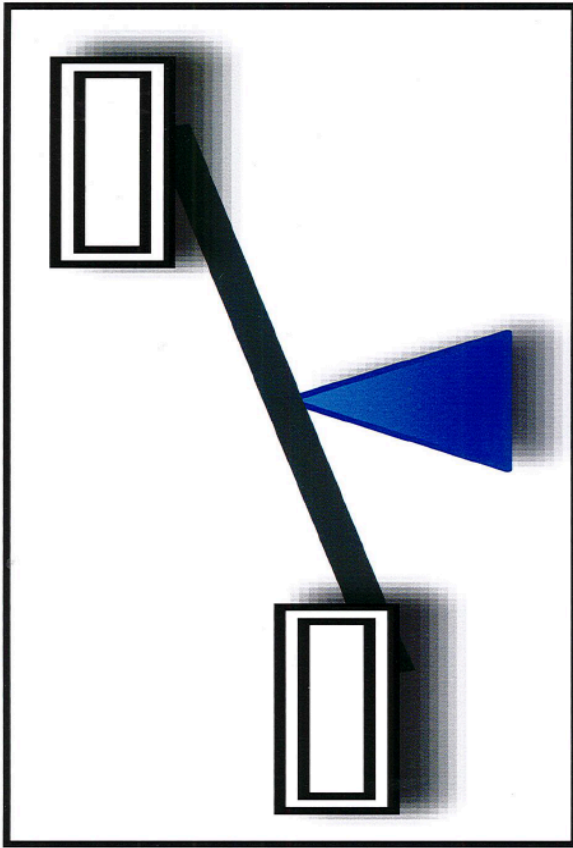
My Partner's Ideas:

According to the text, the skill of NEGOTIATE is...

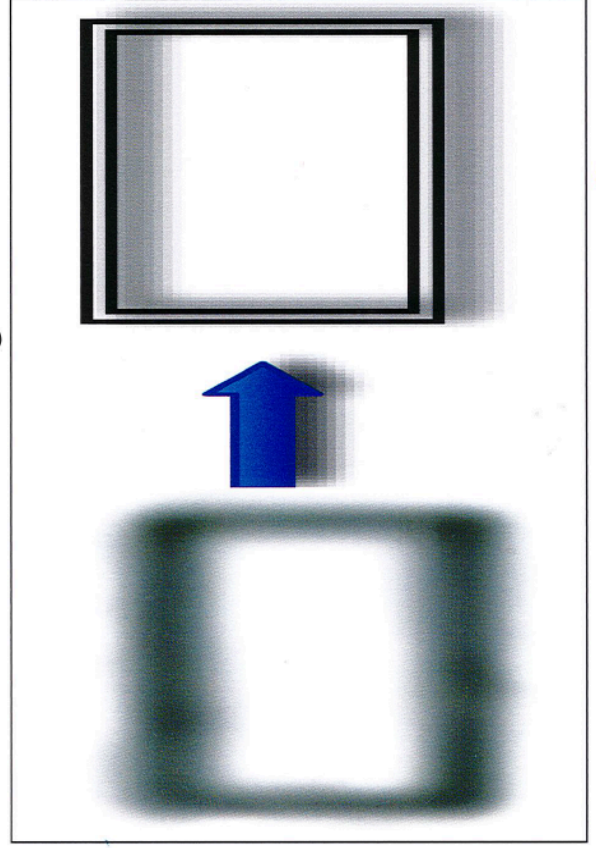
- \_\_\_\_\_
- \_\_\_\_\_



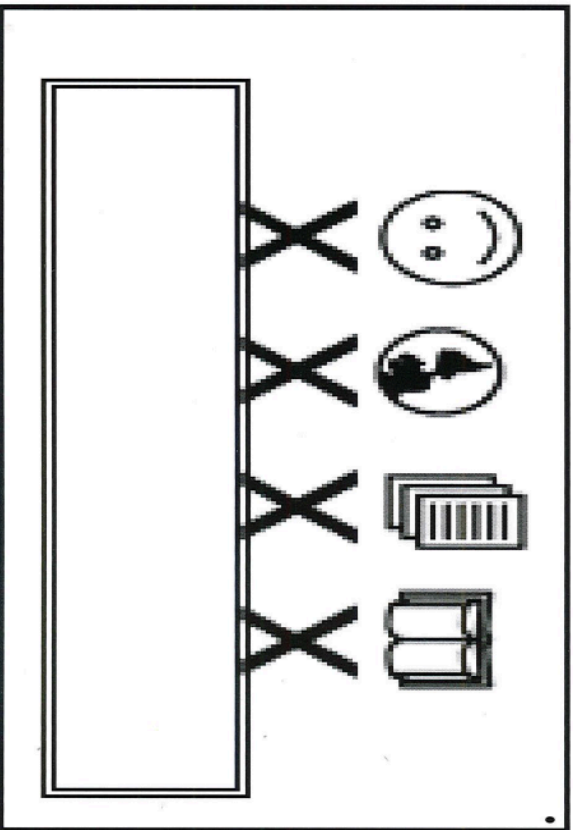
# Negotiate



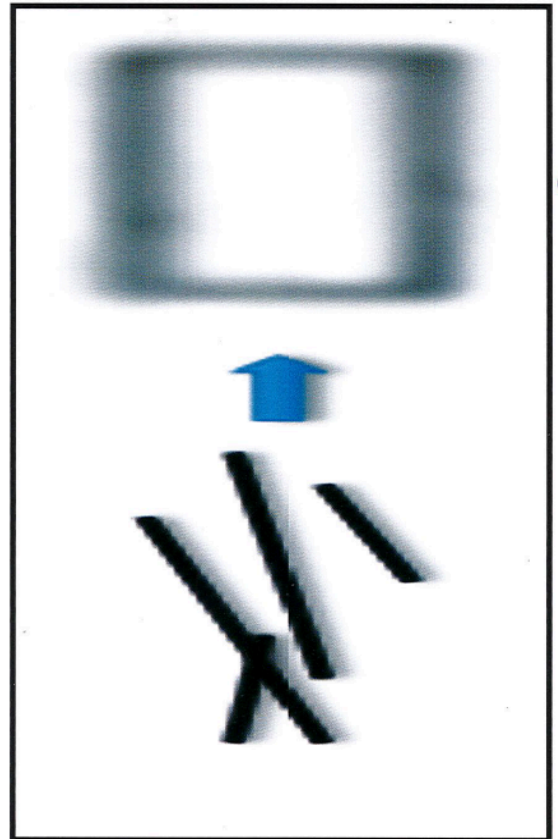
# Clarify



# Fortify



# Create





Multilingual & Multicultural Education Department  
6<sup>th</sup> – 8<sup>th</sup> Grade STUDENT PROGRESS FORM (SPF 1.0)- Constructive Conversation Language Sample



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

September 15, 2015

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



Multilingual & Multicultural Education Department  
6<sup>th</sup> – 8<sup>th</sup> Grade STUDENT PROGRESS FORM (SPF 1.0)- Constructive Conversation Language Sample



STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension			
DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):			
Score			
DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):			
Score			
STEP 3 – Instructional Implications (TLF 1a2, 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student			
GUIDING QUESTIONS 5 Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.			
DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)			
A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
1. <b>Exchanging information and ideas (TLF 3b1 &amp; 3b2):</b> Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes/No and who questions and responding using simple phrases.	1. Contribute to class, group, and partner discussions by following turn taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	1. Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.
4. <b>Adapting language choices (TLF 3a4 &amp; 3b2):</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. Adjust language choices according to social setting and audience.	4. Adjust language choices according to purpose, task, and audience.	4. Adjust language choices according to purpose, task, and audience.
DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)			
B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. <b>Reading/viewing closely (TLF 5b2 &amp; 3c1):</b> Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	6. a) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade level texts and viewing of multimedia with substantial support.	6. a) Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade level texts and viewing of multimedia with moderate support.	6. a) Explain ideas, phenomena, processes, and text relationships in detail based on close reading of a variety of grade level texts and viewing of multimedia with light support.
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. <b>Selecting language choices (TLF 3a4 &amp; 3c1):</b> Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. a) Use a select number of general academic words and domain specific words to create some precision while speaking and writing.	12. a) Use a growing set of academic words, domain specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	12. a) Use an expanded set of general academic words, domain specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.

Instructional Implications for Student A:	Instructional Implications for Student B:

# Conversation Pattern



## Paraphrase

- I heard you say...



## Build on each other's ideas

- I would like to add...



## Prompt

- What can you add?



# Conversation Pattern Guide—SKILL: \_\_\_\_\_

## Paraphrase



I heard you say...


## Build on each other's ideas



I would like to add...


## Prompt



What can you add?




## USE THROUGHOUT THE UNIT (SMALL OPTION)

Small Conversation Pattern Guide– 2/Page

### Conversation Pattern Guide—SKILL: \_\_\_\_\_

#### Paraphrase



I heard you say...


#### Build on each other's ideas



I would like to add...


#### Prompt



What can you add?


### Conversation Pattern Guide—SKILL: \_\_\_\_\_

#### Paraphrase



I heard you say...


#### Build on each other's ideas



I would like to add...


#### Prompt



What can you add?




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





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



## Constructive Conversations Listening Task Poster

How do I/they...

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

Secondary



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# CONVERSATION CODING KEY— CREATE/CLARIFY

ID

INITIAL IDEA

PAR

PARAPHRASE

BO

BUILD ON

PR

PROMPT

UNDERLINE PROMPT &  
RESPONSE STARTERS



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

<b>Student A1:</b>	I notice that the refrigerator door is open and the table is pushed up against the white refrigerator. (ID) <u>What do you notice?</u> (PR)
<b>Student B1:</b>	I observed that the cabinets have fallen onto the the kitchen floor and the glass on the doors are shattered. (ID) <u>What other detail can you include?</u> (PR)
<b>Student A2:</b>	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) <u>What do you notice?</u>
<b>Student B2:</b>	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) <u>What else can you add?</u> (PR)
<b>Student A3:</b>	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) <u>What do you notice?</u> (PR)
<b>Student B3:</b>	Stated differently, the kitchen furniture is tilting forward. (PAR) In addition, there are red storage containers on the floor near the dining table. (BO) <u>What else did you observe?</u>
<b>Student A4:</b>	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) <u>What else can you include?</u> (PR)
<b>Student B4:</b>	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)



## LESSON 5 - VISUAL TEXT MODEL - (NOT CODED)

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

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

## LESSON 5 - VISUAL TEXT NON-MODEL

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

<b>Student A1:</b>	The door is open. What do you notice?
--------------------	---------------------------------------

<b>Student B1:</b>	There's stuff on the floor.
--------------------	-----------------------------

<b>Student A2:</b>	Yes, I see a lot of things all over. There's glass too! What else do you notice?
--------------------	--

<b>Student B2:</b>	The man is looking around. There are a lot of items on the table. What else?
--------------------	--

<b>Student A3:</b>	I notice a bookshelf. I notice groceries too.
--------------------	---



<b>Student B3:</b>	There are just a lot of things everywhere. I also notice containers.
--------------------	--

<b>Student A4:</b>	I heard you say that there is a lot of stuff everywhere. I see a drawer too.
--------------------	--


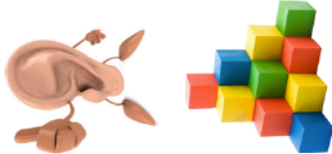
<b>Student B4:</b>	Yes, the sink is stuffed.
--------------------	---------------------------





Paraphrase + Build on + Prompt




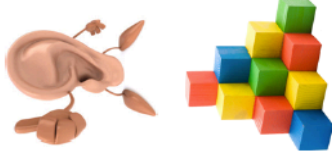
Paraphrase + Build on + Prompt




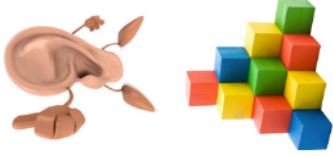
Paraphrase + Build on + Prompt




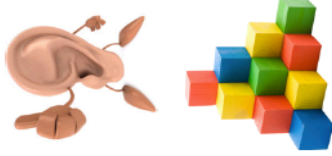
Paraphrase + Build on + Prompt




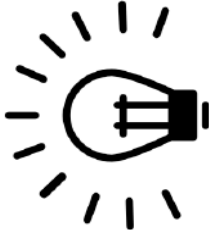
Paraphrase + Build on + Prompt




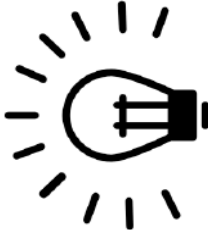
Paraphrase + Build on + Prompt



Initial Idea + Prompt



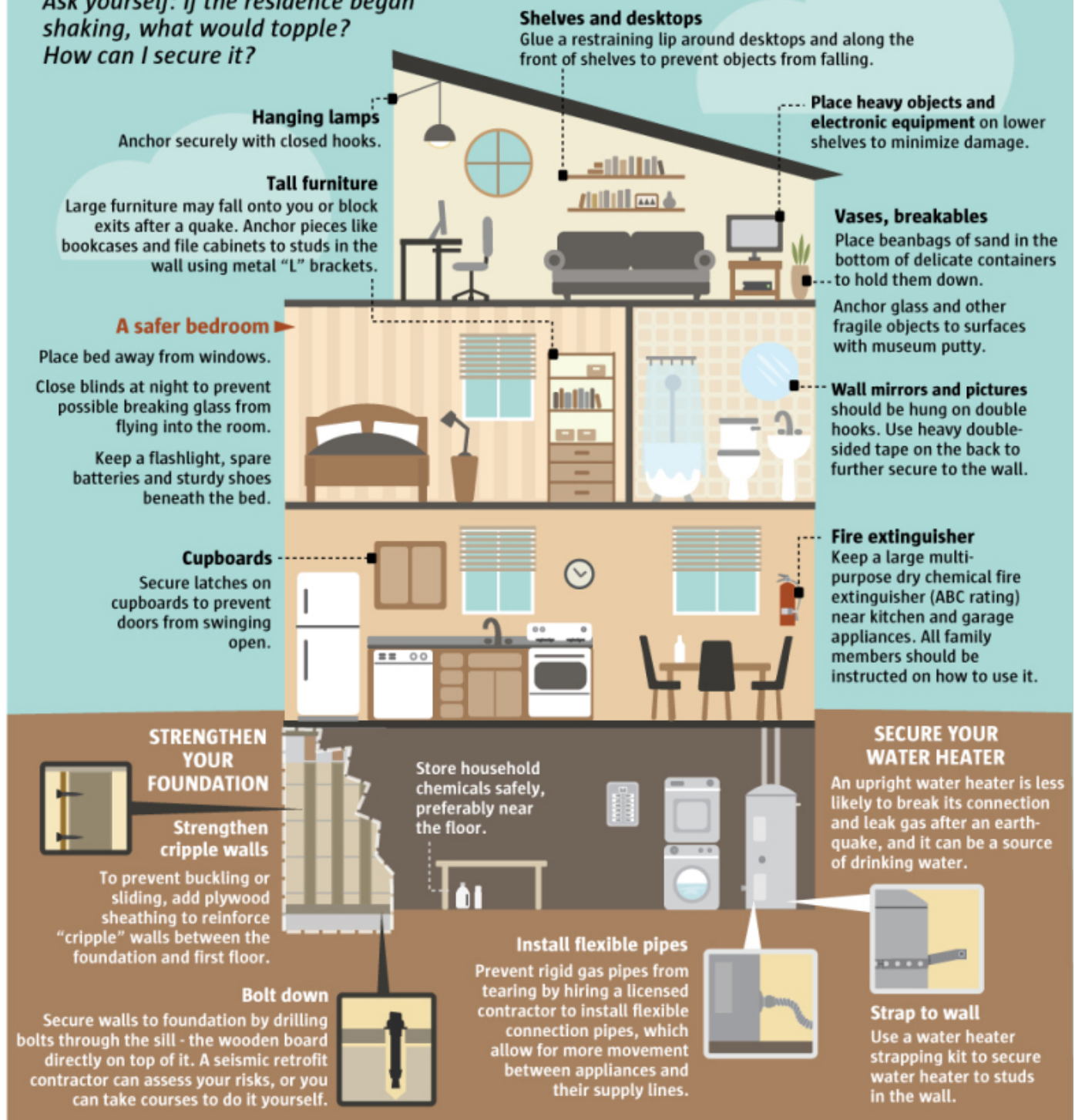
Initial Idea + Prompt





## Evaluate each room

*Ask yourself: If the residence began shaking, what would topple?  
How can I secure it?*



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

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

- |                    |   |
|--------------------|---|
| <b>Student A1:</b> | I notice that the title is, "Evaluate <b>Each Room</b> ," and that the questions that follow include the words "shaking," "topple" and "secure." <b>[ID]</b> What do you notice? <b>[PR]</b>  |
| <b>Student B1:</b> | I notice that there is a subheading entitled, "Cupboards," and the text states, "latches on <b>cupboards doors</b> prevent them from swinging open." <b>[ID]</b> What do you notice? <b>[PR]</b>  |
| <b>Student A2:</b> | I heard you say that the infographic states that <b>kitchen cabinets</b> can be secured so they do not open. <b>[PAR]</b> I would like to add that there is a subheading called, " <b>Tall furniture</b> ," that states, "that <b>large furniture</b> may fall ... after a quake." <b>[BO]</b> What do you notice? <b>[PR]</b>  |
| <b>Student B2:</b> | I heard you say that the infographic explains an earthquake may cause <b>tall furniture</b> to fall. <b>[PAR]</b> I would like to add that the infographic states that <b>household chemicals</b> should be stored safely. <b>[BO]</b> What do you notice? <b>[PR]</b>  |
| <b>Student A3:</b> | I heard you say that <b>household chemicals</b> should be placed in <b>a safe area</b> . <b>[PAR]</b> 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. <b>[BO]</b> What do you notice? <b>[PR]</b>  |
| <b>Student B3:</b> | I heard you say that the infographic recommends that we add a lip to <b>wall shelves</b> to prevent things from falling over. <b>[PAR]</b> I would like to add that under the subheading, " <b>Fire extinguisher</b> ," the infographic recommends that we keep a <b>fire extinguisher</b> in the house and that <b>all members</b> know how to use it. <b>[BO]</b> What do you notice? <b>[PR]</b> |
| <b>Student A4:</b> | I heard you say that there is a recommendation to keep a <b>fire extinguisher</b> and that all <b>home residents</b> should know how to use it. <b>[PAR]</b> I would like to add that the infographic indicates that a <b>water heater</b> can be attached to a <b>stable wall</b> with <b>a strapping kit</b> . <b>[BO]</b> What do you notice? <b>[PR]</b>  |
| <b>Student B4:</b> | I heard you say that a <b>safety kit</b> can be used to secure the <b>water heater</b> to a <b>sturdy wall</b> . <b>[PAR]</b> I would like to add <b>[BO]</b> that the infographic suggests that we place <b>heavy objects</b> and electronics on <b>bottom shelves</b> to minimize damage.   |



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

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

- |                    |   |
|--------------------|---|
| <b>Student A1:</b> | I notice that the title is, "Evaluate Each Room," and that the questions that follow include the words "shaking," "topple" and "secure." What do you notice?  |
| <b>Student B1:</b> | <u>I notice that</u> there is a subheading entitled, "Cupboards," and the text states, "latches on cupboards doors prevent them from swinging open." <u>What do you notice?</u>   |
| <b>Student A2:</b> | <u>I heard you say</u> that the infographic states that kitchen cabinets can be secured so they do not open. <u>I would like to add</u> that there is a subheading called, "Tall furniture," that states, "that large furniture may fall ... after a quake." <u>What do you notice?</u>   |
| <b>Student B2:</b> | <u>I heard you say</u> that the infographic explains an earthquake may cause tall furniture to fall. <u>I would like to add</u> that that the infographic states that household chemicals should be stored safely. <u>What do you notice?</u>   |
| <b>Student A3:</b> | <u>I heard you say</u> that household chemicals should be placed in a safe area. <u>I would like to add</u> 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. <u>What do you notice?</u>   |
| <b>Student B3:</b> | <u>I heard you say</u> that the infographic recommends that we add a lip to wall shelves to prevent things from falling over. <u>I would like to add</u> 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. <u>What do you notice?</u> |
| <b>Student A4:</b> | <u>I heard you say</u> that there is a recommendation to keep a fire extinguisher and that all home residents should know how to use it. <u>I would like to add</u> that the infographic indicates that a water heater can be attached to a stable wall with a strapping kit. <u>What do you notice?</u>  |
| <b>Student B4:</b> | <u>I heard you say</u> that a safety kit can be used to secure the water heater to a sturdy wall. <u>I would like to add</u> that the infographic suggests that we place heavy objects and electronics on bottom shelves to minimize damage.  |

## LESSON 6 - INFOGRAPHIC NON-MODEL

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

**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.

# Six Steps to Stay Safe

Take these steps to prepare for, survive and recover from an earthquake



## Make a plan

Gathering your family will be top on your list. Choose a meeting place and an out-of-area contact person to relay messages.



## Drop, cover and hold on

When a quake starts, drop down where you are, and cover your head. If you're near heavy furniture, take cover underneath and hold on tight.



## Secure your home

Make sure your house is as shakeproof as possible by retrofitting weak spots, strapping down heavy furniture and securing loose objects.



## Check for hazards

When the shaking stops, check for injuries and for damage to home electrical wires, gas lines, walls, floors and water pipes.



## Get a kit

Store supplies to get your family through at least the first three days after a quake.



## Stay connected

Surviving a quake is a community effort. Get to know your neighbors now, and work together with local organizations to prepare.

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## LESSON 7 & 8

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

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

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

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

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

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

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

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

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





Multilingual & Multicultural Education Department  
STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE 2.0 (SPF-CCLS)



Student A: _____ Student B: _____ Conversation Objective (TLF 3a1): _____	Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1) Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ Teacher Prompt (TLF 3b1 & 2): _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th colspan="2" style="padding: 5px;">DIMENSION 1 Turns build on previous turns to build up a relevant idea(s) (TLF 3b2):</th> </tr> </thead> <tbody> <tr> <td style="width: 10%; text-align: center; padding: 5px;">4</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students create or choose a relevant initial ideal(s) that is <b>effectively</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>meaningfully/consistently</b> clarify ideal(s) by paraphrasing, defining and/or elaborating</li> <li>Students fortify ideas using <b>well-connected</b> evidence, examples and/or explanations</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students create or choose a relevant initial ideal(s) that is <b>sufficiently</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>adequately</b> clarify ideal(s) by paraphrasing, defining and/or elaborating</li> <li>Students fortify ideas using <b>consistent</b> evidence, examples and/or explanations</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students create or choose a relevant initial ideal(s) that is <b>somewhat</b> focused on the prompt and/or learning objective(s)</li> <li>Students <b>inconsistently</b> clarify ideal(s) by paraphrasing, defining and/or elaborating</li> <li>Students <b>inconsistently</b> fortify ideas using <b>loosely connected</b> evidence, examples and/or explanations</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students <b>do not</b> create or choose a relevant initial ideal(s) that is focused on the prompt and/or learning objective(s)</li> <li>Students <b>do not</b> clarify ideal(s) by paraphrasing, defining and/or elaborating</li> <li>Students <b>do not</b> fortify ideas using evidence, examples and/or explanations</li> </ul> </td> </tr> <tr style="background-color: #f2f2f2;"> <th colspan="2" style="padding: 5px;">DIMENSION 2 If there are two or more competing ideas, students build them up and try to choose one (TLF 3a1 &amp; 4)</th> </tr> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students <b>effectively</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>effectively</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>effectively</b> explain and/or negotiate final decisions</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students <b>sufficiently</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>sufficiently</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>sufficiently</b> explain and/or negotiate final decisions</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students <b>inconsistently</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>inconsistently</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>inconsistently</b> explain and/or negotiate final decisions</li> </ul> </td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>Students <b>do not</b> evaluate the strength/relevance of the evidence of each idea</li> <li>Students <b>do not</b> compare the strength/relevance and choose the strongest/best idea</li> <li>Students <b>do not</b> explain and/or negotiate final decisions</li> </ul> </td> </tr> </tbody> </table> <div style="background-color: black; color: white; padding: 5px; margin-top: 10px;"> <b>STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)</b>  <b>COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. 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**STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension**

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

Score	
-------	--

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

Score	
-------	--

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

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

**Instructional Implications for Student A:**

**Instructional Implications for Student B:**

## LESSON 8

### Secondary Non-Model Revision Tool—CREATE & CLARIFY

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

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

**Student A1:** The door is open. What do you notice?

**Student B1:** There's stuff on the floor.

**Student A2:** There is glass too! What else do you notice?

**Student B2:** The man s 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.

CONVERSATION SCRIPT TOOL

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

**Prompt:**






Student A1:	
Student B1:	
Student A2:	
Student B2:	
Student A3:	
Student B3:	
Student A4:	
Student B4:	

 Initial Idea +  Prompt			
 Paraphrase			
 Build on			
 Prompt			






**Feedback:**

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






## Conversation Pattern Listening Tool

	 Initial Idea +  Prompt	Paraphrase 	Build on 	Prompt 






**Feedback:**

	 Initial Idea +  Prompt	Paraphrase 	Build on 	Prompt 

**Feedback:**


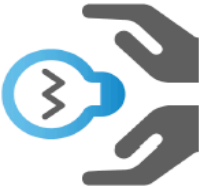

	 Initial Idea +  Prompt	Paraphrase 	Build on 	Prompt 

**Feedback:**

	 Initial Idea +  Prompt	Paraphrase 	Build on 	Prompt 

**Feedback:**






<div> <div>PARAGRAPH CRITERIA CHART</div> <div> <b>Directions:</b> Listen to/read your partner’s paragraph. Check the box for each element that you observe and write specific feedback for your partner. </div> </div>	
<div> <div>#1</div> <div>  </div> </div>	<div> <div> <input type="checkbox"/> First sentence explains the main idea or topic of the paragraph. </div> <div>Feedback:</div> </div>
<div> <div>#2</div> <div>  </div> </div>	<div> <div> <input type="checkbox"/> Next sentences provide supporting details or evidence about the main idea or topic. </div> <div>Feedback:</div> </div>
<div> <div>#3</div> <div>  </div> </div>	<div> <div> <input type="checkbox"/> Sentences are organized and connected with transition words and include a closing. </div> <div>Feedback:</div> </div>

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




## PARAGRAPH CRITERIA CHART

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

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




## PARAGRAPH CRITERIA CHART

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

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

## PARAGRAPH CRITERIA CHART

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

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



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## Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY

**My idea is ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**



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**EM-EX**

**Paragraph Guide Lessons 10 and 11 – CREATE/CLARIFY**

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

**For example, the visual text ...**

**Additionally, the infographic ...**

**In other words, ...**

**Finally, ...**



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**EX-BR**

## USE FOR LESSONS 10,15, & 20

### MULTIPLE PARTNER PROTOCOL GRAPHIC ORGANIZER (MPP-GO)

Partner A: \_\_\_\_\_ Partner B: \_\_\_\_\_

Prompt: \_\_\_\_\_

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

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

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

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



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## **MULTIPLE PARTNER PROTOCOL**

1. Decide who is Partner A and Partner B. Then, use your Think Time to consider the prompt and consult resources.
2. Individually, 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.



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.



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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



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

ELD/Language Objective:

Complex Prompt:

**STEPS:**

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

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

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

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

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

**DIMENSION 3 Sentences are logically organized and connected:**

- 4 Sentences are effectively organized and connected (e.g., using transitions)
- 3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity
- 2 Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity
- 1 Sentences are not organized nor connected (e.g., using transitions)

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



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STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)



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

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

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

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

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

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

Instructional Implications for Student:

# PARAGRAPH CODING KEY

**MI**

**MAIN IDEA**

**E/D**

**EVIDENCE / DETAIL**

**T**

**TRANSITION**

**C**

**CLOSING**



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## LESSON 11 - TEACHER 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)**



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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)



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

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Overall CELDT Proficiency Level: \_\_\_\_\_

L: \_\_\_\_\_ S: \_\_\_\_\_

R: \_\_\_\_\_

W: \_\_\_\_\_

ELD/Language Objective:

Complex Prompt:

**STEPS:**

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

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

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

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

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

**DIMENSION 3 Sentences are logically organized and connected:**

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

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

November 18, 2016

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



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STUDENT PROGRESS FORM – Written Output Analysis Tool (WOAT)

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

<b>DIMENSION 1</b> First sentence is a clear topic sentence, claim, or initial idea:	
Score	
<b>DIMENSION 2</b> Next sentences clarify and/or support the initial idea or claim:	
Score	
<b>DIMENSION 3</b> Sentences are logically organized and connected:	
Score	

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

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

**Instructional Implications for Student:**

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

**Prompt: What is an important idea in both texts? Begin by stating your claim.**

**Cite evidence and summarize your ideas.**

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

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

**Prompt:** What is an important idea in both texts? Begin by stating your claim.

Cite evidence and summarize your ideas.

Student A1:	<u>An important idea</u> in both texts is that earthquakes can cause damage. Things can fall and break after an earthquake. <u>In the visual text</u> , there are many kitchen items that were damaged. <u>For example</u> , the glass doors in the cupboard shattered and the home furniture were damaged too. <u>What is your idea</u> about the two texts?
Student B1:	<u>An additional idea</u> is that it is important to prepare for an earthquake in order to prevent damage. <u>For instance</u> , people can evaluate each room in their homes to make sure items are secure. <u>Furthermore</u> , 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. <u>How can you elaborate</u> on your idea?
Student A2:	<u>What I heard you say</u> is that home owners can prepare for an earthquake ahead of time to prevent property damage. <u>To elaborate on my idea</u> , I want to add that things that fall during an earthquake can also hurt people. <u>For example</u> , if large furniture or other heavy, household items had fallen on the man he could have been hurt. <u>What other evidence</u> do you have to support your important idea?
Student B2:	<u>That is to say</u> that people can be hurt during an earthquake. <u>To support</u> 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. <u>In the visual text</u> , glass, cupboard doors have swung open and the glass door has broken. Safety latches are designed to keep doors from swinging open. <u>What in the texts</u> makes you think that?
Student A3:	<u>That is to say that</u> we can prevent damage if by using safety supports. <u>Additionally, the infographic states</u> that large furniture may fall onto you or block exit ways after a seismic quake. <u>In the visual text</u> , the wooden bookcase is tilted away from the kitchen wall and could have broken in half or fallen onto someone. <u>Can you clarify your idea further</u> ?
Student B3:	<u>In other words</u> , during an earthquake, large furniture can fall and hurt people. <u>To elaborate</u> , by securing your large furniture with "L" brackets, we can prevent furniture from breaking or falling on top of unsuspecting people. <u>As the infographic indicates</u> , using a variety of means of securing items in a home is an excellent way of preventing earthquake damage. <u>Could you elaborate</u> on how earthquakes cause damage?
Student A4:	<u>Simply stated</u> , earthquakes can cause damage to a home in many ways. <u>For example</u> , 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. <u>How can we summarize</u> our ideas?
Student B4:	<u>In summary</u> , safeguarding your home can keep you and your valuable items protected. 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.



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

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

<b>Student A1:</b>	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?
<b>Student B1:</b>	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.
<b>Student A2:</b>	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?
<b>Student B2:</b>	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.
<b>Student A3:</b>	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?
<b>Student B3:</b>	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?
<b>Student A4:</b>	Earthquakes damage in many ways. For example, things can fall and break, or you can trip on them. How can we summarize our ideas?
<b>Student B4:</b>	Preparing your home can keep you protected. If the man in the visual had hooked things up, he wouldn't have gotten hurt.

# CONVERSATION CODING KEY— FORTIFY/NEGOTIATE

<b>CL</b>	<b>CLAIM</b>
<b>PAR</b>	<b>PARAPHRASE</b>
<b>BO</b>	<b>BUILD ON</b>
<b>PR</b>	<b>PROMPT</b>
<u><b>UNDERLINE PROMPT &amp; RESPONSE STARTERS</b></u>	



## LESSON 13

### Secondary Non-Model Revision Tool—FORTIFY

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

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

<b>Student A1:</b>	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?
<b>Student B1:</b>	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.
<b>Student A2:</b>	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?
<b>Student B2:</b>	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.
<b>Student A3:</b>	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?
<b>Student B3:</b>	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?

<b>Student A4:</b>	Earthquakes damage in many ways. For example, things can fall and break, or you can trip on them. How can we summarize our ideas?
<b>Student B4:</b>	Preparing your home can keep you protected. If the man in the visual had hooked things up, he wouldn't have gotten hurt.

## Paragraph Guide Lessons 15 and 16 – FORTIFY

**My idea is ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**

## Paragraph Guide Lessons 15 and 16 – FORTIFY

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

**One example, ...**

**Another example is ...**

**Additionally, ...**

**In conclusion, ...**



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**EX-BR**



## LESSON 15 TEACHER ORAL PARAGRAPH

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

## LESSON 16 TEACHER WRITTEN PARAGRAPH-Fortify

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]

## LESSON 17 & 18

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

**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.**

Student A1:	I think the infographic <u>best supports</u> how preparing for an earthquake minimizes damage to <u>household items</u> . [ID] For example, it shows a <u>cross section</u> of a house and points out <u>home furniture</u> and other items that might topple during an <u>earthquake event</u> . [BO] <u>What do you think?</u> [PR]
Student B1:	I think the <u>visual text</u> <u>best supports</u> the theme because it shows the actual <u>home damage</u> that occurred to the <u>home interior</u> during an earthquake. [ID] <u>Why do you think</u> the infographic better supports the theme? [PR]
Student A2:	Your position is that the <u>visual text</u> better supports the theme because it is a <u>real life example</u> of the damage occurring to a home when an earthquake hits. [PAR] I still believe the infographic is better because it gives <u>clear written and visual instructions</u> for evaluating <u>each room</u> of <u>your home</u> . In addition, it mentions how <u>those actions</u> will help prevent <u>home damage</u> resulting from an earthquake. [BO] <u>Tell me more</u> about why you believe the <u>visual text</u> is better. [PR]
Student B2:	What I heard you say is the infographic addresses <u>specific steps</u> you can take to prevent damage in <u>your home</u> after an earthquake. [PAR] I think viewing a <u>real image</u> of the <u>home damage</u> that occurs when you don't take <u>these preventative steps</u> is more powerful because you realize how important it is to try to minimize damage. [BO] For <u>example</u> , the picture shows the <u>broken dishes</u> on the <u>kitchen floor</u> and <u>kitchen cabinets</u> ripped from the wall by the earthquake. [BO] <u>What other evidence</u> can you state to support your claim? [PR]
Student A3:	<u>Your claim</u> is that when you see a <u>real image</u> of the damage that happens when you don't prepare for an earthquake, you then understand the importance of taking <u>those preventative steps</u> . [PAR] However, the infographic not only tells you what can happen if you don't secure <u>household items</u> , but it also provides <u>multiple ways</u> to secure potentially <u>damaged items</u> in <u>different home locations</u> . [BO] For <u>example</u> , the infographic states that <u>wall mirrors and pictures</u> should be hung on <u>double hooks</u> , using <u>double sided tape</u> on the back to really secure it to the wall. [BO] <u>Do you agree</u> 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 <u>various ways</u> you can minimize the destruction of <u>valuable items</u> that results from an earthquake. [PAR] I still believe the visual is more powerful because the viewer can see a <u>vivid image</u> of what could happen in their <u>own home</u> if they don't take <u>preventative measures</u> . [BO] Because of this <u>explicit image</u> , <u>many people</u> may be compelled to do something to protect themselves and <u>their home</u> . [BO] I think they may not want to go through the same <u>unfortunate experience</u> as the man in the photo. [BO] <u>Do you agree</u> that the <u>visual text</u> best represents this theme? [PR]
Student A4:	I agree, viewers of the photo may have a <u>strong emotional response</u> , causing them to think about their <u>own home situation</u> . [PAR] However, that may not be the case for everyone. [BO] <u>Someone else</u> 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 <u>potential hazards</u> and damage that may occur during an earthquake and directly calls on people to minimize <u>potential damage</u> with <u>concrete ways</u> to prepare. [BO] <u>These preventative measures</u> are not explicit in the <u>visual text</u> . <u>Do you agree</u> 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]
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## LESSON 17 &18

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

**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.**

<b>Student A1:</b>	I think the infographic <u>best supports</u> how preparing for an earthquake minimizes damage to household items. <u>For example</u> , it shows a cross section of a house and points out home furniture and other items that might topple during an earthquake event. <u>What do you think?</u>
<b>Student B1:</b>	I think the visual text <u>best supports</u> the theme because it shows the actual home damage that occurred to the home interior during an earthquake. <u>Why do you think</u> the infographic better supports the theme?
<b>Student A2:</b>	<u>Your position is</u> 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. <u>I still believe</u> 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. <u>Tell me more</u> about why you believe the visual text is better.
<b>Student B2:</b>	<u>What I heard you say</u> is the infographic addresses specific steps you can take to prevent damage in your home after an earthquake. <u>I think</u> 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. <u>For example</u> , the picture shows the broken dishes on the kitchen floor and kitchen cabinets ripped from the wall by the earthquake. <u>What other evidence</u> can you state to support your claim?
<b>Student A3:</b>	<u>Your claim is</u> 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. <u>However</u> , 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. <u>For example</u> , 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. <u>Do you agree</u> that the infographic best represents this theme?
<b>Student B3:</b>	<u>My understanding about</u> what you said is the infographic provides the opportunity to think about various ways you can minimize the destruction of valuable items that results from an earthquake. I still believe <u>the visual is more powerful because</u> the viewer can see a vivid image of what could happen in their own home if they don't take preventative measures. <u>Because of this explicit image</u> , many people may be compelled to do something to protect themselves and their home. <u>I think</u> they may not want to go through the same unfortunate experience as the man in the photo. <u>Do you agree that</u> the visual text best represents this theme?
<b>Student A4:</b>	<u>I agree</u> , viewers of the photo may have a strong emotional response, causing them to think about their own home situation. However, that may not be the case for everyone. Someone else may view the photo and <u>think about</u> how much clean up work the man has to do instead of how to prevent this type of damage in the first place. The infographic <u>directly addresses</u> 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. These preventative measures are not explicit in the visual text. <u>Do you agree</u> with my point of view?

Student B4:	Now, I understand your point about how someone may not think about earthquake preparedness when they view this photo. <u>Although</u> 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. However, if we must choose only one to support the theme, <u>I agree</u> the infographic is the better of the two.
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## LESSON 17 & 18 -VISUAL TEXT & 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.

<b>Student A1:</b>	The infographic best shows how preparing for an earthquake keeps you from getting hurt.
<b>Student B1:</b>	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.
<b>Student A2:</b>	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.
<b>Student B2:</b>	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?
<b>Student A3:</b>	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?
<b>Student B3:</b>	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?
<b>Student A4:</b>	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?
<b>Student B4:</b>	You have convinced me that the infographic better addresses the theme.

## LESSON 18

### Secondary Non-Model Revision Tool—NEGOTIATE

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

**Prompt:** Which text best supports the theme: 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.

<b>Student A1:</b>	The infographic best shows how preparing for an earthquake keeps you from getting hurt.
<b>Student B1:</b>	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?
<b>Student A2:</b>	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.
<b>Student B2:</b>	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?
<b>Student A3:</b>	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?
<b>Student B3:</b>	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?

<b>Student A4:</b>	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?
<b>Student B4:</b>	You have convinced me that the infographic better addresses the theme.

## Paragraph Guide Lessons 20 and 21 – NEGOTIATE

**I think that ...**

**For example, the visual text...**

**Additionally, the infographic ...**

**In other words, ...**

**In conclusion, ...**



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**EX-BR**

## Paragraph Guide Lessons 20 and 21 – NEGOTIATE

**I think that ...**

**For example, ...**

**Another example is ...**

**I also think ...**

**Finally, ...**



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**EM-EX**

## LESSON 20 TEACHER ORAL PARAGRAPH

The infographic best supports the theme that earthquake preparedness minimizes the damage that occurs after an earthquake. The visual text provides a negative example of what can happen when you do not prepare for your home for an earthquake. However, it does not address how preparing for an earthquake can reduce damage. In the infographic, items are secured and undamaged because of advance preparation. You can visualize how preparing for an earthquake secures items in the home so that they stay in place. In addition, the damage that can happen is referred to in the descriptions of how to secure household items. Using the infographic as a guide, people can look at their home to identify items that need to be secured. The infographic also tells you what to do and what to use to secure items in your home. This anticipation and planning reinforces the theme. Because the infographic shows you how to evaluate your home so that less damage happens, it more fully supports the theme.



## LESSON 21 TEACHER 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)**

Multimedia Presentation Chart



# Multimedia Presentation Criteria

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

1. Slide 1 contains a title related to the theme.
2. Slide 2 contains a claim and 3 reasons.
3. Slide 3 contains Reason 1 and supporting evidence.
4. Slide 4 contains Reason 2 and supporting evidence.
5. Slide 5 contains Reasons 3 and supporting evidence.
6. Slide 6 contains multimedia (videos, audio...etc.) that provides evidence linked to the reason presented.
7. Slide 7 contains key points from multimedia.
8. Slide 8 contains a conclusion with a call of action.
9. Slide 9 contains at least 3 website resources.
10. All slides **(text and visual components)** are organized/structured to support the claim.



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## Multimedia Planning Tool

Slide One

Draw the main idea from your visual text and infographic to develop the central theme. The Title represents your central Theme

Add Picture

Team's Names

Title

Add A picture

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

Slide Two

State your claim

This is the overview slide. Include two reasons you will discuss in your presentation.

Images add detail to your slides, include one or more.


Claim

- Reason 1
- Reason 2
- Reason 3

## Multimedia Planning Tool (PowerPoint available at [mmed.lausd.net](http://mmed.lausd.net))

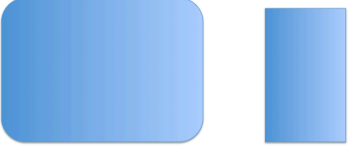
**Reason One**

- Explain the reason using supporting evidence



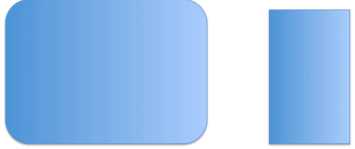
**Reason Two**

- Explain the reason using supporting evidence



**Reason Two**

- Explain the reason using supporting evidence



- On slides three, four and five you will present your reasons for the presentation as well as supporting evidence.
- Add images that represent the supporting evidence.

### Slide Six

**Informational Video About The Topic**



Add a title that is related to the video

Add multimedia (videos, audio, link) to your presentation to support at least one of the reasons.

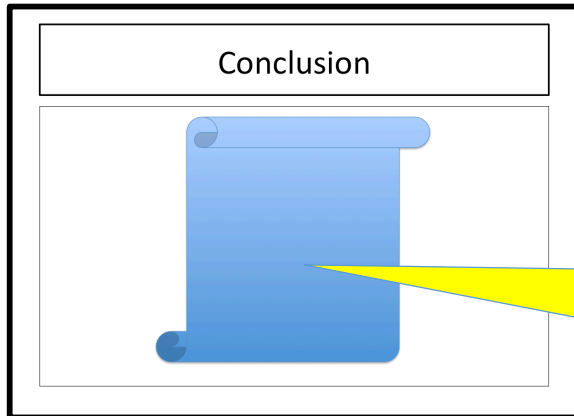
### Slide Seven

**Video Key Points**

- Video Key point
- Video Key point
- Video key point

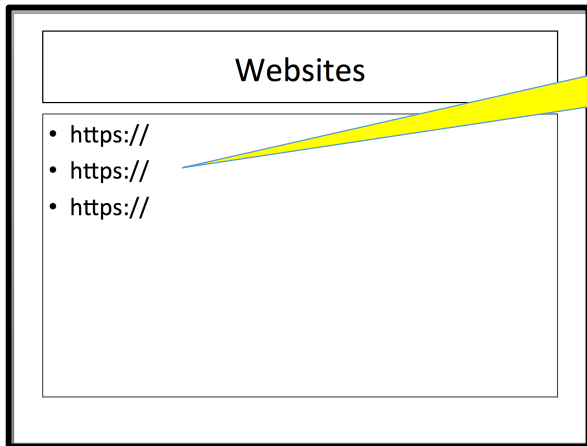
Add at least three key points from the multimedia

**Slide Eight**

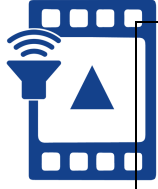


Write a brief conclusion.  
This should be the most  
important message that  
you want the audience to  
walk away with.

**Slide Nine**



Add at least three website  
resources



# Multimedia Presentation Checklist

**Partners:**

Criteria	Yes ✓	No ✓	Why:
1. Slide 1 contains a title and visual related to the theme			
2. Slide 2 contains a claim and at least three reasons			
3. Slide 3 contains Reason 1 and supporting evidence			
4. Slide 4 contains Reason 2 and supporting evidence			
5. Slide 5 contains Reason 2 and supporting evidence			
6. Slide 6 contains multimedia (videos, audio... etc.) that provides evidence linked to the reasons presented			
7. Slide 7 contains three key points from the multimedia			
8. Slide 8 contains a brief conclusion			
9. Slide 9 contains at least 3 websites resources			
10. All slides (text and visual components) are organized/structured to support the claim			

- Two things you appreciated about the content or structure of the presentation:
- Two suggestions for improving the content or structure of the presentation:



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# Oral Presentation Criteria

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

## During your presentation you will...

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



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# Oral Presentation Checklist



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

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



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