Start Smart 2.0 - Conversation Practices

Unit Resources
Grade 1
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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NOTE: Start Smart 2.0 Teacher PowerPoint Model and Start Smart 2.0 Teacher PowerPoint Annotated files are available on mmed.lausd.net
K-1 CONVERSATION NORMS—(USE THROUGHOUT THE UNIT)

Use your conversation voice.

Listen respectfully.

Take turns to build on each other’s ideas.

Use your think time.

Use prompt and response starters to speak in complete sentences.
Use your conversation voice.
Listen respectfully.
Take turns to build on each other’s ideas.
Use your think time.
Use prompt and response starters to speak in complete sentences.
K-1 CONSTRUCTIVE CONVERSATION SKILLS—(USE THROUGHOUT THE UNIT)

Create

Share your ideas.

Clarify

Make your ideas clearer.

Fortify

Support your ideas with evidence.

Negotiate

Make your ideas stronger.
Create

Share your ideas.

K-1 Constructive Conversation Skills

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Clarify

Make your ideas clearer.

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K-1 Constructive Conversation Skills
Fortify

Support your ideas with evidence.
Negotiate

Make your ideas stronger.

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K-1 Constructive Conversation Skills
<table>
<thead>
<tr>
<th>Constructive Conversation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Norms</td>
</tr>
</tbody>
</table>

Prompt: What do you know about Constructive Conversations? What do they look like and sound like?

**Partner 1:**

**Partner 2:**
ROWS OF COMMUNICATION

1. Form two rows (Row A & Row B) facing each other so that each person has a partner.

2. Sit down so that you are facing your partner from the other row.

3. Think about the prompt.

4. Take turns sharing ideas with your partner.

5. Stand up and thank your partner.

6. Row A moves one position to the left. The partner at the end of Line A moves down the center aisle to the other end.

7. Repeat steps 2-5 with your new partner.

8. Repeat the process again to share with a third partner.
CONSTRUCTIVE CONVERSATION SKILLS GAME CARDS—LESSON 1

Negotiate

Clarify

Fortify

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

### DIMENSION 1

**Score**

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

### DIMENSION 2

**Score**

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

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

### GUIDING QUESTIONS

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

#### DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

<table>
<thead>
<tr>
<th>A. COLLABORATIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social &amp; academic topics.</td>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
</tr>
<tr>
<td>4. Adapting language choices (TLF 3a4 &amp; 3b2):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>B. INTERPRETIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Reading/viewing closely (TLF 3b2 &amp; 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</td>
<td>6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</td>
<td>6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</td>
<td>6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</td>
</tr>
<tr>
<td>C. PRODUCTIVE</td>
<td>EMERGING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
</tr>
<tr>
<td>12. Selecting language choices (TLF 3a4 &amp; 3c1): Selecting &amp; applying varied and precise vocabulary and language structures to effectively convey ideas.</td>
<td>12. b) Use a select number of general academic and domain-specific words to add detail while speaking and composing.</td>
<td>12. b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning while speaking and composing.</td>
<td>12. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect or to create shades of meaning while speaking and composing.</td>
</tr>
</tbody>
</table>

### Instructional Implications for Student A:

### Instructional Implications for Student B:

*September 15, 2015*

*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*
Conversation Pattern

Paraphrase
• I heard you say...

Build on each other’s ideas
• I would like to add...

Prompt
• What can you add?
Class Conversation Pattern Guide – UNIT RESOURCES – Grade 1

Class 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?
Constructive Conversations
Listening Task Poster

How do I/they...

☐ paraphrase a partner’s ideas?

☐ add on to a partner’s ideas?

☐ ask questions to a help partner?

☐ use evidence to explain ideas?

☐ use academic words to explain ideas?

☐ use domain-specific words to explain ideas?

Lower Elementary

http://mmed.lausd.net
TEACHER VISUAL TEXT (USE THROUGHOUT THE UNIT)
## CONVERSATION CODING KEY

<table>
<thead>
<tr>
<th>ID</th>
<th>Initial Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>BO</td>
<td>Build on</td>
</tr>
<tr>
<td>PR</td>
<td>Prompt</td>
</tr>
</tbody>
</table>

**UNDERLINE PROMPT & RESPONSE STARTERS**
THREE LISTENS PROTOCOL (USE FOR LESSONS 5-7, 12 & 17)

Three Listens Protocol

1st Listen (Listen for Context – Message Level Understanding)

- Teacher reads the prompt
- Teacher models using think time and pointing at key elements of the visual text before reading the script or playing the audio
- Students listen to the entire conversation to get the gist—the message

2nd Listen: (Listen for the Language of the Skill – Sentence Level)

- Teacher and students chorally read the prompt
- Teacher models consulting the charted **Prompt and Response Starters** for the language of the skill
- Students listen to the first **two full turns** of the conversation
- Teacher stops at key moments to make sure students hear the language of the skill
- Students chorally chant the prompt or response starter they heard

3rd Listen: (Listen for the Conversation Pattern)

- Teacher and students chorally read the prompt
- Teacher models using think time and pointing at key elements of the **Conversation Pattern Guide** or the **Conversation Pattern Poster** throughout the 3rd Listen
- Students listen to the entire conversation turn by turn
- Teacher stops at key moments to make sure students understand the pattern
- Students will show what they heard using the gestures and the Conversation Pattern Game Cards
**VISUAL TEXT MODEL CONVERSATION - LESSON 5 – (CODED FOR TEACHER REFERENCE ONLY)**

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

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>I notice that there is a woman and <strong>four children</strong> sitting at the table in a classroom. [ID] What do you notice? [PR]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>I notice that they are sitting at the table around <strong>nine plates</strong> and a <strong>clear pitcher</strong> with knives in it. [ID] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student A2:</td>
<td>I think you said that there are plates and utensils on the table in front of the people. [PAR] I want to add that there are <strong>tomato slices</strong> on the <strong>white plates</strong> in front of everyone at the table. [BO] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student B2:</td>
<td>I think you said that there are pieces of tomato on everyone’s plate. [PAR] I want to add that <strong>three kids</strong> are holding knives. [BO] Two children are cutting tomatoes and the boy with the <strong>striped shirt</strong> is using the knife to hold the <strong>tomato slice</strong>. [BO] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student A3:</td>
<td>I think you said that some of the children use their knives for slicing tomatoes. [PAR] I want to add that the boy in the <strong>striped shirt</strong> is looking carefully at his <strong>red tomato slice</strong>. [BO] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student B3:</td>
<td>I think you said that the boy is studying his <strong>tomato slice</strong>. [PAR] I want to add that the boy with the <strong>white shirt</strong> is holding out his tomato with the knife stuck through it. [BO] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I think you said that the boy with the <strong>white shirt</strong> is playing with his tomato instead of slicing it. [PAR] I want to add that the boy with the <strong>white shirt</strong> is smiling while he shows his tomato to the other boy. [BO] What else do you notice? [PR]</td>
</tr>
<tr>
<td>Student B4:</td>
<td>I think you said that the boy is having fun with the tomato instead of focusing on his work. [PAR] I want to add that the boy with the <strong>gray shirt</strong> is not looking at the boy with the <strong>white shirt</strong>. [BO] What else do you notice? [PR]</td>
</tr>
</tbody>
</table>
## VISUAL TEXT MODEL CONVERSATION - LESSON 5 – (NOT CODED)

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

<table>
<thead>
<tr>
<th>Student A1</th>
<th>I notice that there is a woman and four children sitting at the table in a classroom. What do you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1</td>
<td>I notice that they are sitting at the table around nine plates and a clear pitcher with knives in it. What else do you notice?</td>
</tr>
<tr>
<td>Student A2</td>
<td>I think you said that there are plates and utensils on the table in front of the people. I want to add that there are tomato slices on the white plates in front of everyone at the table. What else do you notice?</td>
</tr>
<tr>
<td>Student B2</td>
<td>I think you said that there are pieces of tomato on everyone’s plate. I want to add that three kids are holding knives. Two children are cutting tomatoes and the boy with the striped shirt is using the knife to hold the tomato slice. What else do you notice?</td>
</tr>
<tr>
<td>Student A3</td>
<td>I think you said that some of the children use their knives for slicing tomatoes. I want to add that the boy in the striped shirt is looking carefully at his red tomato slice. What else do you notice?</td>
</tr>
<tr>
<td>Student B3</td>
<td>I think you said that the boy is studying his tomato slice. I want to add that the boy with the white shirt is holding out his tomato with the knife stuck through it. What else do you notice?</td>
</tr>
<tr>
<td>Student A4</td>
<td>I think you said that the boy with the white shirt is playing with his tomato instead of slicing it. I want to add that the boy with the white shirt is smiling while he shows his tomato to the other boy. What else do you notice?</td>
</tr>
<tr>
<td>Student B4</td>
<td>I think you said that the boy is having fun with the tomato instead of focusing on his work. I want to add that the boy with the gray shirt is not looking at the boy with the white shirt. What else do you notice?</td>
</tr>
<tr>
<td>Prompt and Response Starters</td>
<td>Prompt and Response Starters</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>I notice...</td>
<td>I notice...</td>
</tr>
<tr>
<td><strong>Initial Idea</strong></td>
<td><strong>Initial Idea</strong></td>
</tr>
<tr>
<td>I heard...</td>
<td>I heard...</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td><strong>Paraphrase</strong></td>
</tr>
<tr>
<td>I want to add...</td>
<td>I want to add...</td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td><strong>Build On</strong></td>
</tr>
<tr>
<td>What else...?</td>
<td>What else...?</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td><strong>Prompt</strong></td>
</tr>
</tbody>
</table>
### PROMPT & RESPONSE STARTERS (EM - OPTION 2) LESSONS 5 & 6

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>I notice...</th>
<th>You said...</th>
<th>I think...</th>
<th>What can you add?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>🌟 Initial idea</td>
<td>🧠 Paraphrase</td>
<td>🎖 Build On</td>
<td>😰 Prompt</td>
</tr>
</tbody>
</table>

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### Emerging (Lessons 5-6)

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>I notice...</th>
<th>You said...</th>
<th>I think...</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟 Initial idea</td>
<td>🧠 Paraphrase</td>
<td>🎖 Build On</td>
<td></td>
</tr>
</tbody>
</table>

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**Start Smart 2.0 - Unit Resources – Grade 1**

3-22-17
### PROMPT & RESPONSE STARTERS (EX-OPTION 1) LESSONS 5 & 6

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>I notice that...</th>
<th>I heard you say...</th>
<th>I would like to add...</th>
<th>What else do you notice?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1" alt="Initial Idea" /></td>
<td><img src="image2" alt="Paraphrase" /></td>
<td><img src="image3" alt="Build On" /></td>
<td><img src="image4" alt="Prompt" /></td>
</tr>
<tr>
<td>Expanding (Lessons 5-6)</td>
<td>I notice that...</td>
<td>I heard you say...</td>
<td>I would like to add...</td>
<td>What else do you notice?</td>
</tr>
<tr>
<td></td>
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<td><img src="image4" alt="Prompt" /></td>
</tr>
</tbody>
</table>
### Prompt and Response Starters

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I notice that...</td>
<td>I notice that...</td>
</tr>
<tr>
<td>Initial Idea</td>
<td>Initial Idea</td>
</tr>
<tr>
<td>I think you said...</td>
<td>I think you said...</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Paraphrase</td>
</tr>
<tr>
<td>I also think...</td>
<td>I also think...</td>
</tr>
<tr>
<td>Build On</td>
<td>Build On</td>
</tr>
<tr>
<td>What else can you add?</td>
<td>What else can you add?</td>
</tr>
<tr>
<td>Prompt</td>
<td>Prompt</td>
</tr>
</tbody>
</table>
### PROMPT & RESPONSE STARTERS (BR-OPTION 1) LESSONS 5 & 6

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>Something I notice is...</th>
<th>In other words, ...</th>
<th>Additionally, ...</th>
<th>What other details can you add?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Initial Idea" /></td>
<td><img src="image" alt="Paraphrase" /></td>
<td><img src="image" alt="Build On" /></td>
<td><img src="image" alt="Prompt" /></td>
</tr>
</tbody>
</table>

**Prompt (Lessons 5-6)**

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
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<td><img src="image" alt="Prompt" /></td>
</tr>
<tr>
<td>Prompt and Response Starters</td>
<td>Something I notice is...</td>
<td>To paraphrase...</td>
<td>Another detail is...</td>
<td>How can you add to this idea?</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Prompt and Response Starters</td>
<td>Initial Idea</td>
<td>Paraphrase</td>
<td>Build On</td>
<td>Prompt</td>
</tr>
</tbody>
</table>

### Lessons 5 & 6

- **Prompts & Response Starters (BR-Option 2)**

- **Scaffolding:**
  - Initial Idea
  - Paraphrase
  - Build On

- **What I notice:**
  - Initial Idea
  - Paraphrase
  - Build On

- **What can you add to this idea?**

---

**Start Smart 2.0 - Unit Resources - Grade 1**

3-22-17
CONVERSATION PATTERN GAME CARDS (USE THROUGHOUT THE UNIT)

Paraphrase + Build on + Prompt

Paraphrase + Build on + Prompt

Paraphrase + Build on + Prompt

Paraphrase + Build on + Prompt

Initial Idea + Prompt

Initial Idea + Prompt
**BE a good citizen!**

**BE SAFE**

*Safe* students play well together outside of the classroom. They *cooperate* by taking turns outside. If they cannot solve problems together, they find an adult to help them.

Safe students do not *bully* each other. They use *kind* words. Even when they are upset, they do not threaten, yell or scream at each other.

**BE RESPECTFUL**

*Respectful* students *focus* on their work. In this classroom, the students work by looking and listening to the speaker. They keep their hands and their bodies in their areas on the rug and at their desk.

Respectful students do not *distract* others. They do not throw things. They *allow* their classmates to *focus* on their work. They do not make faces or say unkind things to their classmates.

**BE RESPONSIBLE**

*Responsible* students *take turns* and *share* activities and materials with each other. They *work together* to make things and have conversations.

Responsible students do not keep all the materials to themselves. They do not *ignore* their classmates’ feelings. They are not inconsiderate.
**INFOGRAPHIC MODEL CONVERSATION—LESSON 6 (CODED FOR TEACHER REFERENCE ONLY)**

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

<table>
<thead>
<tr>
<th>Student</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1:</td>
<td>I notice that the title says “Be a Good Citizen!” [ID] There are <strong>three rows</strong> with <strong>two pictures</strong> each. [ID] What can you add? [PR]</td>
</tr>
<tr>
<td>B1:</td>
<td>I notice that there are <strong>six pictures</strong> of children on a playground and in a classroom at school. [ID] There is a paragraph below each picture. [ID] What else can you add? [PR]</td>
</tr>
<tr>
<td>A2:</td>
<td>I heard you say that there are pictures with children in them and text below each picture explaining each one. [PAR] I want to add that the subtitle says, “Be Safe” in the <strong>first row</strong> right under the title. What else can you add? [PR]</td>
</tr>
<tr>
<td>B2:</td>
<td>I heard you say that the first heading says to be safe. [PAR] I want to add that there are <strong>two pictures</strong> underneath the heading. [BO] One of the pictures shows children playing on the playground waiting in line to go on the <strong>red slide</strong>. They are taking turns sliding down. [BO] The text says that they are cooperating. [BO] What else can you add? [PR]</td>
</tr>
<tr>
<td>A3:</td>
<td>I heard you say that the students are playing safely by cooperating on the playground. [PAR] I want to add that the picture next to it shows <strong>two students</strong>. The boy in the <strong>yellow shirt</strong> is yelling at the girl who is covering her ears. [BO] The text says the boy is bullying the other student by screaming. [BO] What else can you add? [PR]</td>
</tr>
<tr>
<td>B3:</td>
<td>I heard you say that the boy is being a bully because he is threatening the girl. [PAR] I want to add that the next heading says “Be Respectful”. [BO] What else can you add? [PR]</td>
</tr>
<tr>
<td>A4:</td>
<td>I heard you say that another subtitle in the infographic says to “Be Respectful”. [PAR] I want to add that underneath the subtitle there is a picture of a boy who is making a <strong>silly face</strong>. [BO] What else can you add? [PR]</td>
</tr>
<tr>
<td>B4:</td>
<td>I heard you say there is a boy who is acting foolishly. [PAR] I want to add that the text underneath that picture says “<strong>Respectful students</strong> do not distract others”. [BO] What else can you add? [PR]</td>
</tr>
</tbody>
</table>
### INFOGRAPHIC MODEL CONVERSATION—LESSON 6 (NOT CODED)

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

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>I notice that the title says “Be a Good Citizen!” There are three rows with two pictures each. What can you add?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>I notice that there are six pictures of children on a playground and in a classroom at school. There is a paragraph below each picture. What else can you add?</td>
</tr>
<tr>
<td>Student A2:</td>
<td>I heard you say that there are pictures with children in them and text below each picture explaining each one. I want to add that the subtitle says, “Be Safe” in the first row right under the title. What else can you add?</td>
</tr>
<tr>
<td>Student B2:</td>
<td>I heard you say that the first heading says to be safe. I want to add that there are two pictures underneath the heading. One of the pictures shows children playing on the playground waiting in line to go on the red slide. They are taking turns sliding down. The text says that they are cooperating. What else can you add?</td>
</tr>
<tr>
<td>Student A3:</td>
<td>I heard you say that the students are playing safely by cooperating on the playground. I want to add that the picture next to it shows two students. The boy in the yellow shirt is yelling at the girl who is covering her ears. The text says the boy is bullying the other student by screaming. What else can you add?</td>
</tr>
<tr>
<td>Student B3:</td>
<td>I heard you say that the boy is being a bully because he is threatening the girl. I want to add that the next heading says “Be Respectful”. What else can you add?</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I heard you say that another subtitle in the infographic says to “Be Respectful”. I want to add that underneath the subtitle there is a picture of a boy who is making a silly face. What else can you add?</td>
</tr>
<tr>
<td>Student B4:</td>
<td>I heard you say there is a boy who is acting foolishly. I want to add that the text underneath that picture says “Respectful students do not distract others”. What else can you add?</td>
</tr>
</tbody>
</table>
**STUDENT INFOGRAPHIC (EM-EX) – (USE THROUGHOUT THE UNIT)**

---

**BE A GOOD CITIZEN!**

**BE SAFE**

Everyone has the right to feel safe at school.

Good citizens make sure that others feel safe and welcome. They treat others with kindness. They also follow rules to keep everyone safe.

Good citizens do not whisper unkind words about other students. They do not make their classmates feel unwelcome.

**BE RESPECTFUL**

Treat others the way you want to be treated.

Good citizens look and listen to the speaker. They do not distract others. They do not grab others. They do not bother others.

Good citizens do not distract others. They do not grab or bother others. Good citizens keep their hands to themselves.

**BE RESPONSIBLE**

You are in charge of you!

Good citizens make responsible choices. They work and share materials like computers and books. They let others have a turn.

Good citizens do not fight over materials. They understand that being selfish is not responsible. They think of their others, too.
<table>
<thead>
<tr>
<th>Prompt: What do the texts help you to understand? Use details to CLARIFY.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student A1:</strong> The texts help me understand how we should work together. [ID] What is your idea? [PR]</td>
</tr>
<tr>
<td><strong>Student B1:</strong> The texts help me understand how students should behave. [ID] What details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student A2:</strong> I heard you say that <strong>both texts</strong> help you understand how children should act. [PAR] I want to add that the <strong>visual text</strong> shows <strong>three students</strong> focused on slicing and studying <strong>red tomatoes</strong>. [BO] They are working together on their <strong>class project</strong>. [BO] What other details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student B2:</strong> I think you said that the <strong>visual text</strong> helps you understand how students show interest in their <strong>group work</strong>. [PAR] I would like to add that the infographic shows students focusing on their work while sitting on the rug. [BO] They are behaving respectfully by looking at and listening to the speaker. [BO] What other details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student A3:</strong> I heard you say that the students on the rug are being respectful to the person talking. [PAR] I want to add that the visual text shows <strong>one student</strong> wearing a <strong>white shirt</strong> holding half of a tomato with a <strong>silver knife</strong> stuck through it. [BO] He is not being a <strong>good citizen</strong> because he is not working safely or respectfully with his group. [BO] What other details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student B3:</strong> I think you said that the student wearing the <strong>white shirt</strong> is not acting respectfully toward his group because he is being unsafe. [PAR] I would like to add that the infographic shows a boy making a <strong>silly face</strong> and throwing something in the classroom. [BO] He is not being respectful because he is distracting others. [BO] What other details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student A4:</strong> I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work. [PAR] I want to add that in the visual text the boy with the <strong>white shirt</strong> is trying to distract the other boy. [BO] That is not a <strong>good way</strong> to work together. [BO] What other details can you add? [PR]</td>
</tr>
<tr>
<td><strong>Student B4:</strong> I think you said that <strong>one boy</strong> is trying to distract another student from his work. [PAR] I would like to add that the infographic says to keep your hands and bodies in your own space. [BO] This helps you to behave by staying focused and not distracting others. [BO] What other details can you add? [PR]</td>
</tr>
</tbody>
</table>
**VISUAL TEXT & INFOGRAPHIC MODEL CONVERSATION - LESSON 7-9 (NOT CODED)**

**Prompt: What do the texts help you to understand? Use details to CLARIFY.**

<table>
<thead>
<tr>
<th>Student</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>The texts help me understand how we should work together. What is your idea?</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>The texts help me understand how students should behave. What details can you add?</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>I heard you say that both texts help you understand how children should act. I want to add that the visual text shows three students focused on slicing and studying red tomatoes. They are working together on their class project. What other details can you add?</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>I think you said that the visual text helps you understand how students show interest in their group work. I would like to add that the infographic shows students focusing on their work while sitting on the rug. They are behaving respectfully by looking at and listening to the speaker. What other details can you add?</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>I heard you say that the students on the rug are being respectful to the person talking. I want to add that the visual text shows one student wearing a white shirt holding half of a tomato with a silver knife stuck through it. He is not being a good citizen because he is not working safely or respectfully with his group. What other details can you add?</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>I think you said that the student wearing the white shirt is not acting respectfully toward his group because he is being unsafe. I would like to add that the infographic shows a boy making a silly face and throwing something in the classroom. He is not being respectful because he is distracting others. What other details can you add?</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>I heard you say that the boy is behaving disrespectfully by not allowing his classmates to focus on their work. I want to add that in the visual text the boy with the white shirt is trying to distract the other boy. That is not a good way to work together. What other details can you add?</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>I think you said that one boy is trying to distract another student from his work. I would like to add that the infographic says to keep your hands and bodies in your own space. This helps you to behave by staying focused and not distracting others. What other details can you add?</td>
</tr>
</tbody>
</table>
Prompt: What do the texts help you to understand? Use details to CLARIFY.

| Student A1: | We need to be safe, respectful and responsible. |
| Student B1: | The title is “Be a Good Citizen!”. |
| Student A2: | The visual text is about a classroom project. |
| Student B2: | It also has kids at centers. |
| Student A3: | Yeah. In the infographic, some kids are good and some are bad. |
| Student B3: | I agree. They shouldn’t throw things. |
| Student A4: | I agree. I think it’s good to raise your hand. |
| Student B4: | I notice that, too. The infographic also talks about playing with playdough. |
### Prompt & Response Starters (EM-Option 1) Lessons 7-9

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>Initial Idea</th>
<th>Paraphrase</th>
<th>Build On</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I understand...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I heard...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I want to add...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What else...?</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Emerging (Lessons 7-9)**
### Emerging (Lessons 7-9)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>I understand...</strong></td>
<td><strong>You said...</strong></td>
</tr>
<tr>
<td><strong>I think...</strong></td>
<td><strong>What can you add?</strong></td>
</tr>
<tr>
<td><strong>Initial Idea</strong></td>
<td><strong>Paraphrase</strong></td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td><strong>Prompt</strong></td>
</tr>
</tbody>
</table>

- Prompt and Response Starters:
  - **I understand...**
  - **You said...**
  - **I think...**
  - **What can you add?**

**Prompt and Response Starters (EM-OPTION 2) LESSONS 7 -9**
<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>The texts help me understand...</th>
<th>I heard you say...</th>
<th>I would like to add...</th>
<th>What else do you notice?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td>![Light Bulb]</td>
<td>![Brain]</td>
<td>![Blocks]</td>
<td>![Question Mark]</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

**Expanding (Lessons 7-9)**

<table>
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<tr>
<th>Prompt and Response Starters</th>
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<td>![Light Bulb]</td>
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<td>![Blocks]</td>
<td>![Question Mark]</td>
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<tr>
<td><strong>Paraphrase</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Build On</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Prompt & Response Starters (Ex-Option 2) Lessons 7-9

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
<th>Paraphrase</th>
<th>Build On</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td>The texts help me understand...</td>
<td>I think you said...</td>
<td>I also think...</td>
<td>What else can you add?</td>
</tr>
<tr>
<td><strong>Expanding (Lessons 7-9)</strong></td>
<td>The texts help me understand...</td>
<td>I think you said...</td>
<td>I also think...</td>
<td>What else can you add?</td>
</tr>
<tr>
<td><strong>Prompt &amp; Response Starters</strong></td>
<td>The texts help me understand...</td>
<td>I think you said...</td>
<td>I also think...</td>
<td>What else can you add?</td>
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</tbody>
</table>

**Start Smart 2.0 - Unit Resources – Grade 1**

3-22-17
### Prompt & Response Starters (BR-Option 1) Lessons 7-9

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>What I understand from the texts is...</th>
<th>In other words, ...</th>
<th>Additionally, ...</th>
<th>What other details can you add?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td>![Lightbulb]</td>
<td>![Brain]</td>
<td>![Building Blocks]</td>
<td>![Question Mark]</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>![Brain]</td>
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<tr>
<td><strong>Build On</strong></td>
<td>![Building Blocks]</td>
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<td></td>
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</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Prompt & Response Starters (BR-Option 2) Lessons 7-9

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>What I understand from the texts is...</th>
<th>To paraphrase...</th>
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<th>How can you add to this idea?</th>
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</thead>
<tbody>
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<td><strong>Initial Idea</strong></td>
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</table>

**Bridging (Lessons 7-9)**

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>What I understand from the texts is...</th>
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<th>How can you add to this idea?</th>
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</thead>
<tbody>
<tr>
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<td>Initial Idea</td>
<td>Paraphrase</td>
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</tbody>
</table>

**Prompt and Response Starters**

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>What I understand from the texts is...</th>
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<tbody>
<tr>
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<td>Initial Idea</td>
<td>Paraphrase</td>
<td>Build On</td>
<td>Prompt</td>
</tr>
</tbody>
</table>

**Paraphrase**

**Build On**

**Prompt**
Multilingual & Multicultural Education Department

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

Student A: ___________________________  Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date________

Student B: ___________________________  Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date________

Conversation Objective (TLF 3a1):

Teacher Prompt (TLF 3b1 & 2):

STEPS:

1. Transcribe the language sample below & list date.
2. Write the score and a brief rationale for the scores on the back of this form.
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.

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

4. Students create or choose a relevant initial idea(s) that is effectively focused on the prompt and/or learning objective(s)
   - Students meaningfully/consistently clarify idea(s) by paraphrasing, defining and/or elaborating
   - Students fortify ideas using well-connected evidence, examples and/or explanations

3. Students adequately clarify idea(s) by paraphrasing, defining and/or elaborating
   - Students fortify ideas using consistent evidence, examples and/or explanations

2. Students create or choose a relevant initial idea(s) that is somewhat focused on the prompt and/or learning objective(s)
   - Students inconsistently clarify idea(s) by paraphrasing, defining and/or elaborating
   - Students inconsistently fortify ideas using loosely connected evidence, examples and/or explanations

1. Students do not create or choose a relevant initial idea(s) that is focused on the prompt and/or learning objective(s)
   - Students do not clarify idea(s) by paraphrasing, defining and/or elaborating
   - Students do not fortify ideas using evidence, examples and/or explanations

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

4. Students effectively evaluate the strength/relevance of the evidence of each idea
   - Students effectively compare the strength/relevance and choose the strongest/best idea
   - Students effectively explain and/or negotiate final decisions

3. Students sufficiently evaluate the strength/relevance of the evidence of each idea
   - Students sufficiently compare the strength/relevance and choose the strongest/best idea
   - Students sufficiently explain and/or negotiate final decisions

2. Students inconsistently evaluate the strength/relevance of the evidence of each idea
   - Students inconsistently compare the strength/relevance and choose the strongest/best idea
   - Students inconsistently explain and/or negotiate final decisions

1. Students do not evaluate the strength/relevance of the evidence of each idea
   - Students do not compare the strength/relevance and choose the strongest/best idea
   - Students do not explain and/or negotiate final decisions

STEP 1 – Write a complete transcription of the conversation in this section  (Attach additional pages if needed)

COMPLETE TRANSCRIPTION OF CONVERSATION ON THIS FORM. ATTACH ADDITIONAL PAGES IF NEEDED.

DATE:

September 15, 2015

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

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
</table>

**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:**
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Paraphrase</td>
<td>Build on</td>
<td>Prompt</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Paraphrase</td>
<td>Build on</td>
<td>Prompt</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Paraphrase</td>
<td>Build on</td>
<td>Prompt</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Initial Idea</td>
<td></td>
<td>Prompt</td>
</tr>
</tbody>
</table>
**Non-Model Revision Tool—CREATE & CLARIFY**

**Prompt:** What do the texts help you understand? Use details to clarify.

<table>
<thead>
<tr>
<th>Student</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1:</strong></td>
<td>We need to be safe, respectful and responsible.</td>
</tr>
<tr>
<td><strong>B1:</strong></td>
<td>The title is “Be a Good Citizen!”</td>
</tr>
<tr>
<td><strong>A2:</strong></td>
<td>The visual text is about a classroom project.</td>
</tr>
<tr>
<td><strong>B2:</strong></td>
<td>It also has kids at centers.</td>
</tr>
<tr>
<td><strong>A3:</strong></td>
<td>Yeah. In the infographic, some kids are good and some are bad.</td>
</tr>
<tr>
<td><strong>B3:</strong></td>
<td>I agree. They shouldn’t throw things.</td>
</tr>
<tr>
<td><strong>A4:</strong></td>
<td>I agree. I think it’s good to raise your hand.</td>
</tr>
<tr>
<td><strong>B4:</strong></td>
<td>I notice that, too. The infographic also talks about playing with playdough.</td>
</tr>
<tr>
<td>PARAGRAPH CRITERIA CHART</td>
<td>Grade 1 Paragraph Criteria Chart</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>#1</td>
<td>The first sentence has the main topic or important idea.</td>
</tr>
<tr>
<td>#2</td>
<td>The next sentences have key details about the main topic or important idea.</td>
</tr>
<tr>
<td>#3</td>
<td>The sentences are organized and connected with transition words.</td>
</tr>
<tr>
<td></td>
<td>There is a closing to the paragraph.</td>
</tr>
</tbody>
</table>
The texts help me understand...

One example is...

In conclusion, ...
The texts help me understand...

One example is...

Another example is...

In conclusion, ...

PARAGRAPH GUIDE - CREATE/CLARIFY (EX-BR)- (LESSONS 10 & 11)
GRAPHIC ORGANIZER (LESSONS 10-11 & 15-16)

- Important Ideas
  - Be Responsible
  - Be Respectful
  - Be Safe
The texts help me understand how to be a responsible citizen. One example is cooperating with others by taking turns. Another example is being safe by using learning tools carefully. In conclusion, being a good citizen means doing your best to be safe and cooperative.
# Multilingual & Multicultural Education Department

**STUDENT PROGRESS FORM – Oral Output Analysis Tool (OOAT)**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
<th>Overall CELDT Proficiency Level: _____</th>
<th>L: _____</th>
<th>S: _____</th>
<th>R: _____</th>
<th>W: _____</th>
</tr>
</thead>
</table>

**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.

<table>
<thead>
<tr>
<th>DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:</th>
<th>DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:</th>
<th>DIMENSION 3 Sentences are logically organized and connected:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 First sentence clearly helps listeners understand what the idea will be</td>
<td>• 4 Next sentences effectively clarify and/or use evidence to support the first sentence</td>
<td>• 4 Sentences are effectively organized and connected (e.g., using transitions)</td>
</tr>
<tr>
<td>• 3 First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity</td>
<td>• 3 Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity</td>
<td>• 3 Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity</td>
</tr>
<tr>
<td>• 2 First sentence vaguely gives listeners and idea of what the idea will be</td>
<td>• 2 Next sentences vaguely clarify and/or use evidence to support the first sentence</td>
<td>• 2 Sentences are somewhat organized and connected (e.g., using transitions) with a lack of clarity</td>
</tr>
<tr>
<td>• 1 First sentence is unclear</td>
<td>• 1 Next sentences do not clarify and/or use evidence to support the first sentence</td>
<td>• 1 Sentences are not organized nor connected (e.g., using transitions)</td>
</tr>
</tbody>
</table>

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

---

**November 29, 2016**

*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*
### Step 2 – Score and Rationale: Provide a brief rationale for each dimension.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIMENSION 1</td>
<td>First sentence is a clear topic sentence, claim, or initial idea:</td>
<td></td>
</tr>
<tr>
<td>DIMENSION 2</td>
<td>Next sentences clarify and/or support the initial idea or claim:</td>
<td></td>
</tr>
<tr>
<td>DIMENSION 3</td>
<td>Sentences are logically organized and connected:</td>
<td></td>
</tr>
</tbody>
</table>

### 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:**

---

*Adapted from work by Zwiers, O'Hara, & Pritchard, 2014*
The texts help me understand how to be a good citizen. One example is taking turns and sharing materials with each other.

In conclusion, a responsible citizen works well with others.
## Student Progress Form – Written Output Analysis Tool (WOAT)

### ELD/Language Objective:

#### 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.

<table>
<thead>
<tr>
<th>DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:</th>
<th>DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:</th>
<th>DIMENSION 3 Sentences are logically organized and connected:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> First sentence clearly helps listeners understand what the idea will be.</td>
<td><strong>1.</strong> Next sentences do not clarify and/or use evidence to support the first sentence.</td>
<td><strong>4.</strong> Sentences are not organized or connected and lack clarity.</td>
</tr>
<tr>
<td><strong>2.</strong> First sentence vaguely gives listeners and idea of what the idea will be.</td>
<td><strong>2.</strong> Next sentences clarify and/or use evidence to support the first sentence.</td>
<td><strong>3.</strong> Sentences are vaguely organized and connected (e.g., using transitions), with some lack of clarity.</td>
</tr>
<tr>
<td><strong>3.</strong> First sentence satisfactorily helps listeners understand what the idea will be, with some lack of clarity.</td>
<td><strong>3.</strong> Next sentences satisfactorily clarify and/or use evidence to support the first sentence, with some lack of clarity.</td>
<td><strong>2.</strong> Sentences are satisfactorily organized and connected (e.g., using transitions), with some lack of clarity.</td>
</tr>
<tr>
<td><strong>4.</strong> First sentence is unclear.</td>
<td><strong>4.</strong> Next sentences effectively clarify and/or use evidence to support the first sentence.</td>
<td><strong>1.</strong> Sentences are effectively organized and connected (e.g., using transitions).</td>
</tr>
</tbody>
</table>

### Complex Prompt:

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

---

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

*November 18, 2016*
### STEP 2 – Score and Rationale: Provide a brief rationale for each dimension.

<table>
<thead>
<tr>
<th>DIMENSION 1 First sentence is a clear topic sentence, claim, or initial idea:</th>
<th>Score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DIMENSION 2 Next sentences clarify and/or support the initial idea or claim:</th>
<th>Score</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DIMENSION 3 Sentences are logically organized and connected:</th>
<th>Score</th>
</tr>
</thead>
</table>

### 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:**

---

*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*
### Prompt:
What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

<table>
<thead>
<tr>
<th>Student A1</th>
<th>An important idea in both texts is to think about how we treat others. [ID] What is your idea? [PR]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1</td>
<td>An important idea in both texts is how students should behave at school. [ID] Tell me more about your idea. [PR]</td>
</tr>
<tr>
<td>Student A2</td>
<td>Your idea is that students should behave. [PAR] I think one important idea in both texts is treating others with kindness. [BO] In the visual text the kind teacher is smiling at the students. [BO] Tell me more about your idea. [PR]</td>
</tr>
<tr>
<td>Student B2</td>
<td>Your idea is we should be kind to others. [PAR] I think one important idea in both texts is how students should act at school. [BO] The infographic shows how responsible students take turns using playdough to make letters. [BO] What can you add? [PR]</td>
</tr>
<tr>
<td>Student A3</td>
<td>I think you said that responsible students cooperate by taking turns. [PAR] I would like to add that students should not distract others by making silly faces. [BO] Making silly faces is not a kind way to treat others. [BO] What can you add? [PR]</td>
</tr>
<tr>
<td>Student B3</td>
<td>I heard you say that making funny faces is distracting and is not how we should treat each other. [PAR] I would like to add that respectful students behave by concentrating on their work. [BO] The infographic shows students raising a quiet hand and facing forward. [BO] Can you give an example? [PR]</td>
</tr>
<tr>
<td>Student A4</td>
<td>I think you said raising a quiet hand is a responsible way to behave. [PAR] The visual text shows three students who are focused while they slice red tomatoes in a small group. [BO] They are not distracting each other. [BO] I think this is an example of how to behave and treat others with respect. [BO] Can you give an example? [PR]</td>
</tr>
<tr>
<td>Student B4</td>
<td>I heard you say when you focus on your work you are behaving and you are also treating others respectfully. [PAR] The infographic shows a student wearing a grey shirt who is not sharing materials. I think this is an example of how not to behave. [BO] I think it is also an example of how not to treat others because he’s not considering his classmate’s feelings. [BO] Can you give an example? [PR]</td>
</tr>
</tbody>
</table>
**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>An important idea in both texts is to think about how we treat others. What is your idea?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>An important idea in both texts is how students should behave at school. Tell me more about your idea.</td>
</tr>
<tr>
<td>Student A2:</td>
<td>Your idea is that students should behave. I think one important idea in both texts is treating others with kindness. In the visual text the kind teacher is smiling at the students. Tell me more about your idea.</td>
</tr>
<tr>
<td>Student B2:</td>
<td>Your idea is we should be kind to others. I think one important idea in both texts is how students should act at school. The infographic shows how responsible students take turns using playdough to make letters. What can you add?</td>
</tr>
<tr>
<td>Student A3:</td>
<td>I think you said that responsible students cooperate by taking turns I would like to add that students should not distract others by making silly faces. Making silly faces is not a kind way to treat others. What can you add?</td>
</tr>
<tr>
<td>Student B3:</td>
<td>I heard you say that making funny faces is distracting and is not how we should treat each other. I would like to add that respectful students behave by concentrating on their work. The infographic shows students raising a quiet hand and facing forward. Can you give an example?</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I think you said raising a quiet hand is a responsible way to behave. The visual text shows three students who are focused while they slice red tomatoes in a small group. They are not distracting each other. I think this is an example of how to behave and treat others with respect. Can you give an example?</td>
</tr>
<tr>
<td>Student B4:</td>
<td>I heard you say when you focus on your work you are behaving and you are also treating others respectfully. The infographic shows a student wearing a grey shirt who is not sharing materials. I think this is an example of how not to behave. I think it is also an example of how not to treat others because he’s not considering his classmate’s feelings. Can you give an example?</td>
</tr>
</tbody>
</table>
### Prompt:
What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

<table>
<thead>
<tr>
<th>Student</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A1:</td>
<td>This is about bad kids.</td>
</tr>
<tr>
<td>Student B1:</td>
<td>This is about being nice.</td>
</tr>
<tr>
<td>Student A2:</td>
<td>The kids are working together.</td>
</tr>
<tr>
<td>Student B2:</td>
<td>I see a selfish kid who isn’t sharing materials.</td>
</tr>
<tr>
<td>Student A3:</td>
<td>Three students are slicing red tomatoes.</td>
</tr>
<tr>
<td>Student B3:</td>
<td>The other boy is playing with the knife. That’s bad.</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I think both texts show that it’s important to be good.</td>
</tr>
<tr>
<td>Student B4:</td>
<td>I think so, too.</td>
</tr>
</tbody>
</table>
## Prompt & Response Starters (EM-Option 1) Lessons 12-14

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging (Lessons 12-14)</strong></td>
</tr>
<tr>
<td><strong>My idea is...</strong></td>
</tr>
<tr>
<td>![Light Bulb]</td>
</tr>
</tbody>
</table>

**Initial Idea**

**Paraphrase**

**Build On**

**Prompt**

My idea is...

I heard...

I want to add...

What can you add?
## PROMPT & RESPONSE STARTERS (EM-OPTION 2) LESSONS 12-14

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>My idea is...</th>
<th>You said...</th>
<th>The text shows...</th>
<th>What can you add?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging (Lessons 12-14)</strong></td>
<td>![Lightbulb]</td>
<td>![Paraphrase]</td>
<td>![Build On]</td>
<td>![Prompt]</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td><strong>Initial Idea</strong></td>
<td><strong>Paraphrase</strong></td>
<td><strong>Build On</strong></td>
<td><strong>Prompt</strong></td>
</tr>
<tr>
<td><strong>My idea is...</strong></td>
<td><strong>You said...</strong></td>
<td><strong>The text shows...</strong></td>
<td><strong>What can you add?</strong></td>
<td><strong>Prompt</strong></td>
</tr>
<tr>
<td>Prompt &amp; Response Starters</td>
<td>Expanding (Lessons 12-14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt and Response Starters</strong></td>
<td><strong>Prompt and Response Starters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An important idea...</td>
<td>An important idea...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I heard you say...</td>
<td>I heard you say...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the visual text...</td>
<td>In the visual text...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What else can you add?</td>
<td>What else can you add?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prompts and Responses**

**Initial Idea**
- An important idea...
- I heard you say...
- In the visual text...
- What else can you add?

**Paraphrase**
- An important idea...
- I heard you say...
- In the visual text...
- What else can you add?

**Build On**
- An important idea...
- I heard you say...
- In the visual text...
- What else can you add?

**Prompt**
### Prompt and Response Starters

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Idea</td>
<td>An important idea...</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>The infographic shows...</td>
</tr>
<tr>
<td>Build On</td>
<td>I also think...</td>
</tr>
<tr>
<td>Prompt</td>
<td>Can you give an example?</td>
</tr>
</tbody>
</table>

### Expanding (Lessons 12-14)

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Idea</td>
<td>An important idea...</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>The infographic shows...</td>
</tr>
<tr>
<td>Build On</td>
<td>I also think...</td>
</tr>
<tr>
<td>Prompt</td>
<td>Can you give an example?</td>
</tr>
<tr>
<td>Prompt and Response Starters</td>
<td>Prompt and Response Starters</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Initial Idea</strong></td>
<td><strong>Initial Idea</strong></td>
</tr>
<tr>
<td>An important idea in both texts...</td>
<td>An important idea in both texts...</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td><strong>Paraphrase</strong></td>
</tr>
<tr>
<td>In other words, ...</td>
<td>In other words, ...</td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td><strong>Build On</strong></td>
</tr>
<tr>
<td>Another detail is...</td>
<td>Another detail is...</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td><strong>Prompt</strong></td>
</tr>
<tr>
<td>What other details can you add?</td>
<td>What other details can you add?</td>
</tr>
</tbody>
</table>
### Prompt & Response Starters (BR-Option 2) Lessons 12-14

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>Bridging (Lessons 12-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An important idea in both texts...</td>
<td>An important idea in both texts...</td>
</tr>
<tr>
<td>To paraphrase...</td>
<td>To paraphrase...</td>
</tr>
<tr>
<td>In the text, I notice...</td>
<td>In the text, I notice...</td>
</tr>
<tr>
<td>How can you add to this idea?</td>
<td>How can you add to this idea?</td>
</tr>
</tbody>
</table>

**Prompts:**
- **Initial Idea**
- **Paraphrase**
- **Build On**
- **Prompt**
**Prompt:** What is an important idea in both texts? Start by stating your important idea. Use evidence to support your idea.

<table>
<thead>
<tr>
<th><strong>Student A1:</strong></th>
<th>This is about bad kids.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student B1:</strong></td>
<td>This is about being nice.</td>
</tr>
<tr>
<td><strong>Student A2:</strong></td>
<td>The kids are working together.</td>
</tr>
<tr>
<td><strong>Student B2:</strong></td>
<td>I see a selfish kid who isn’t sharing materials.</td>
</tr>
<tr>
<td><strong>Student A3:</strong></td>
<td>Three students are slicing red tomatoes.</td>
</tr>
<tr>
<td><strong>Student B3:</strong></td>
<td>The other boy is playing with the knife. That’s bad.</td>
</tr>
<tr>
<td><strong>Student A4:</strong></td>
<td>I think both texts show that it’s important to be good.</td>
</tr>
<tr>
<td><strong>Student B4:</strong></td>
<td>I think so, too.</td>
</tr>
</tbody>
</table>
An important idea is…

One example is…

In conclusion, …
An important idea in the texts is...

One example is...

Another example is...

In conclusion, ...

EX-BR
An important idea in the texts is how to behave respectfully at school. One example is to focus on your work and not distract others.

Another example is to keep your hands to yourself. In conclusion, behaving respectfully is an important part of being a good citizen.
An important idea is to behave at school.

One example is to focus on your work and not distract others. In conclusion, good citizens behave respectfully.
**Prompt:** Being a good citizen is important. Which text shows this idea better?

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>I think the infographic shows the idea better because it shows <strong>many examples</strong> of being a <strong>good citizen</strong>. [ID] What do you think? [PR]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>I think the visual text shows the idea better because it shows students being safe, respectful, and <strong>responsible citizens</strong> in class. [ID] What do you think? [PR]</td>
</tr>
<tr>
<td>Student A2:</td>
<td>Your idea is the visual text is better because it shows the students behaving. [PAR] The infographic shows students behaving inside and outside at school. [BO] An example is the <strong>students</strong> who are taking turns and sharing materials to make <strong>big letters</strong>. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Student B2:</td>
<td>Your idea is the infographic is better because it shows <strong>many students</strong> behaving in different places at school. [PAR] The visual text shows <strong>three students</strong> who are being <strong>good citizens</strong> by focusing on their work. [BO] An example is the two students who are safely and responsibly slicing their <strong>juicy red tomatoes</strong>. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Student A3:</td>
<td>I think you said the visual text is an example of students concentrating on their work. [PAR] The infographic shows students focused on their work, too. [BO] An example is the students on the rug raising a <strong>quiet hand</strong> and facing forward listening to the speaker. They are being good citizens. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Student B3:</td>
<td>I heard you say the infographic also shows how students pay attention in the classroom. [PAR] The visual text shows examples of both good and <strong>bad behavior</strong>. [BO] An example is the student with the <strong>white shirt</strong> who is trying to distract others with his <strong>pierced tomato slice</strong>. He is not being a <strong>good citizen</strong>. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I think you said that the visual text shows an example of how not to act in the classroom. [PAR] The infographic shows <strong>three examples</strong> of good and <strong>bad behavior</strong>. [BO] An example is the student who is not sharing the materials and is ignoring his partner. [BO] I think the infographic is better because it shows <strong>many examples</strong> of how to be a <strong>good citizen</strong>. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Student B4:</td>
<td>I heard you say the infographic is better because it shows <strong>more examples</strong> of students being good citizens. [PAR] The visual text shows <strong>one classroom</strong> with different examples of how students should and should not behave. [BO] I still think the visual text is better. [BO] What do you think? [PR]</td>
</tr>
<tr>
<td>Prompt: Being a good citizen is important. Which text shows this idea better?</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Student A1:</strong> I think the infographic shows the idea better because it shows many examples of being a good citizen. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student B1:</strong> I think the visual text shows the idea better because it shows students being safe, respectful, and responsible citizens in class. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student A2:</strong> Your idea is the visual text is better because it shows the students behaving. The infographic shows students behaving inside and outside at school. An example is the students who are taking turns and sharing materials to make big letters. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student B2:</strong> Your idea is the infographic is better because it shows many students behaving in different places at school. The visual text shows three students who are being good citizens by focusing on their work. An example is the two students who are safely and responsibly slicing their juicy red tomatoes. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student A3:</strong> I think you said the visual text is an example of students concentrating on their work. The infographic shows students focused on their work, too. An example is the students on the rug raising a quiet hand and facing forward listening to the speaker. They are being good citizens. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student B3:</strong> I heard you say the infographic also shows how students pay attention in the classroom. The visual text shows examples of both good and bad behavior. An example is the student with the white shirt who is trying to distract others with his pierced tomato slice. He is not being a good citizen. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student A4:</strong> I think you said that the visual text shows an example of how not to act in the classroom. The infographic shows three examples of good and bad behavior. An example is the student who is not sharing the materials and is ignoring his partner. I think the infographic is better because it shows many examples of how to be a good citizen. What do you think?</td>
<td></td>
</tr>
<tr>
<td><strong>Student B4:</strong> I heard you say the infographic is better because it shows more examples of students being good citizens. The visual text shows one classroom with different examples of how students should and should not behave. I still think the visual text is better. What do you think?</td>
<td></td>
</tr>
</tbody>
</table>
**Prompt:** Being a good citizen is important. Which text shows this idea better?

<table>
<thead>
<tr>
<th>Student A1:</th>
<th>The infographic is good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B1:</td>
<td>The visual text is good because it shows kids in a classroom.</td>
</tr>
<tr>
<td>Student A2:</td>
<td>I think the infographic is funny because it shows a boy making a silly face.</td>
</tr>
<tr>
<td>Student B2:</td>
<td>I think so, too.</td>
</tr>
<tr>
<td>Student A3:</td>
<td>I want to play with playdough.</td>
</tr>
<tr>
<td>Student B3:</td>
<td>I like the visual text because it shows them making salsa.</td>
</tr>
<tr>
<td>Student A4:</td>
<td>I want chips and salsa.</td>
</tr>
<tr>
<td>Student B4:</td>
<td>Yum.</td>
</tr>
</tbody>
</table>
### Prompt & Response Starters (EM-Option 1) Lessons 17-19

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think...</td>
<td>I heard...</td>
</tr>
<tr>
<td></td>
<td>I want to add...</td>
</tr>
<tr>
<td></td>
<td>What else...?</td>
</tr>
</tbody>
</table>

- **Initial Idea**
- **Paraphrase**
- **Build On**
- **Prompt**

Emerging (Lessons 17-19)
### Prompt & Response Starters (EM-Option 2) Lessons 17-19

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>Prompt and Response Starters</th>
<th>Prompt and Response Starters</th>
<th>Prompt and Response Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td><strong>Paraphrase</strong></td>
<td><strong>Build On</strong></td>
<td><strong>Prompt</strong></td>
</tr>
<tr>
<td>I think...</td>
<td>You said...</td>
<td>I think...</td>
<td>What can you add?</td>
</tr>
<tr>
<td><strong>Emerging (Lessons 17-19)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think...</td>
<td>You said...</td>
<td>I think...</td>
<td>What can you add?</td>
</tr>
<tr>
<td><strong>Prompt and Response Starters</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Initial Idea**: I think...
- **Paraphrase**: You said...
- **Build On**: I think...
- **Prompt**: What can you add?
### Prompt & Response Starters (Ex-Option 1) Lessons 17-19

<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>Prompt Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the ____ is better...</td>
<td>I think the ____ is better...</td>
</tr>
<tr>
<td>I heard you say...</td>
<td>I heard you say...</td>
</tr>
<tr>
<td>I would like to add...</td>
<td>I would like to add...</td>
</tr>
<tr>
<td>What else do you notice?</td>
<td>What else do you notice?</td>
</tr>
</tbody>
</table>

**Initial Idea**
- I think the ____ is better...
- I heard you say...
- I would like to add...
- What else do you notice?

**Paraphrase**
- I heard you say...
- I would like to add...

**Build On**
- I heard you say...
- I would like to add...

**Prompt**
- I think the ____ is better...
- I heard you say...
- I would like to add...

**Expanding (Lessons 17-19)**
- Prompt Starters
- I think the ____ is better...
- I heard you say...
- I would like to add...
- What else do you notice?
<table>
<thead>
<tr>
<th>Prompt and Response Starters</th>
<th>I think the ____ is better...</th>
<th>Your idea is...</th>
<th>An example is...</th>
<th>What do you think?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expanding [Lessons 17-19]
### Prompt and Response Starters

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td>I think that the _____ is better because...</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>In other words, ...</td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td>Additionally, ...</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td>What other details can you add?</td>
</tr>
</tbody>
</table>

**Bridging (Lessons 17-19)**

**Prompt and Response Starters**

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Idea</strong></td>
<td>I think that the _____ is better because...</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>In other words, ...</td>
</tr>
<tr>
<td><strong>Build On</strong></td>
<td>Additionally, ...</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td>What other details can you add?</td>
</tr>
</tbody>
</table>
### Prompt and Response Starters

<table>
<thead>
<tr>
<th>Initial Idea</th>
<th>I think that the _____ is better because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>To paraphrase...</td>
<td></td>
</tr>
<tr>
<td>Another detail is...</td>
<td></td>
</tr>
<tr>
<td>How can you add to this idea?</td>
<td></td>
</tr>
</tbody>
</table>

### Paraphrase

<table>
<thead>
<tr>
<th>Initial Idea</th>
<th>I think that the _____ is better because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>To paraphrase...</td>
<td></td>
</tr>
<tr>
<td>Another detail is...</td>
<td></td>
</tr>
<tr>
<td>How can you add to this idea?</td>
<td></td>
</tr>
</tbody>
</table>
### Prompt: Being a safe, respectful, and responsible student is important. Which text shows this idea better?

<table>
<thead>
<tr>
<th>Student</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1:</strong></td>
<td>The infographic is good.</td>
</tr>
<tr>
<td><strong>B1:</strong></td>
<td>The visual text is good because it shows kids in a classroom.</td>
</tr>
<tr>
<td><strong>A2:</strong></td>
<td>I think the infographic is funny because it shows a boy making a silly face.</td>
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<tr>
<td><strong>B2:</strong></td>
<td>I think so, too.</td>
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<tr>
<td><strong>A3:</strong></td>
<td>I want to play with playdough.</td>
</tr>
<tr>
<td><strong>B3:</strong></td>
<td>I like the visual text because it shows them making salsa.</td>
</tr>
<tr>
<td><strong>A4:</strong></td>
<td>I want chips and salsa.</td>
</tr>
<tr>
<td><strong>B4:</strong></td>
<td>Yum.</td>
</tr>
</tbody>
</table>
The ______ is better because...

One example is...

In conclusion, ...
Grade 1 Paragraph Guide Lessons 20 & 21 NEGOTIATE

The ______ is better because...

One example is...

Another example is...

In conclusion, ...

EX-BR
Being a Good Citizen is Important

Infographic evidence

Visual Text evidence
The visual text is better because it shows students behaving like good citizens in class with their teacher. One example is the students focusing on their work while they slice tomatoes safely. Another example is the boy who is studying the red tomato without being distracted. In conclusion, the visual text has better examples of citizenship.
The visual text is better because it shows students behaving well. One example is the students cutting tomatoes safely.

In conclusion, the visual text shows that being a good citizen is important.
Project Criteria Chart

Slide 1: has a title and a visual about the topic

Slide 2: has a claim and a visual

Slide 3: has one example and a visual

Slide 4: has a call to action

All slides have words and visuals about the topic
Add a catchy title that shows your theme

Don't forget to add your names and date

Presented by: _______________________

_______________________ and ________________________
PROJECT PLANNING TOOL (PowerPoint available at mmed.lausd.net)

Include a visual

Claim: Share your claim.
One example is...

Give one example.

Include a visual for your example.
PROJECT PLANNING TOOL (PowerPoint available at mmed.lausd.net)

Include a call to action.

Include a visual.

Call to Action
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23
COLLECTION OF VISUALS FOR PROJECT - LESSONS 22-23
Team: ________________________________________

## Project Checklist

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Needs More Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td>![Book Icon]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Claim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Example</td>
<td>![Magnifying Glass]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Call to Action</td>
<td>![Person Holding a Speaking Bubble]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. On Topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We will use rich vocabulary and complete sentences.

We will take turns when presenting.

We will use eye contact.

We will speak appropriately and clearly.
**Presentation Planning Tool**

### Slide 1

My name is ___________________________

My name is ___________________________

My name is ___________________________

The title of our presentation is ___________________________

### Slide 2:

(Name of Presenter)

We think __________________________________________

_____________________________________________________________________

### Slide 3:

(Name of Presenter)

For example, __________________________________________

_____________________________________________________________________

### Slide 4:

(Name of Presenter)

What can you do to help? __________________________

_____________________________________________________________________
## PRESENTATION CHECKLIST - LESSON 25

<table>
<thead>
<tr>
<th>Name: ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checklist</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
</tbody>
</table>
### Safe, Respectful and Responsible Students

#### Safe Students

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Safe Student Image]</td>
<td>![Unsafe Student Image]</td>
</tr>
</tbody>
</table>

#### Respectful Students

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Respectful Student Image]</td>
<td>![Unrespectful Student Image]</td>
</tr>
</tbody>
</table>

#### Responsible Students

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Responsible Student Image]</td>
<td>![Unresponsible Student Image]</td>
</tr>
</tbody>
</table>
Be respectful.
I will listen when someone is talking.
I will be kind to others.

Be safe.
I will follow directions quickly and quietly.
I will keep my hands and feet to myself.

Use your best effort.
I will always try my best.

Be responsible.
I will come to school on time & ready to learn.
I will share materials.
<table>
<thead>
<tr>
<th>RESPONSIBLE</th>
<th>RESPECTFUL</th>
<th>SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay on task.</td>
<td>Listen and follow directions the first time.</td>
<td>Stay in my area.</td>
</tr>
<tr>
<td>Be prepared with all necessary materials.</td>
<td>Encourage others.</td>
<td>Keep hands, feet, and belongings to myself.</td>
</tr>
<tr>
<td>Always give your best effort.</td>
<td>Treat others the way you want to be treated.</td>
<td>Follow rules and procedures everywhere you go.</td>
</tr>
<tr>
<td>Be a good listener and an active participant.</td>
<td>Respect everyone's differences.</td>
<td>Use materials appropriately.</td>
</tr>
</tbody>
</table>