Figure 8.9. Grade Seven Collaborative Conversations Observation Notes

Collaborative Conversations Observation Notes			
English Language Development Level Continuum →Emerging → Expanding → Bridging →			Students said . . . (note students' names and comments)
CA ELD Standards in Focus:			
Exchanging Ideas Respectfully *(ELD.PI.7.1)*			
Engage in conversational exchanges and express ideas on familiar topics by asking and answering *yes-no* and *wh-* questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	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.	
Supporting Opinions and Persuading Others *(ELD.PI.7.3)*			
Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using learned phrases (e.g., *I think . . ., Would you please repeat that?*) and open responses.	Negotiate with or persuade others in conversations (e.g., to provide counter-arguments) using learned phrases (*I agree with X, but . . .*), and open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to acknowledge new information) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before*), and open responses.	
Connecting Ideas *(ELD.PII.7.6)*			
Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*; creating complex sentences using *because*).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., *He stayed at home on Sunday in order to study for Monday's exam*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well*).	Combine clauses in a wide variety of ways (e.g., creating compound, complex, and compound-complex sentences) to make connections between and join ideas, for example, to show the relationship between multiple events or ideas (e.g., *After eating lunch, the students worked in groups while their teacher walked around the room*) or to evaluate an argument (e.g., *The author claims X, although there is a lack of evidence to support this claim*).	
Quick Observation Analysis			
Next steps			