

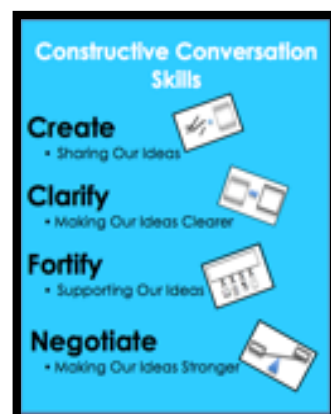


1st Grade

Start Smart 1.0

Revised

Resources



Start Smart-Conversation Practices

Resources Lessons 1-3

1. Conversation Norms Poster
 2. Visual Text for Teacher Modeling-Lessons 1 and 2
 3. Listening Task Poster--**CREATE**
 4. Model/Non-Model Script-Lessons 1 & 2
 5. Constructive Conversation Game-**CREATE** Cards
 6. Visual Text for Student Practice-**CREATE**-Lessons 1 & 2
 7. Visual Text for Teacher Modeling- Lesson 3
 8. Model/Non-Model Script-Lesson 3
 9. Visual Text for Student Practice-Lesson 3
 10. Self-Assess Poster
- 11. Student Progress Form (**SPF**) & Sample Poster (at the end of resources)

Conversation Norms

- 1.** Use your think time
- 2.** Use the language of the skill
- 3.** Use your conversation voice
- 4.** Listen respectfully
- 5.** Take turns and build on each other's ideas

LISTENING TASK FOR CREATE

HOW DID EACH PARTNER?

- state his/her ideas?
- take turns sharing their ideas?
- stay on topic?
- build on each other's ideas?

Visual Text for Teacher Modeling-Lessons 1 - 2



Visual Text for Student Practice Lessons 1-2



Model and Non-Model Scripts-Lessons 1-2

PROMPT: *What do you notice in the visual text?*

MODEL:

Student A: I notice a tiger. What do you notice in the visual text? **CR**

Student B: I notice a stethoscope. What do you notice? **CR**

Student A: I notice the people are in a room. What else do you notice? **CR**

Student B: I notice the woman putting something in the tiger's mouth. What do you notice? **CR**

Student A: I notice a bed. What do you notice? **CR**

Student B: I notice a computer. What do you notice? **CR**

Student A: I notice most people wearing green shirts. What do you notice? **CR**

Student B: I notice the woman is wearing gloves. **CR**

NON-MODEL:

Student A: I see a tiger.

Student A: I also see people.

Student B: I think they are in a hospital.

Student B: I also think they are in a hospital.

Student A: I went to the hospital.

Student B: Did you get hurt?

Student A: I see a lot of people helping the tiger.

Student B: What do you notice?

Constructive Conversation Game-CREATE

Create



Create



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Create



Create



Visual Text for Teacher Modeling Lesson 3



Model and Non-Model-Day 3

PROMPT: *What do you notice in the visual text?*

Model:

Student A: I notice giraffes. What do you notice in the visual text? **CR**

Student B: I notice there are people. What else do you notice? **CR**

Student A: I notice a tent. What else do you notice? **CR**

Student B: I notice the giraffe close to the people. What else do you notice? **CR**

Student A: I notice grass. What else do you notice? **CR**

Student B: I notice there are trees. What do you notice? **CR**

Student A: I notice the people are wearing hats. What do you notice? **CR**

Student B: I notice people feeding giraffes. **CR**

Non-Model:

Student A: I see giraffes. What do you notice in the visual text?

Student B: There are people.

Student A: There's a tent. What else do you see?

Student B: What else do you see?

Student A: I see grass.

Student B: Trees are big. What do you notice?

Student A: The people are wearing hats. What do you notice?

Student B: I notice people feeding.

Visual Text for Student Practice-Lesson 3



Self-Assess

- 1.** I am still learning the Constructive Conversation Skill
- 2.** I need more practice using the Constructive Conversation Skill
- 3.** I understand but need more practice using the Constructive Conversation Skill
- 4.** I understand but I am not ready to explain the Constructive Conversation Skill
- 5.** I understand and I can explain the Constructive Conversation Skill

Start Smart-Conversation Practices

Resources Lessons 4-6

1. Conversation Norms Poster-Lessons 4-6
2. Listening Task Poster--**CLARIFY**
3. Visual Text for Teacher Modeling-Lessons 4-5
4. Visual Text for Student Practice- **CLARIFY** -
Lessons 4-5
5. Model/Non-Model Script- Lessons 4-5
6. Constructive Conversation Game- **CLARIFY**
Cards
7. Visual Text for Teacher Modeling-Lesson 6
8. Model/Non-Model Script- Lesson 6
9. Visual Text for Student Practice- Lesson 6
10. Self-Assess Poster

Conversation Norms

- 1.** Use your think time
- 2.** Use the language of the skill
- 3.** Use your conversation voice
- 4.** Listen respectfully
- 5.** Take turns and build on each other's ideas

Listening Task- CLARIFY

How did each partner:

- state his/her ideas?
- take turns sharing their ideas?
- make their ideas clearer?
- stay on topic?
- build on each other's ideas?

Visual Text for Teacher Modeling - Lessons 4-5



Visual Text for Student Practice - Lesson 4-5



Model and Non-Model Scripts-Lessons 4-5

PROMPT: *What do you notice in the visual text? Provide details.*

Model:

Student A: I notice the big tiger is sleeping. What **CL**
do you notice in the visual text?

Student B: I notice a woman wearing a stethoscope **CL**
around her neck and she is placing it on
the tiger's chest. What details can you
provide?

Student A: I notice most of the people are in a **CL**
room looking at the tiger. What details
can you add?

Student B: I notice the woman putting a tube down **CL**
the tiger's throat. What else can you
add?

Student A: I notice the tiger laying on a metal bed. **CL**
What else do you notice?

Student B: I notice most people are wearing green shirts. What else can you add? **CL**

Student A: I notice the tiger is laying on a big black net. What do you notice? **CL**

Student B: I notice the people and the tiger are in a room that has medical equipment. **CL**

Non-Model:

Student A: I see a tiger. What do you notice in the visual text?

Student A: What do you notice in the visual text?

Student B: I see there are many people in the room.

Student B: What do you notice in the visual text?

Student A: I see a tiger on the bed. He is sleeping.

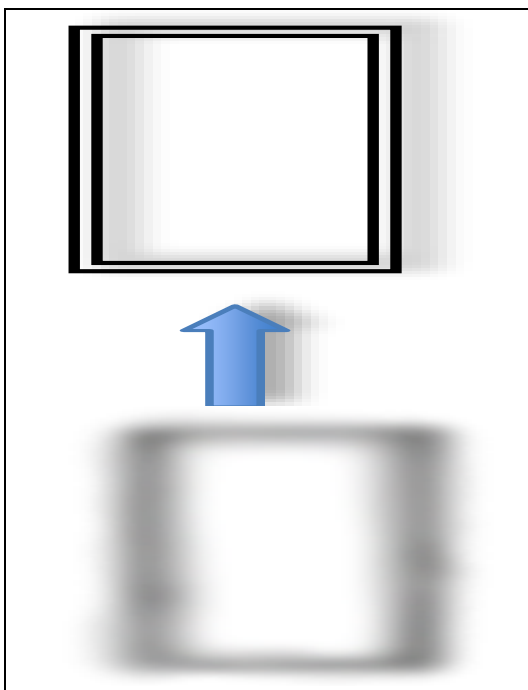
Student B: What do you notice in the visual text?

Student A: I see more details. I see a yellow and black tiger.

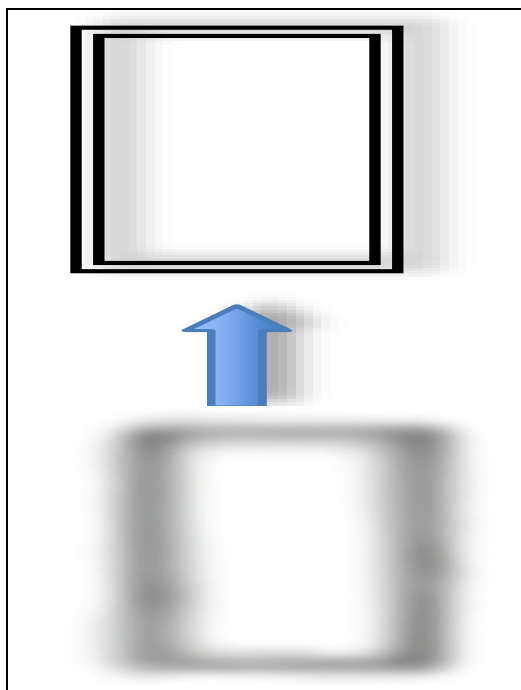
Student B: I see a big tiger sleeping on the bed too.

Constructive Conversation Game- CLARIFY

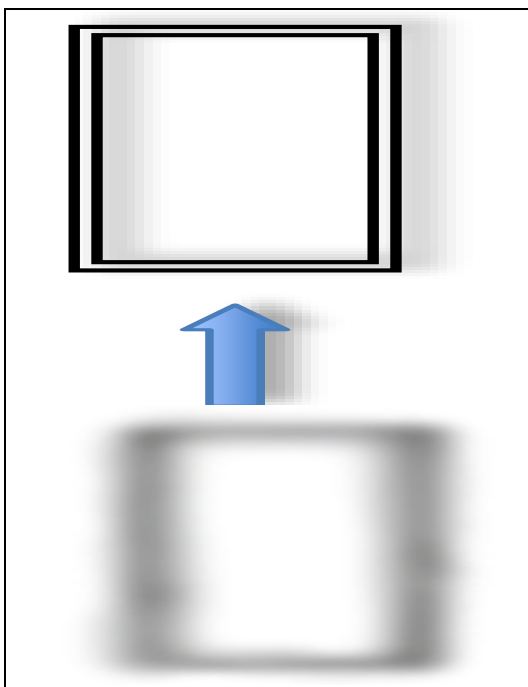
Clarify



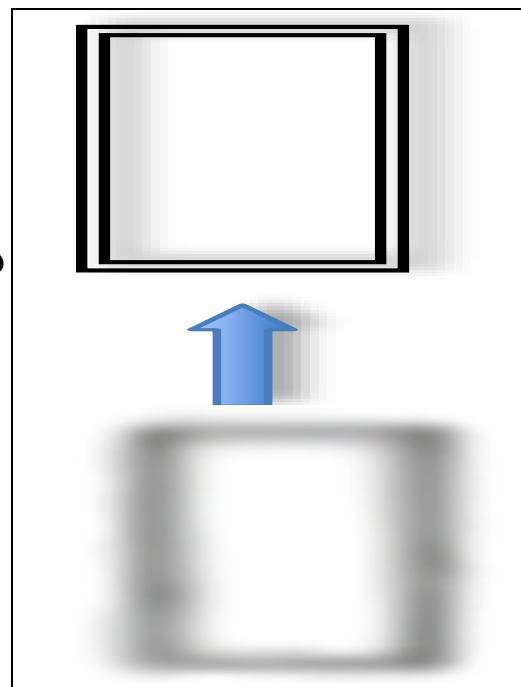
Clarify



Clarify



Clarify



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Visual Text for Teacher Modeling Lesson 6



Model and Non-Model Scripts- Lesson 6

PROMPT: *What do you notice in the visual text? Provide details.*

Model:

Student A: I notice there are four giraffes and a baby giraffe. What do you notice in the visual text? **CL**

Student B: I notice many people standing with their hands reaching out. What else do you notice? **CL**

Student A: I notice three of the giraffes are next to the bridge where the people are standing. What do you notice? **CL**

Student B: I notice the dry grass and trees. What other details can you add? **CL**

Student A: I notice all the people standing on a bridge giving something to the giraffes. What else do you notice? **CL**

Student B: I notice most people wearing hats.

What do you notice?

CL

Student A: I notice all the trees and the grass look very dry. What do you notice?

CL

Student B: I notice a stone wall.

CL

Non-Model:

Student A: I see the giraffes. Tell me what you see.

Student B: I see the people. Can you add?

Student A: Giraffes are standing. Tell me more.

Student B: There are lots of people.

Student A: The grass is tall. Tell me more.

Student B: I see kids. Tell me more.

Student A: I like the zoo. What can you add?

Student B: I like monkeys

Visual Text for Student Practice Lesson 6



Self -Assess

- 1** - I am still learning the Constructive Conversation Skill
- 2** - I need more practice using the Constructive Conversation Skill
- 3** - I am confident but need more practice using the Constructive Conversation Skill
- 4** - I am confident but I am not yet ready to explain the Constructive Conversation Skill
- 5** - I am confident and I can explain the Constructive Conversation Skill

Start Smart-Conversation Practices Resources Lessons 8-10

1. Conversation Norms Poster
2. Listening Task Poster--**FORTIFY**
3. Visual Text for Teacher Modeling-Lessons 8-10
4. Visual Text for Student Practice- **FORTIFY** - Lesson 8 - 9
5. Model/Non-Model Script-Lessons 8-9
6. Constructive Conversation Game- **FORTIFY** Cards
7. Visual Text for Teacher Modeling- Lesson 10
8. Model/Non-Model Script-Lesson 10
9. Visual Text for Student Practice-Lesson 10
10. Self-Assess Poster

Conversation Norms

- 1.** Use your think time
- 2.** Use the language of the skill
- 3.** Use your conversation voice
- 4.** Listen respectfully
- 5.** Take turns and build on each other's ideas

Listening Task for FORTIFY

How did each partner:

- state his/her ideas?
- take turns sharing their ideas?
- support their ideas with evidence?
- stay on topic?
- build on each other's ideas?

Visual Text for Teacher Modeling-Lessons 8-9



Visual Text for Student Practice-Lessons 8-9



Model and Non-Model-Lessons 8-9

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim)*

MODEL:

Student A: I think what is happening is that people are **CR**
dancing to music. What is happening in the
visual text?

Student B: I think what is happening is that people are **CR**
celebrating Christmas. What can you add to
your claim?

Student A: I notice a big black machine. Kids are **CL**
forming a line behind the two men. They **F**
are all holding each other at the waist. What
evidence can you use to support your
claim?

Student B: I notice a woman dressed as an elf. A man is **CL**
dressed in a Santa costume. He is carrying a **F**
bell. There is a stuffed reindeer peaking

from behind the man wearing the Santa's suit. I think they are celebrating Christmas on the playground. What can you add to your claim?

Student A: The man in the yellow suit is in front of the line. Children are following behind him and the man dressed in a Santa suit. I think they are forming a Conga line to dance. What can you add to your claim? **CL F**

Student B: I notice the woman wearing the elf suit is talking to parents. Children are standing around looking at the children forming a conga line. I think they are going to have a dance to celebrate. What else can you add to support your claim? **F**

Student A: I think what is happening is that the two men are starting a conga line so children can dance. Now what do you think is happening in the visual text? **CL F**

Student B: I think what is happening is that the school community is celebrating Christmas celebration with music and dancing. **CR**

Non-Model:

Student A: There are people dancing. What do you think?

Student B: The kids are in line. What do you think?

Student A: I notice it is Christmas.

Student B: I notice the Santa Claus.

Student A: I think all the moms are visiting the school.

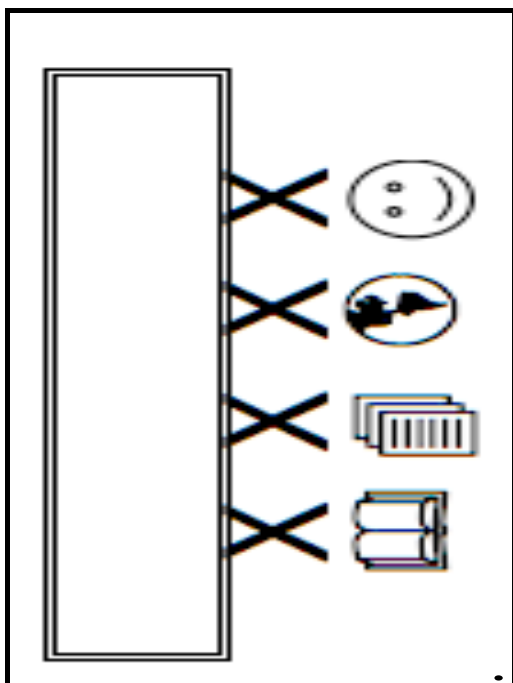
Student B: The children are in the playground.

Student A: I notice there are a lot of children on the playground.

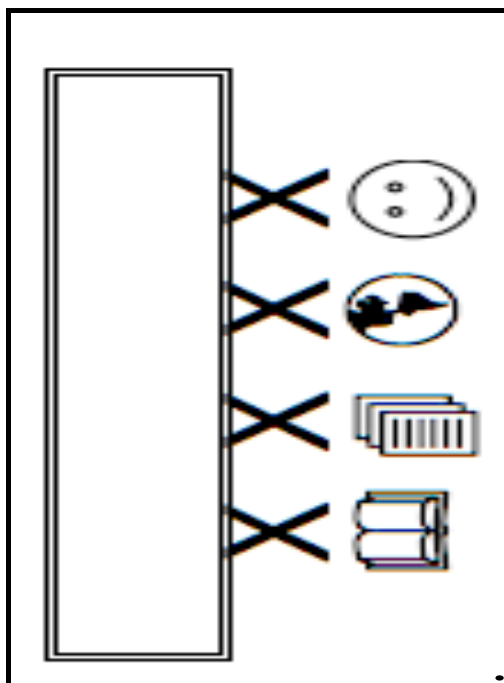
Student B: There is a person talking to the parents.

Constructive Conversation Game- FORTIFY

Fortify

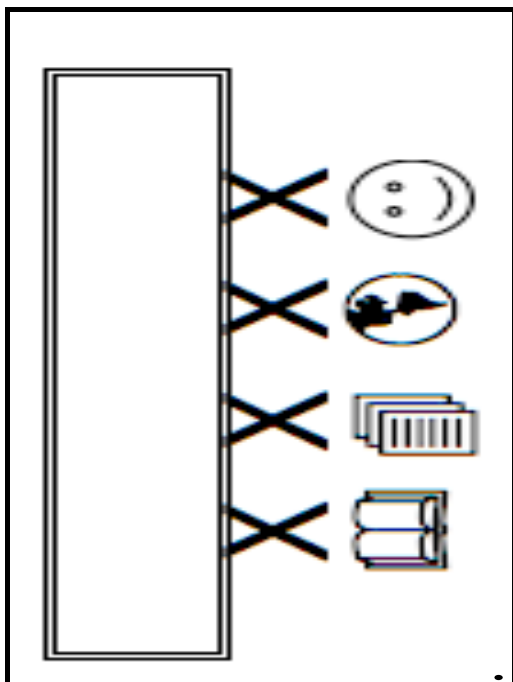


Fortify

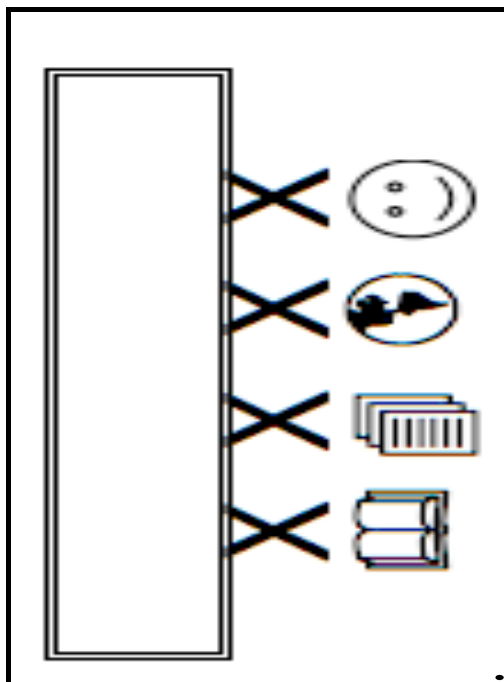


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Fortify



Fortify



Visual Text for Teacher Modeling Lesson 10



Model and Non-Model-Lesson 10

Prompt: *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim)*

MODEL:

Student A: I think what is happening is the family is taking the dog so they can play with it. **CR**

What is happening in the visual text?

Student B: I think what is happening is that a mom, a boy and a girl are trying to groom the dog. What can you add to your idea? **CR**
CL

Student A: I notice the boy and the woman are holding a chew toy and a Frisbee. There is also a red collar on the table. They are going to play with the dog. What can you add to your idea? **CL**
F

Student B: I notice a dog standing on a table. There is a towel and a spray can with a picture of a dog on it. There is newspaper on the table and the dog is standing on the newspaper. What evidence can you use to support your idea? **CL F**

Student A: I notice the woman is handing a bone to the girl. The girl is also holding a Frisbee. I think she is going to take the dog and play with it. What else can you add to support your claim? **CL F**

Student B: I notice the boy is using a towel on the dog's head. He is also holding a hair brush. I think they are washing the dog to get it clean. What can you add to your claim? **CL F**

Student A: I think the lady, the boy and the little girl **F**

are taking care of the dog by getting toys the dog can play with. Now what do you think is happening in the visual text?

Student B: Based on the evidence we discussed, I **F** think the family is working together to take care of their pet's needs. They are grooming the dog and trying to keep him happy with toys.

Non-Model:

Student A: There is a dog. What do you think?

Student B: The dog is getting cleaned. What do you think?

Student A: I notice toys.

Student B: I notice the newspaper.

Student A: I notice people cleaning the dog.

Student B: I think the family is going to take the dog for a walk.

Student A: The people are cleaning the dog because

it is dirty.

Student B: The dog is getting cleaned and walked because they love him.

Visual Text for Student Practice-Lesson 10



Self -Assess

- 1** - I am still learning the Constructive Conversation Skill
- 2** - I need more practice using the Constructive Conversation Skill
- 3** - I am confident but need more practice using the Constructive Conversation Skill
- 4** - I am confident but I am not yet ready to explain the Constructive Conversation Skill
- 5** - I am confident and I can explain the Constructive Conversation Skill

Start Smart-Conversation Practices Resources Lessons 11-13

1. Conversation Norms Poster
2. Listening Task Poster--**NEGOTIATE**
3. Visual Text for Teacher Modeling-Lessons 11-12
4. Visual Text for Student Practice - **NEGOTIATE** - Lessons 11-12
5. Model/Non-Model Script-Lessons 11-12
6. Constructive Conversation Game-
NEGOTIATE Cards
7. Visual Text for Teacher Modeling - Lesson 13
8. Model/Non-Model Script- Lesson 13
9. Visual Text for Student Practice- Lessons 13
10. Self-Assess Poster

Conversation Norms

- 1.** Use your think time
- 2.** Use the language of the skill
- 3.** Use your conversation voice
- 4.** Listen respectfully
- 5.** Take turns and build on each other's ideas.

Listening Task for NEGOTIATE

How did each partner:

- state his/her ideas?
- they take turns sharing their ideas?
- they consider all the ideas?
- they stay on topic?
- build on each other's ideas?
- come to a consensus?

Visual Text for Teacher Modeling-Lessons 11-12



Visual Text for Student Practice - Lessons 11-12



Model and Non-Model Scripts- Lessons 11-12

Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.

Model:

Student A: An important idea from the visual text is **CR**
that dancing together with friends can be
fun. What is your idea?

Student B: An important idea from the visual text is **CR**
that dancing can be a way to celebrate.
How can you support you claim with
evidence?

Student A: I think the children are dancing to music. **CL**
The two men are leading a conga like **F**
and are taking the children around the
playground. The children are following
the two men. What supports your idea?

Student B: I think the two men are getting everyone **CL**
to dance so they can celebrate **F**
Christmas. One man is wearing a Santa
suit and a bell. The other man is wearing
a bright yellow suit and is in front of the
line leading the group. What evidence
supports your idea?

Student A: I think the two men are leading a Conga **N**
line and showing the children a way to
have fun. What evidence supports your
idea?

Student B: I think the two men are leading the **N**
children in a dance so they can celebrate
Christmas. How can we come to a
consensus?

Student A: I think dancing can be a fun way to **N**
celebrate for children and adults. Can we

come to a consensus?

Student B: I think the important idea we agree on is **N** that dancing is a fun way for adults and children to celebrate Christmas.

Non-Model

Student A: There are people dancing.

Student B: The kids are in line. How can you support your idea with evidence?

Student A: I notice it is Christmas.

Student B: I notice the Santa Clause.

Student A: I think all the moms are visiting the school.

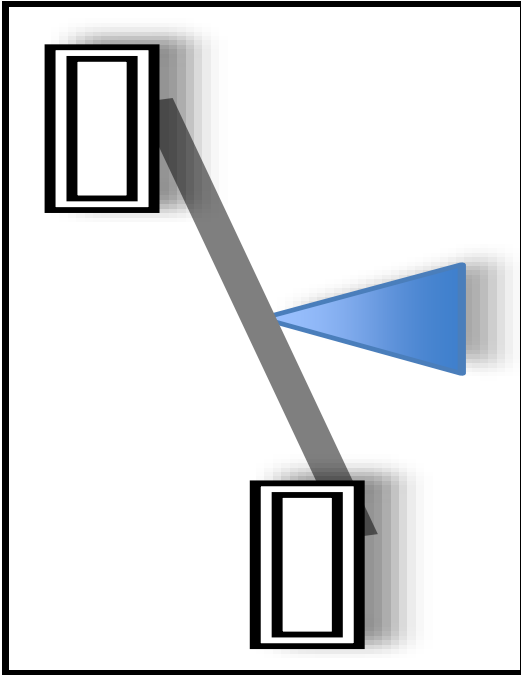
Student B: The children are in the playground at a school.

Student A: I notice there are a lot of children on the playground.

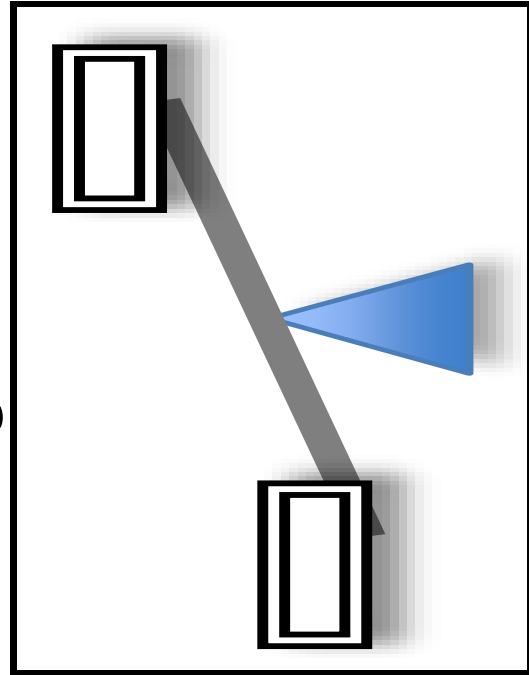
Student B: There is a person talking to the parents.

Constructive Conversation Game-NEGOTIATE

Negotiate

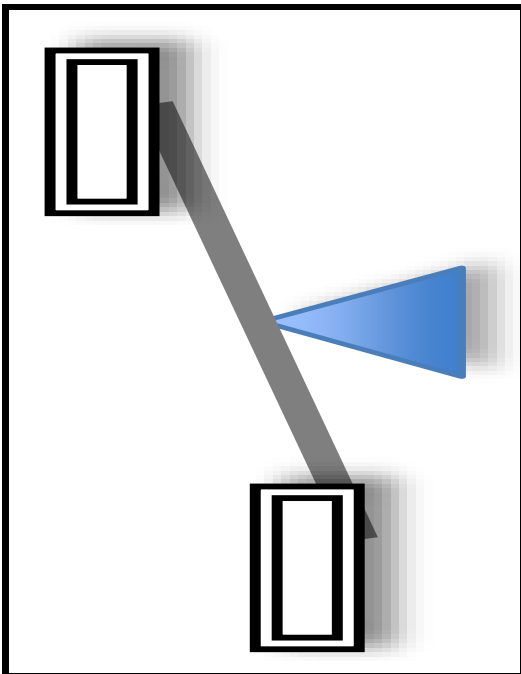


Negotiate

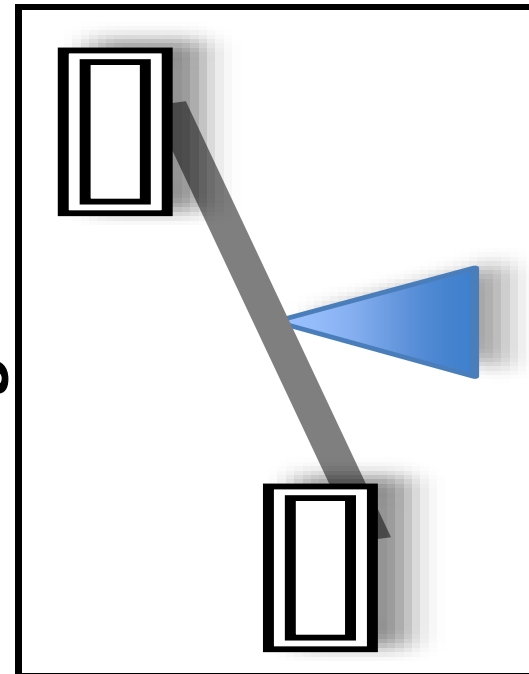


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Negotiate



Negotiate



Visual Text for Teacher Modeling - Lesson 13



Model and Non-Model Scripts- Lesson 13

Prompt: *What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.*

Model:

Student A: An important idea from this text is that dogs need to be cared for by getting groomed. What is your idea? **CR**

Student B: An important idea from this text is that exercise is an important thing all dogs need. How can you support your claim with evidence? **CR**

Student A: I think the dog is getting groomed. The woman, the boy and the little girl are brushing him and washing the dog using the spray and the towel. How can you support your claim with evidence? **CR F**

Student B: I think the little girl is taking the dog out so she can play with it. She is holding a Frisbee. She is taking the dog out so it can exercise. How can you support your idea with evidence? **CL F**

Student A: I think that they are caring for the dog by making sure he is clean. The boy is using a towel on the dog's head. He is also holding a hair brush. How can you support your idea with evidence? **CL F**

Student B: The mom I also see a leash and a collar. I think the little girl will use it to walk the dog so he can exercise. What other evidence can support your claim? **CL F**

Student A: I think that grooming is an important part of caring for a dog. Can we decide on an idea? **N**

Student B: The think the important idea we came to a consensus on is that in order to care for dogs we need to groom them and exercise them. **N**

Non-Model:

Student A: An idea is we need to wash out dogs.
What is your idea?

Student B: This visual text shows that it is important
to walk all dogs. You go next.

Student A: I think the dog is getting brushed. What
is your evidence?

Student B: The girl has a Frisbee. She is going to
play.

Student A: I think that they are cleaning the dogs.
How can you support your idea with
evidence?

Student B: The mom is making the dog safe. What
other evidence can support your claim?

Student A: Can we come to an agreement?

Student B: I think the important idea we came to a
consensus on is that we love our dogs.

Visual Text for Student Practice - Lesson 13





Multilingual & Multicultural Education Department

1st Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

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

September 15, 2015

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

1st Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)**STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension****DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):**

Score	
-------	--

DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):

Score	
-------	--

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

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

DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)

A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases. 4. No standard for grade 1.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. 4. No standard for grade 1.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions. 4. No standard for grade 1.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).			

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

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

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

September 15, 2015

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

Sample Poster

CREATE

Sharing Our Ideas



What is your idea?
One idea could be...

CLARIFY

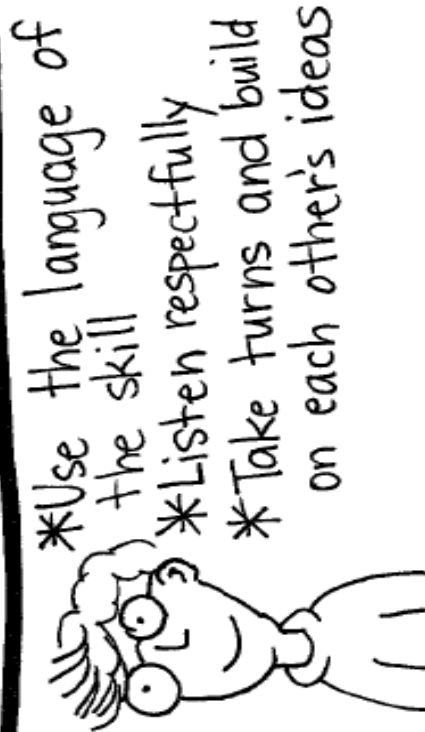
Making Our Ideas Clearer



Can you elaborate on the...?
I think it means...



*Use your think time
*Use your conversation voice



*Use the language of the skill
*Listen respectfully
*Take turns and build on each other's ideas

FORTIFY

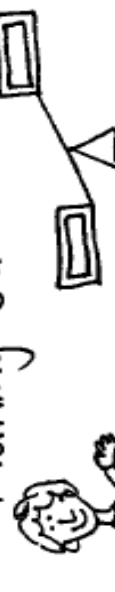
Supporting Our Ideas



Can you give an example from the text?
For example,...

NEGOTIATE

Making Our Ideas Stronger



Where do you disagree?
I see it in a different way,...