



# 2<sup>nd</sup> 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 animals in a field. What do you notice? **CR**

**Student B:** I notice a fox and a turtle raking the dirt. What do you notice? **CR**

**Student A:** I notice the sun is shining. What do you notice? **CR**

**Student B:** I notice a raccoon holding a shovel. What do you notice? **CR**

**Student A:** I notice that they are working where there are no vegetables. What do you notice? **CR**

**Student B:** I notice that the rabbit is in the field with the carrots. What do you notice? **CR**

**Student A:** I notice that there is a shovel on the ground. What do you notice? **CR**

**Student B:** I notice that the rabbit is hopping away. What do you notice? **CR**

### **NON-MODEL:**

**Student A:** I see animals.

**Student B:** I see animals, too.

**Student B:** I see a turtle.

**Student B:** There is a rake.

**Student A:** There is a bunny.

**Student B:** There is a shovel.

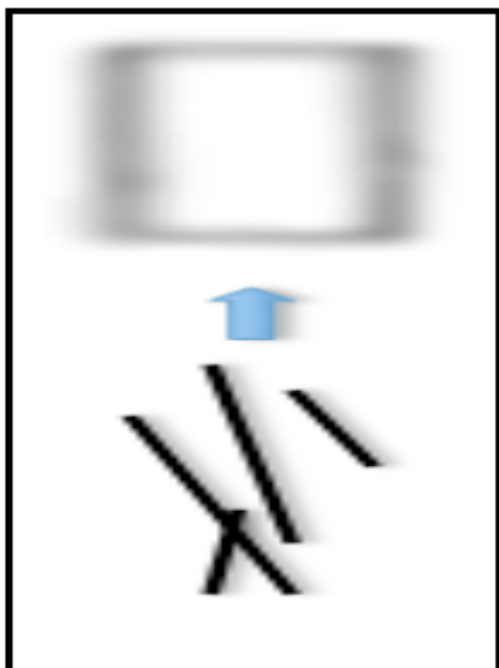
**Student A:** I see a shovel.

**Student B:** I like carrots.



# Constructive Conversation Game-CREATE

**Create**

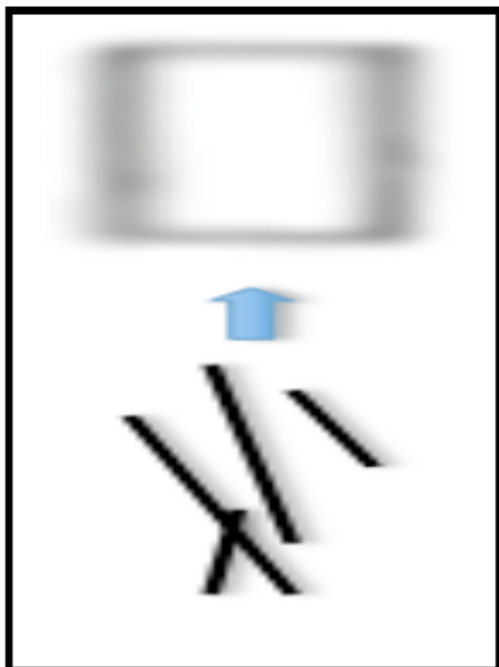


**Create**



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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 the people and the house. What do you notice? **CR**

**Student B:** I notice that the man is pointing to the house. What do you notice? **CR**

**Student A:** I notice that it is a two-story house. It is pink. What do you notice? **CR**

**Student B:** I notice that the house has five windows. What do you notice? **CR**

**Student A:** I notice the house has a garden with flowers and two palm trees. What do you notice? **CR**

**Student B:** I notice the beach is behind the house and the ocean, too. What do you notice? **CR**

**Student A:** I notice that there is a path to the house. What do you notice? **CR**

**Student B:** I notice the people and the house. **CR**

**Non-Model:**

**Student A:** I see the people.

**Student B:** The man is pointing.

**Student A:** The girl is holding a box.

**Student B:** The lady is holding something.

**Student A:** The man is holding something, too.

**Student B:** I like two-story houses.

**Student A:** I notice I do, too!

**Student B:** I think we like the house in the picture!



## 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 three animals working and one animal playing in a field. What do you notice? **CL**

**Student B:** I also notice a fox and a turtle raking the dirt. What do you notice? **CL**

**Student A:** I would like to add that they are using long rakes. Tell me more about the fox and the turtle. **CL**

**Student B:** I notice that they are planting using the rakes. The sun is shining on them and they all have drops of sweat rolling down their brows. What other details do you see? **CL**

**Student A:** Another detail I notice is that the raccoon is planting with his red shovel. What else do you notice? **CL**

**Student B:** I notice that the rabbit is in the field with the **CL**

carrots. What other details can you add?

**Student A:** I notice the rabbit is on a different hill from the other animals. What is the rabbit doing?

**CL**

**Student B:** I would like to add that the rabbit is hopping away over the carrots and the shovel.

**CL**

### **Non-Model:**

**Student A:** I notice animals.

**Student B:** I notice the sun.

**Student A:** I notice a fox.

**Student B:** I notice carrots.

**Student A:** I notice a shovel.

**Student B:** My dad uses a shovel at work.

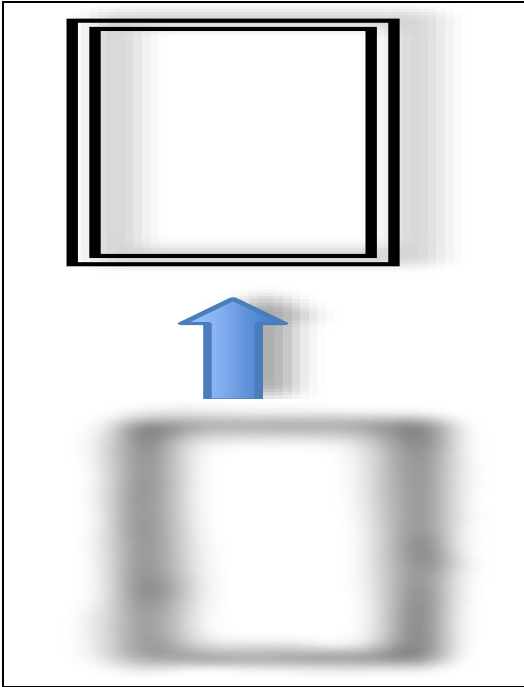
**Student A:** I notice the raccoon.

**Student B:** I like gardens.

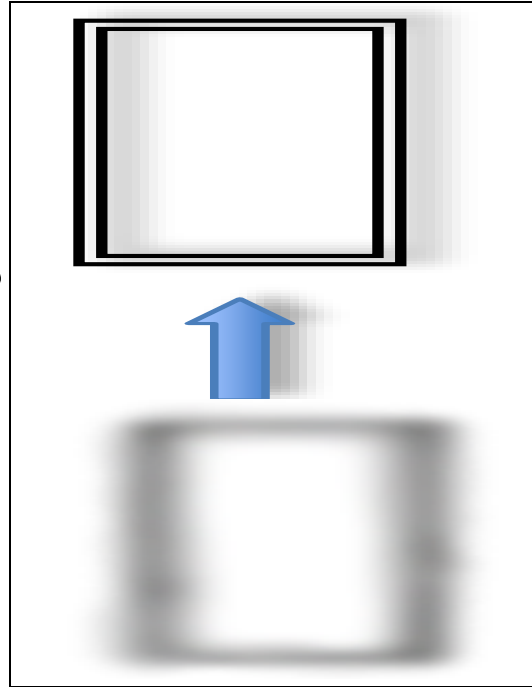


# Constructive Conversation Game- CLARIFY

**Clarify**

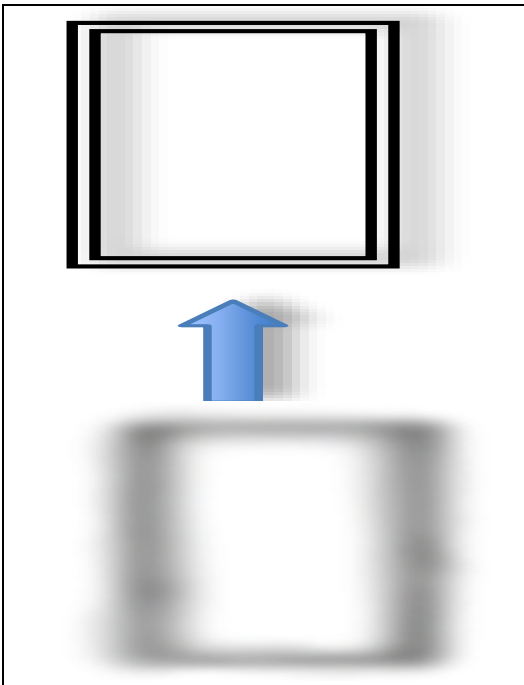


**Clarify**

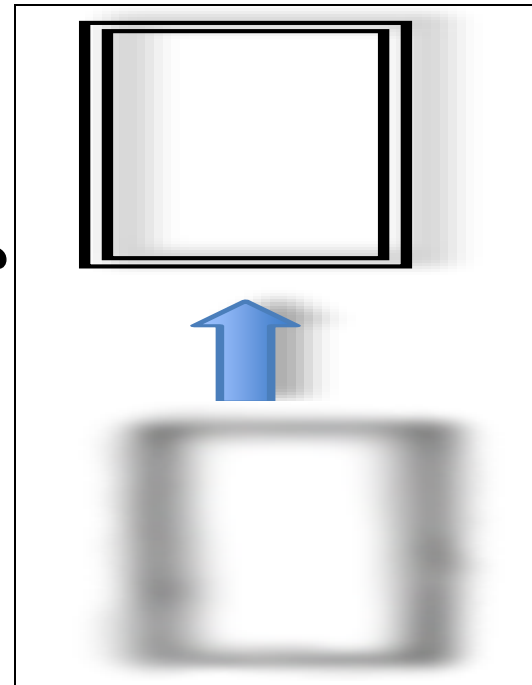


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**Clarify**



**Clarify**





## 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 the people and the house. The man is pointing to the house. **CL**

**Student B:** I notice that there are three people in front of the house. Tell me more about the house. **CL**

**Student A:** I notice that it is a two-story house. It is pink and it has five white windows and a big white door. What do you notice? **CL**

**Student B:** I notice the house has a garden with flowers and two palm trees. What else do you notice? **CL**

**Student A:** I also notice the tall palm tree. Tell me more about the garden. **CL**

**Student B:** I notice that the house has a garden with little pink flowers that match the color of the house. What other detail can you add? **CL**

**Student A:** I notice the three people and the big pink two-story house. What other details do you **CL**

notice?

**Student B:** In front of the house, I notice a green lawn. **CL**  
The garden also includes a palm tree and  
flowers on each side of the house.

**Non-Model**

**Student A:** I see the people and the house.

**Student A:** The man is pointing behind him.

**Student B:** There is a house.

**Student A:** Tell me something.

**Student B:** I notice five windows.

**Student A:** It is a two-story house. What do you notice?

**Student A:** There's a garden.

**Student B:** I like pretty gardens!

**Student A:** I see the people and the house.



## 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



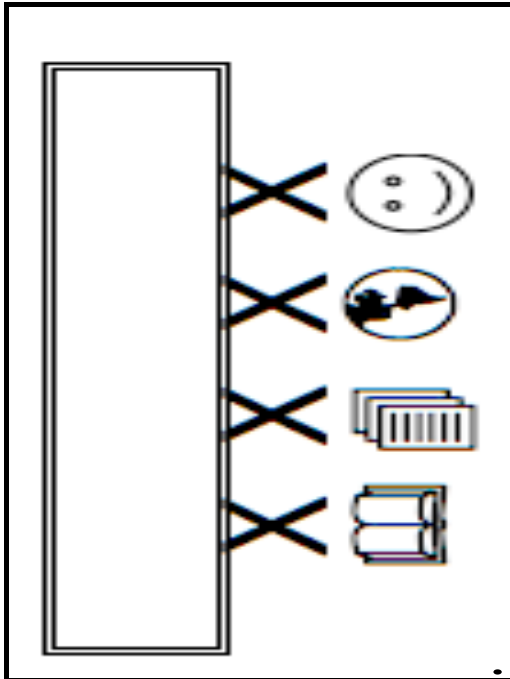


## Visual Text for Student Practice-Lessons 8-9

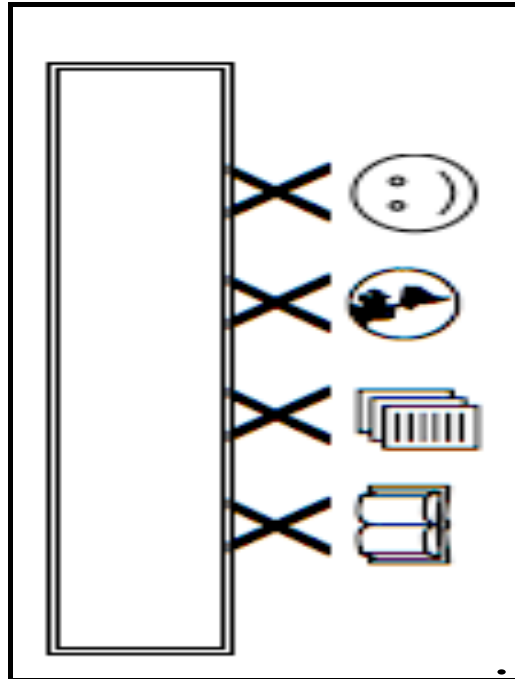


# Constructive Conversation Game- FORTIFY

**Fortify**

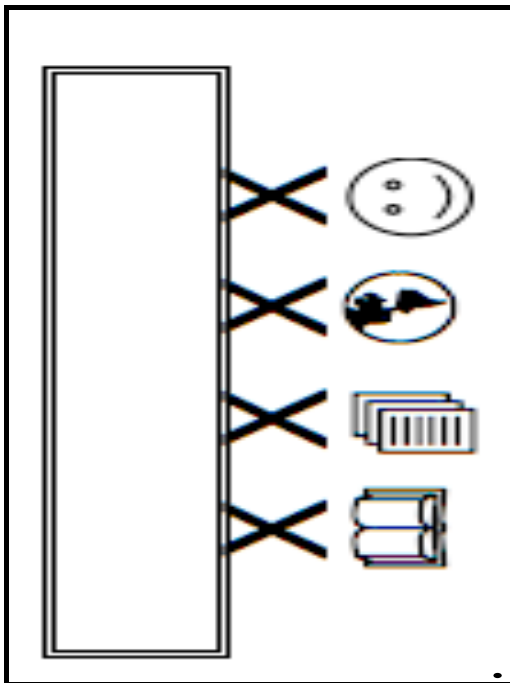


**Fortify**

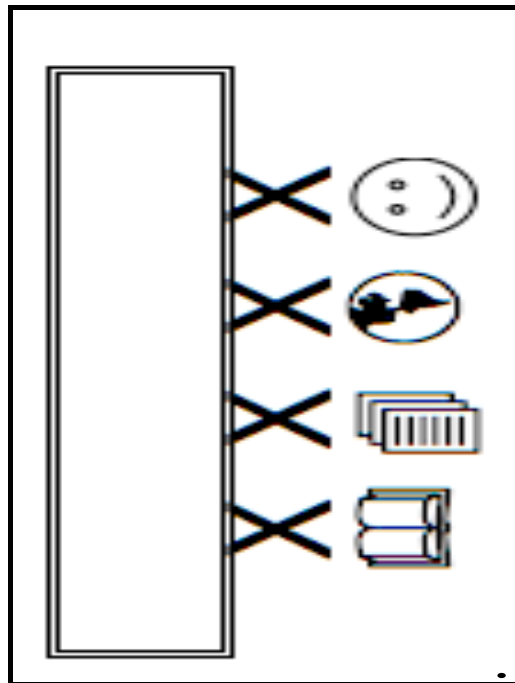


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**Fortify**



**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 man and his horse are bringing the children a library. What do you think is happening in the visual text? **CR**  
**CL**

**Student B:** I think what is happening is that the children are enjoying reading books together. What can you add to your claim? **CR**  
**F**

**Student A:** I notice that the man's horse is carrying a shelf on its back. The shelves are full of books. It looks like he is talking to the little boy while he waits. What evidence can you use to support your claim? **F**

**Student B:** I notice that there are older kids reading. Two boys are leaning together reading a book. One boy is pointing to something in the book. They look like they are focusing on the book. What evidence can you use to support your claim? **F**

**Student A:** I notice that the older kids are reading large books like the ones on the man's horse. What can you **F**

add to your claim?

**Student B:** I notice that the three girls in the back are looking at a book, too. Two are reading together and one is reading a large book by herself. Now what do you think is happening in the visual text? **F**  
**CL**

**Student A:** I think what is happening is the librarian is bringing the older children books from his library on horseback. What do you think is happening in the visual text? **F**  
**CL**

**Student B:** I think what is happening is that the older children are enjoying reading by sharing the library books. **CL**



**Non-Model:**

**Student A:** The man and his horse are bringing the children something. What's happening?

**Student B:** The children like to read. What can you add?

**Student A:** I notice that the man's horse. What evidence can you use to support your claim?

**Student B:** They look like they are focusing on the book. What evidence can you use to support your claim?

**Student A:** They are reading large books.

**Student B:** I notice that there are three girls in the back. Now what is happening?

**Student A:** The librarian has a library on horseback. What's happening?  
Older children enjoy reading.

## 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 text is that you need to work together to build cars. What is your claim? **CR**

**Student B:** An important idea is that people are interested in how to build cars. How can you support your claim with evidence? **CR F**

**Student A:** I think that there are men working together in a group using hammers and a group putting in steering wheels, too. How can you support your claim with evidence? **CL F**

**Student B:** I think that the many people in the back are all looking at the men build cars. They are focused on what is happening because they want to learn. How can you support your claim with evidence? **CL F**

**Student A:** I think the men working with the steering wheel are working together because one man is grabbing a steering wheel and another man is carrying a steering wheel towards the men around the car. They are putting the steering wheel on the car **CL F**

together. How can you support your claim with evidence?

**Student B:** I think that the two boys are really interested. They are hanging over the wall to get a closer look at the men building the cars. How can you support your claim with evidence? **CR F**

**Student A:** I think that the men putting in the steering wheels are working together to build cars and have different jobs. Some bring the steering wheel and others attach it to the car. **CL F**

**Student B:** I think the people are watching the workers because they want to learn about how to cooperate with others to build things. How can we come to an agreement? **CL F**

**Student A:** I think that the workers are showing the people how they work together to build cars. Can we come to an agreement? **CL F/N**

**Student B:** I think the important idea is to learn how to do something big, we need to watch and learn from people who know how to build things by working together. **CL F/N**

## **Non-Model**

**Student A:** You need to work to build cars.

**Student B:** People are interested in cars.

**Student A:** There are men working together in a group putting in steering wheels.

**Student B:** The many people are watching the men.

**Student A:** The men getting the steering wheels are working together. The workers put the steering wheel on the car.

**Student B:** The two boys are really interested. They are hanging over the wall to get a closer look at the men.

**Student A:** The men putting in the steering wheels have different jobs.

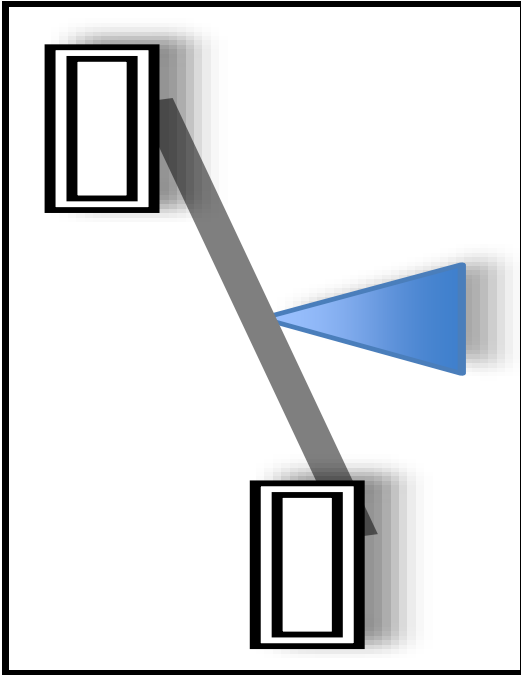
**Student B:** The dressed up people are learning about how to build things.

**Student A:** The workers are showing the people how to work together?

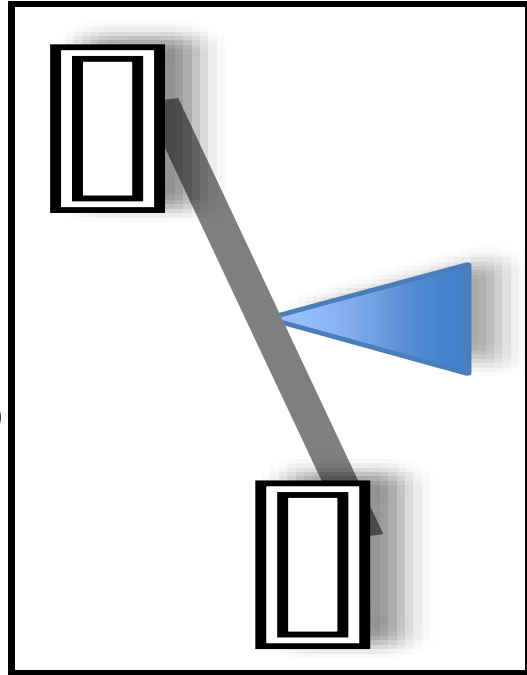
**Student B:** To learn how to do something big, we need to watch and learn.

# Constructive Conversation Game-NEGOTIATE

**Negotiate**

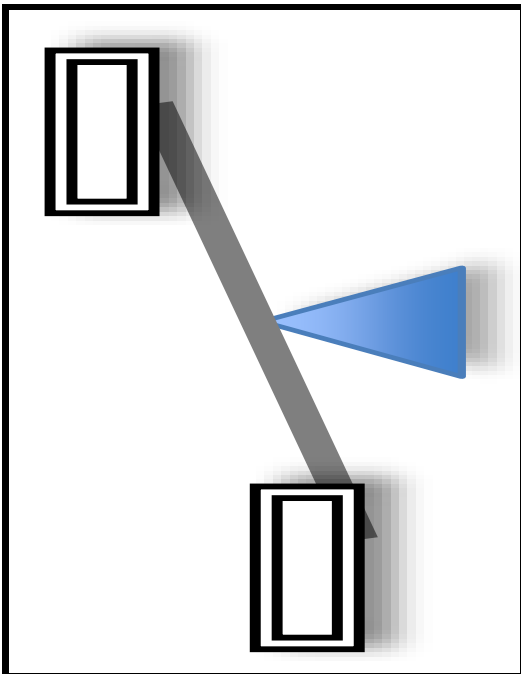


**Negotiate**

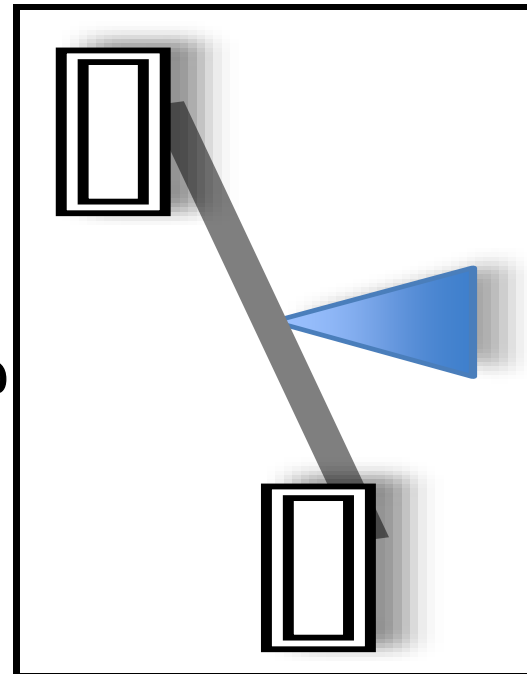


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**Negotiate**



**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:

- |                   |  |                       |
|-------------------|--|-----------------------|
| <b>Student A:</b> | An important idea from the text is that grownups help children grow by sharing. What is your claim?  | <b>CR</b>             |
| <b>Student B:</b> | An important idea is that reading is important for children. How can you support your claim with evidence?   | <b>CR</b>             |
| <b>Student A:</b> | I think that the librarian is sharing books with the older children and food with the little boy. How can you support your claim with evidence?  | <b>CL</b><br><b>F</b> |
| <b>Student B:</b> | I think that all the older children are interested in reading their books. I think this because it looks like they are focused on the books. How can you support your claim with evidence? | <b>CL</b><br><b>F</b> |
| <b>Student A:</b> | The older kids are reading the books that the librarian gave them from his horse. The  | <b>F</b>              |

librarian shares by giving the bottle to the little boy for him to drink. How can you support your claim with evidence?

**Student B:** I think that the older kids are interested in reading because they are all reading new books both together and by themselves. How can we come to an agreement? **F**  
**N**

**Student A:** I think that an important idea is that adults help children grow their minds by sharing books to read. Can we come to an agreement? **N**  
**N**

**Student B:** I think the important idea that we came to is that adults help children by sharing. They share new books to read for children's minds to grow. **N**

**Non-Model:**

**Student A:** Grownups help children grow.

**Student B:** Reading is important for children. How can you claim?

**Student A:** The librarian is sharing books and food. How can you support?

**Student B:** The older children are interested in reading their books. They are focused on the books. Support your claim.

**Student A:** The librarian gave them his horse. The librarian shares by giving the bottle to the little boy for him to drink. Support your claim with evidence?

**Student B:** They are all reading new books both together and by themselves. Can we come to an agreement?

**Student A:** Adults help children grow their minds by sharing books. An agreement?

**Student B:** The important idea that we came to is that adults help children by sharing. They read new books and grow.



## Visual Text for Student Practice - Lesson 13



# Student Progress Form (SPF)



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

September 15, 2015

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





Multilingual & Multicultural Education Department  
**2<sup>nd</sup> grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)**



<b>STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension</b>			
<b>DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):</b>			
Score			
<b>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 &amp; 4):</b>			
Score			
<b>STEP 3 – Instructional Implications (TLF 1a2, 1b1, &amp; 5a2): Refer to the CA ELD Standards and list instructional implications for each student</b>			
<b>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.</b>			
<b>DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)</b>			
<b>A. COLLABORATIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2):</b> Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.  4. Recognize that language choices vary according to social setting with substantial support from peers or adults.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.  4. Adjust language choices according to purpose, task, and audience with moderate support from peers or adults.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.  4. Adjust language choices according to purpose, task, and audience with light support from peers or adults.
<b>4. Adapting language choices (TLF 3a4 &amp; 3b2):</b> Adapting language choices to various contexts (based on task, purpose, audience, and text type).			
<b>DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 &amp; 4)</b>			
<b>B. INTERPRETIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>6. Reading/viewing closely (TLF 3b2 &amp; 3c1):</b> 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.
<b>C. PRODUCTIVE</b>	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>
<b>12. Selecting language choices (TLF 3a4 &amp; 3c1):</b> 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.

<b>Instructional Implications for Student A:</b>	<b>Instructional Implications for Student B:</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...

\*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



## CLARIFY

Making Our Ideas Clearer

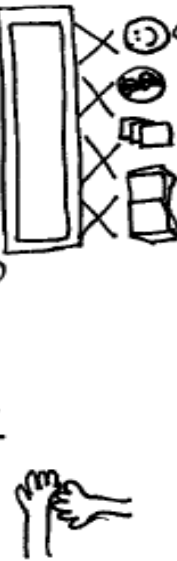


Can you elaborate on the...?

I think it means...

## FORTIFY

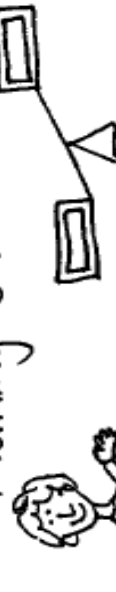
Supporting Our Ideas



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,...