



3rd Grade

Start Smart 1.0

Revised

Resources



Start Smart-Conversation Practices Resources Lessons 1-3

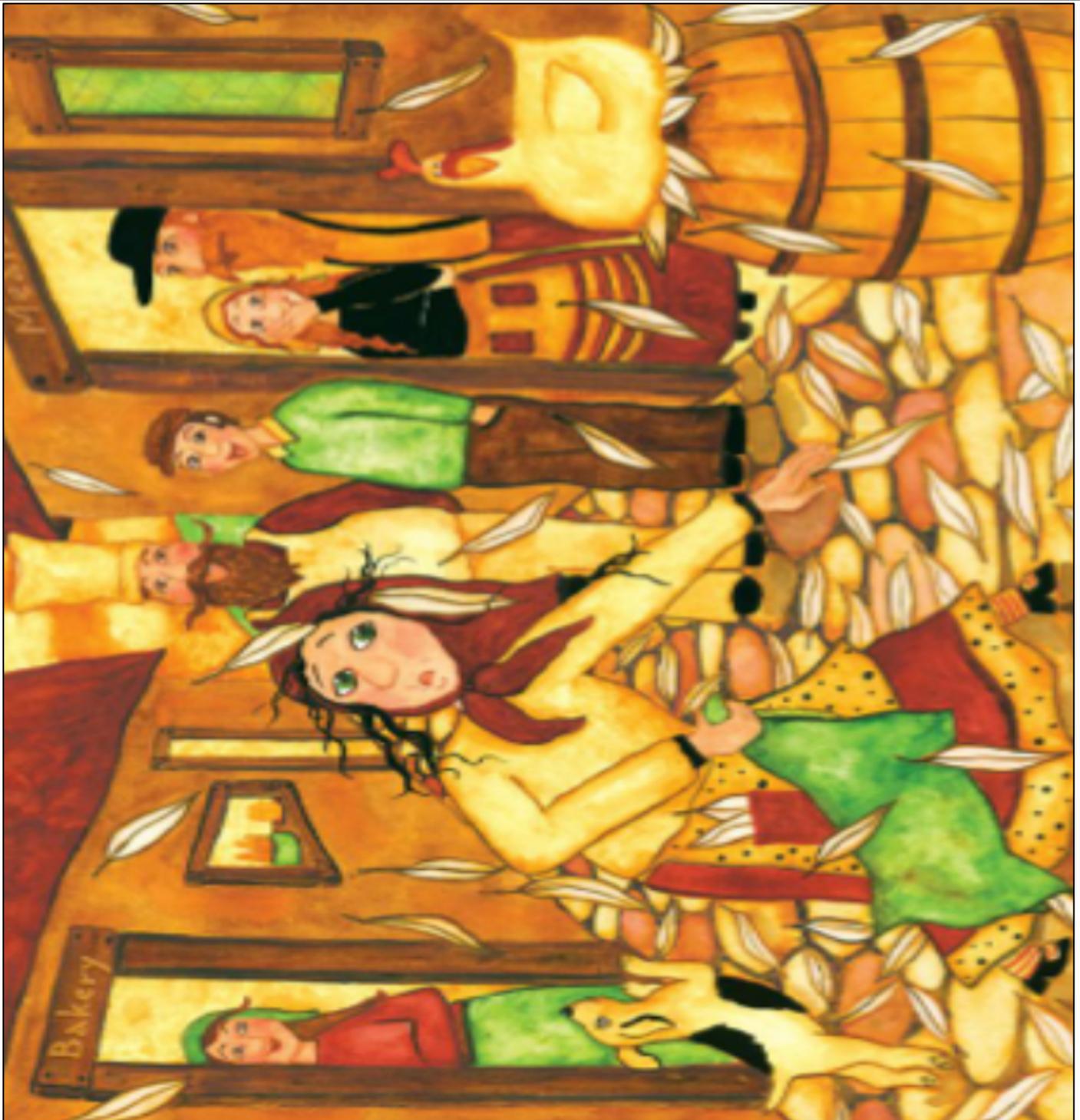
1. Conversation Norms Poster
 2. Visual Text for Teacher Modeling-Lessons 1 and 2
 3. Listening Task Poster--**CREATE**
 4. Model/Non-Model Script-Lessons 1 & 2
 5. Constructive Conversation Game-**CREATE**
Cards
 6. Visual Text for Student Practice-**CREATE**-
Lessons 1 & 2
 7. Visual Text for Teacher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

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 woman picking up feathers. **CR**
What do you notice?
- Student B:** I notice a dog standing on its back legs **CR**
jumping at the feathers. What do you
notice?
- Student A:** I notice the people standing in the back **CR**
looking at the women. What do you
notice?
- Student B:** I notice there are feathers all over the floor. **CR**
- Student A:** I notice that the woman is looking at the **CR**
chicken. What else do you notice?
- Student B:** I notice that the chicken is sitting on a pile **CR**
of feathers that are on the barrel. The
feathers are not the same as the chicken's
feathers. What do you notice?
- Student A:** I notice the dog is trying to catch the **CR**
feathers. What do you notice?

Student B: I notice the woman has two feathers in her pocket. **CR**

NON-MODEL:

Student A: I see a chicken.

Student A: I see a dog too.

Student B: I see a chicken, too.

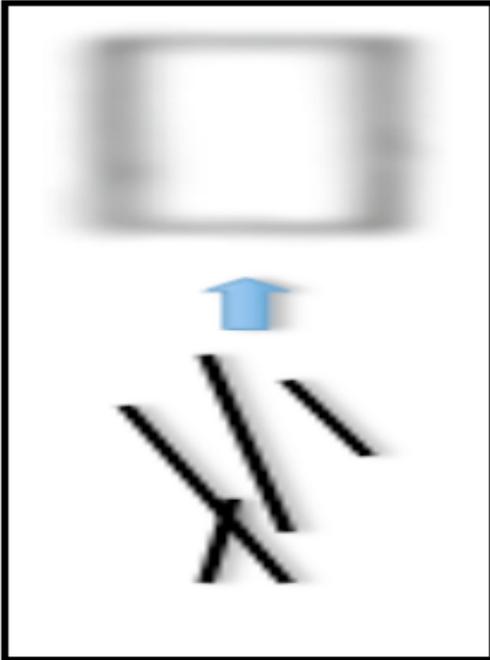
Student B: There is a chicken.

Student A: There are chicken feathers.

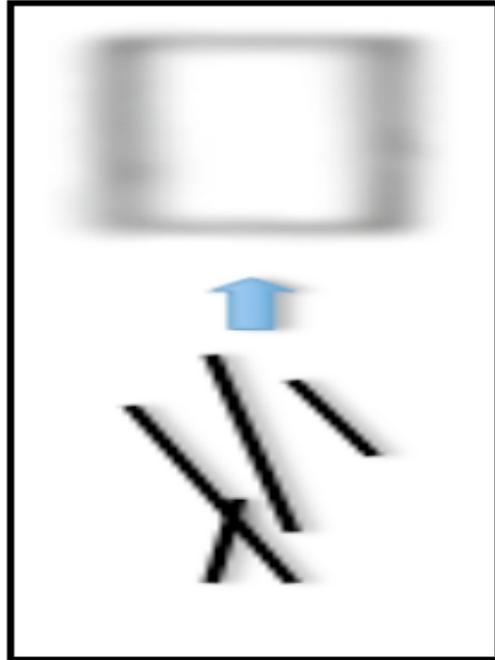
Student B: I love chicken nuggets from McDonald's.

Constructive Conversation Game-CREATE

Create

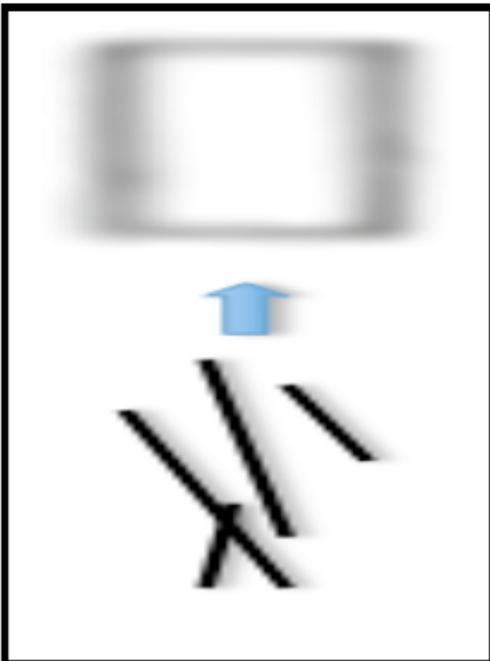


Create

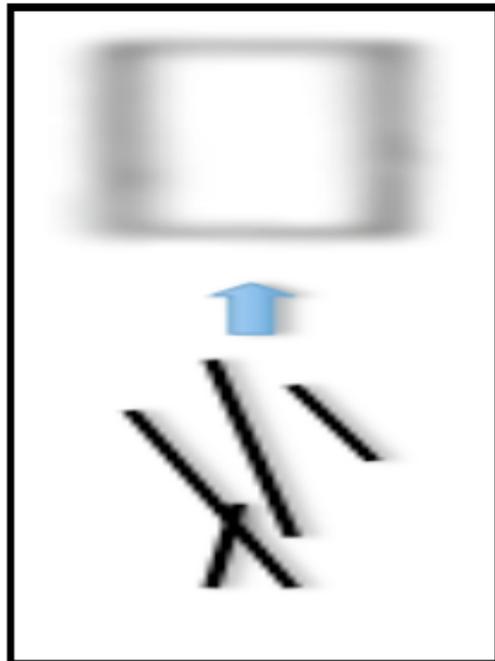


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Create



Create



Visual Text for Teacher Modeling Lesson 3



Model and Non-Model-Lesson 3

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

Model:

Student A: I notice the people are working in the woods. What do you notice? **CR**

Student B: I notice they are cleaning in the woods. **CR**

Student A: I notice a woman grabbing something. What do you notice? **CR**

Student B: I notice a woman picking up a dirty cone. What do you notice? **CR**

Student A: I notice the woman has a rake and she is picking up mud. What do you notice? **CR**

Student B: I also notice a woman with the blue jacket is scooping up trash with her rake. What do you notice? **CR**

Student A: I notice they are all working together to clean up the trash. What do you **CR**

notice?

Student B: I notice they are using tools.

CR

Non-Model:

Student A: What is your idea?

Student A: They are cleaning something.

Student B: I think they are cleaning something too.

Student B: One idea is they are picking up trash.

Student A: I wish I had a scooper like the one the lady has.

Student B: My mom can let us use her scooper.

Student B: Let's tell the principal we need a scooper.

Student A: That reminds me of all the trash in the playground.

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 4-6
4. Visual Text for Student Practice- **CLARIFY** -
Lessons 4-6
5. Model/Non-Model Script- Lessons 4-6
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

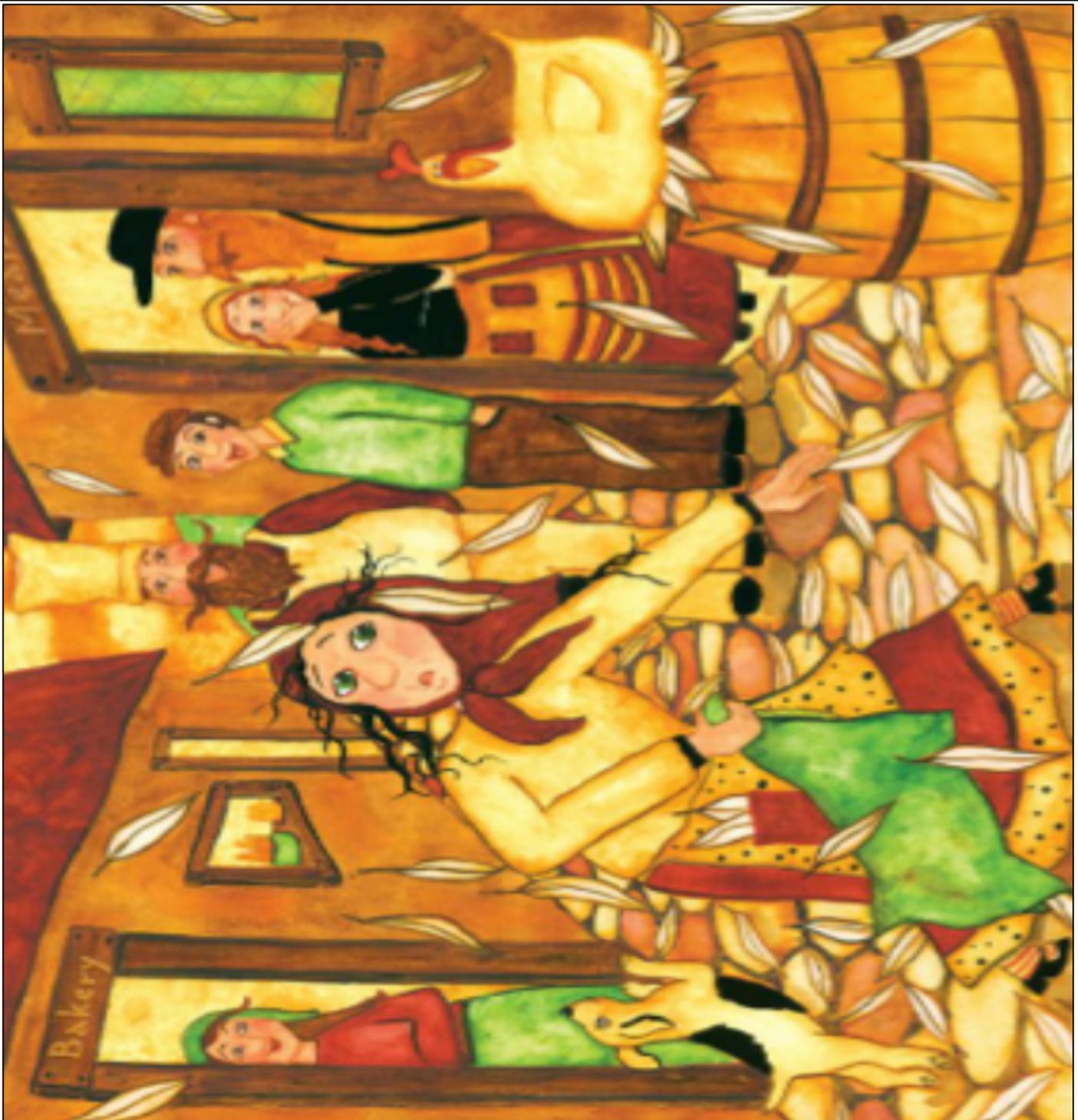
- 1.** Use your think time
- 2.** Use the language of the skill
- 3.** Use your conversation voice
- 4.** Listen respectfully
- 5.** Take turns and build on each other's ideas

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 a young woman picking up lots of feathers and putting them in her pocket. **CR**
 What do you notice? **CL**
- Student B:** I notice a dog standing on its back legs jumping at the feathers in the air in front of the bakery. What else do you notice? **CR**
CL
- Student A:** I also notice a man and a boy. Their mouths are open and they are looking at the woman. They look like they are smiling. What other details do you notice in the visual text? **CL**
- Student B:** Another detail I notice is that there are feathers in the air and all over the ground. What other details can you add? **CL**
- Student A:** I would like to add that people standing in the doorway are looking at the woman **CL**

standing in the middle of an alley. Tell me more what you notice.

Student B: I also notice the chicken is sitting on the feathers. The feathers are not the same as the chicken's feathers. What other details can you add? **CL**

Student A: Another detail I notice is the dog trying to catch the feathers. Tell me more about the chicken and the feathers. **CL**

Student B: I notice the yellow chicken is sitting on a pile of white feathers on the barrel. **CL**

Non-Model:

Student A: I see a yellow chicken.

Student A: I see a nice dog too.

Student B: I see a yellow chicken, too.

Student B: I notice there is a chicken.

Student A: There are other people in the picture.

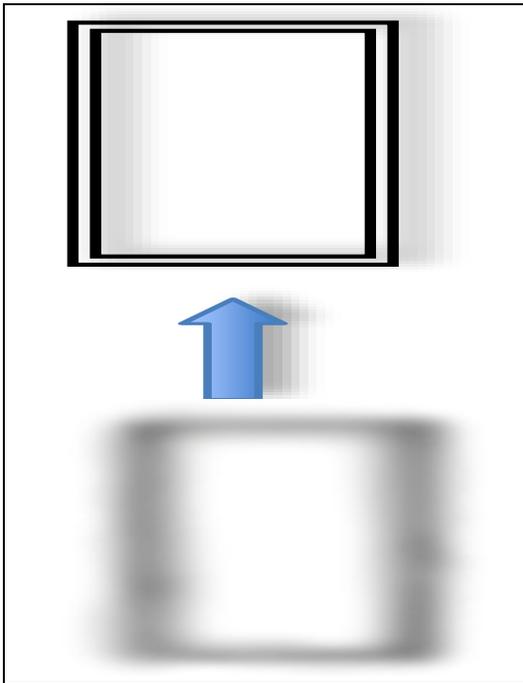
Student B: I love chicken nuggets from McDonald's.

Student A: (No turn taken)

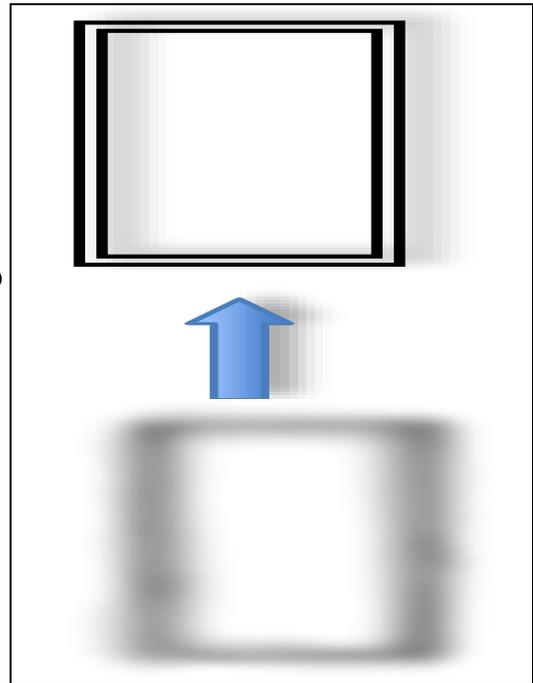
Student B: (No turn taken)

Constructive Conversation Game- CLARIFY

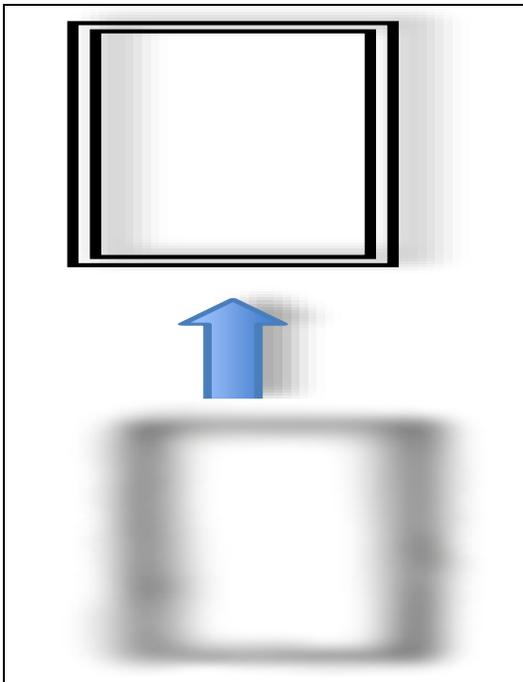
Clarify



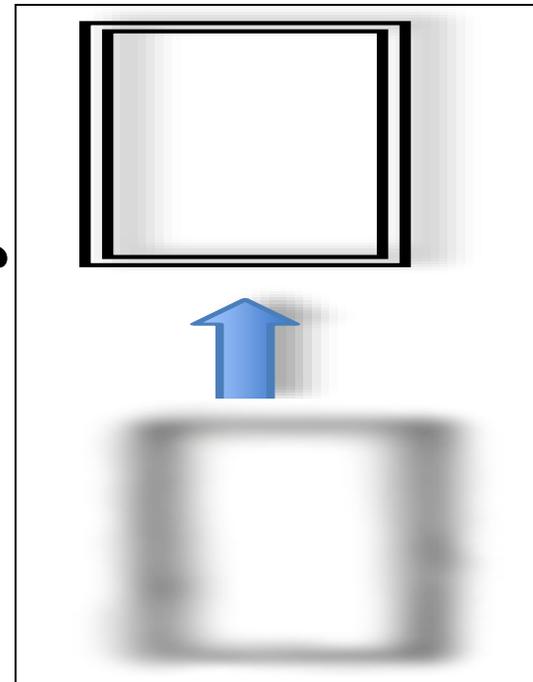
Clarify



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 the people are working in the woods. **CR**
 There are tall bushes and trees around the **CL**
 four people. What do you notice?

Student B: I notice they are cleaning up the woods. They **CR**
 are standing on the edge of the swamp using **CL**
 tools. What details can you add?

Student A: Another detail I notice is a woman going into **CR**
 the green, mossy swamp to grab the **CL**
 shopping cart by its wheel. She is stretching
 to get it. What can you add about the visual
 text?

Student B: I would like to add that another person is **CR**
 balancing herself to pick up a dirty, orange **CL**
 cone by its tip. What else do you notice?

Student A: I notice another woman who has a rake and is **CR**
 picking up mud with trash in it. What else **CL**
 would you like to add?

Student B: I also notice a man with the blue checkered shirt is pulling on the crate with the long pole. What other details can you add? **CR CL**

Student A: I notice they are all working together to clean up the trash. They are all doing different things but they are working together. What other details do you notice? **CR CL**

Student B: I notice they all have serious expressions on their faces as they pull objects out of the swamp. **CR**

Non-Model

Student A: What is your idea?

Student A: They are cleaning all the trash in the swap in the dirty swamp.

Student B: I think they are cleaning something too.

Student B: What details can you notice?

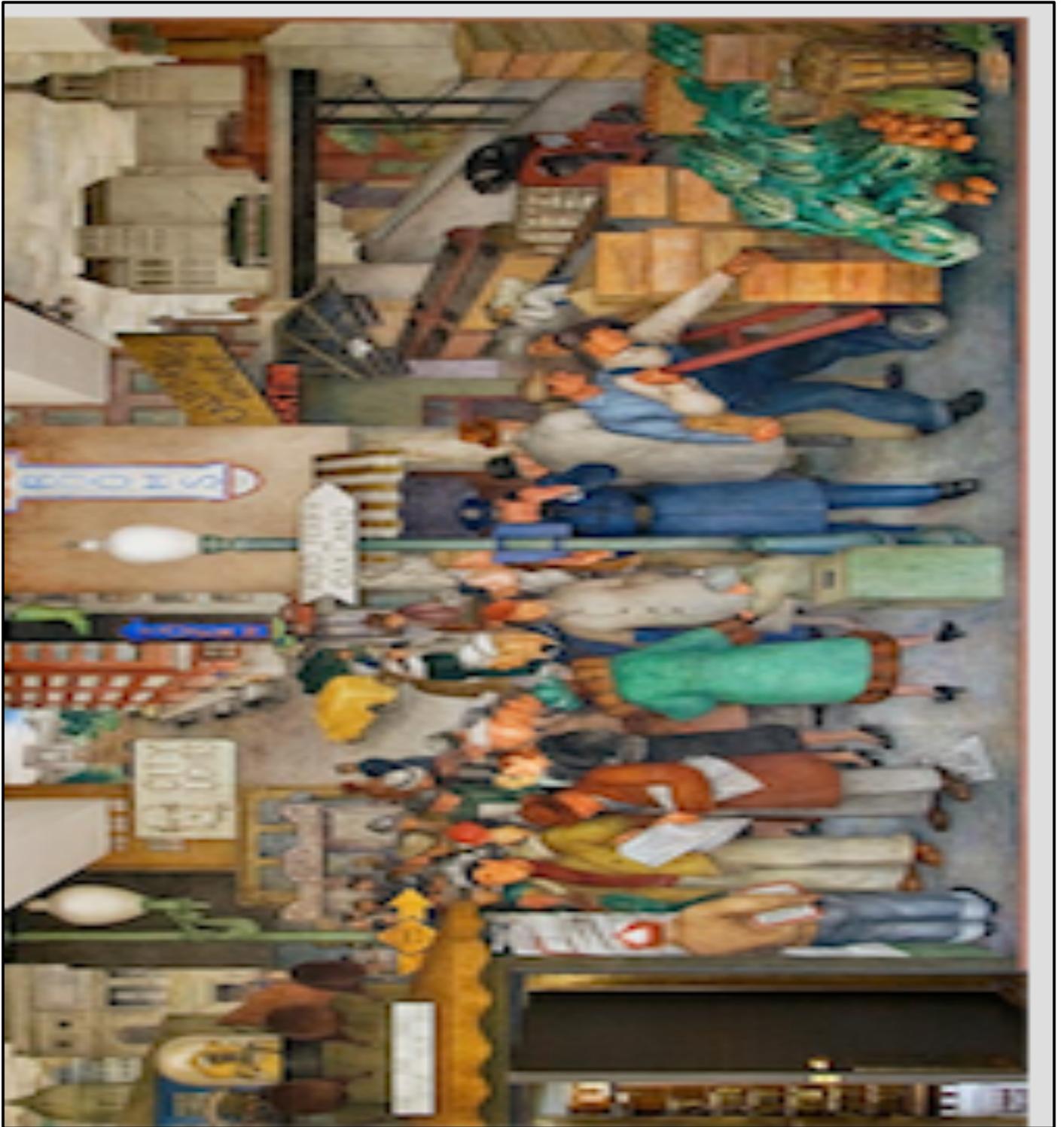
Student A: I wish I had a scooper like the one the lady has.

Student B: I like walking in the woods.

Student B: Let's tell the principal we need a scooper.

Student A: That reminds me of all the trash in the
playground.

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 10
5. Model/Non-Model Script-Lessons 8-10
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: What is happening is that all the kids are bringing different items to the girl with the red hair. What do you think is happening?

**C
R
C
L**

Student B: I think that she is making pies and the others are helping her. What evidence do you have?

**C
R
F**

Student A: I notice that the big boy is carrying a shelf, another boy is carrying a sign that reads "Amanda's Fine Pies" and the little boy is bringing two buckets of fruit. What evidence do you have?

**C
L**

Student B: I know that they are baking pies because in the text, the boy is holding a sign that says "Amanda's Pies." I think the girl's name is

F

Amanda because she's the one making the pies. The girl also has a rolling pin and dough on the table. What evidence do you have?

Student A: I think they are all bringing her items she needs to bake pies. What other evidence do you have? **F**

Student B: I know because the little boy is bringing her some kind of fruit in the buckets. He is raising one of the buckets to Amanda. What evidence do you have? **F**

Student A: What is happening is that Amanda is baking pies and all the kids are bringing items to help her. **F**

Student B: Based on the evidence from the text, I think Amanda is baking pies to sell. I think that is why the boy is carrying a sign. They need it to advertise the pies for sale and the others are helping Amanda to prepare for the bake sale. **F**

NON-MODEL:

Student A: I notice a girl with red hair. What do you see?

Student B: There's a sign that says "Amanda's Pies."

Student A: There is a girl with red hair. What do you notice?

Student B: The girl in the pink shirt is eating the flat cookie.

Student A: In the visual text, there are 3 more pieces of masa.

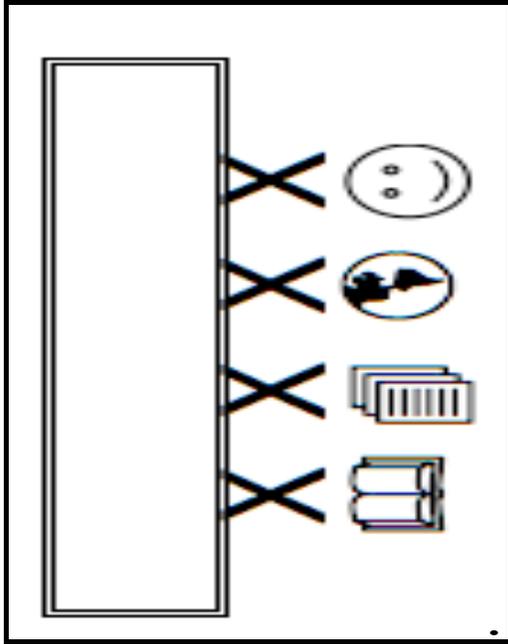
Student B: I see a kid with two buckets of fruit.

Student A: I also see a boy with a red shelf.

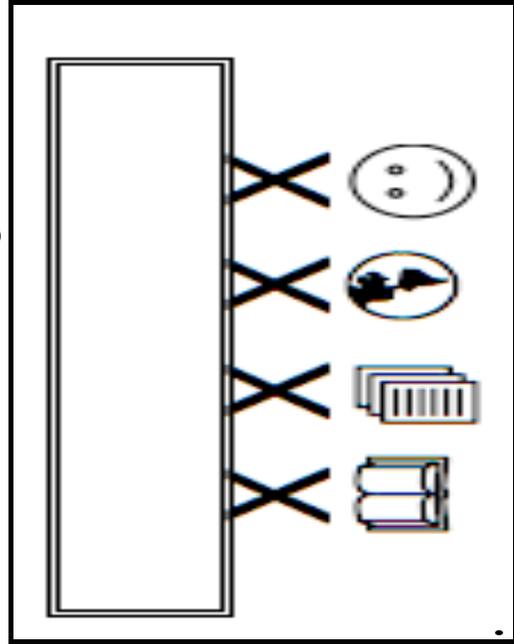
Student B: Let's put our ideas together. We like pies.

Constructive Conversation Game- FORTIFY

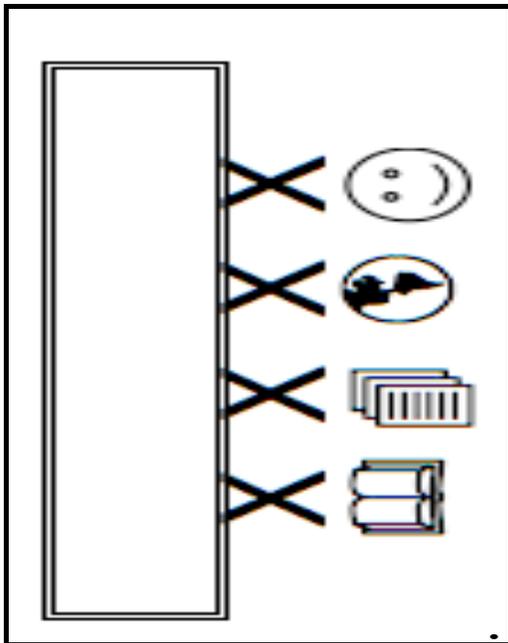
Fortify



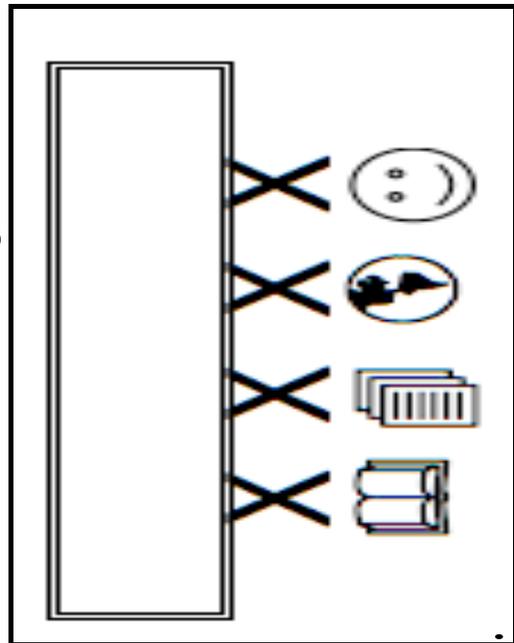
Fortify



Fortify



Fortify



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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 that two people are talking to a homeless person. What do you think is happening in the text? **CR**
F

Student B: I think what is happening is that the man and woman are trying to help a homeless person. What can you add to your claim? **CR**
F

Student A: I notice the homeless person has a sign that says, "Anything Helps". There is a paper cup in front of the sign. The person is asking for help. What evidence can you use to support your claim? **CL**
F

Student B: I notice that all three people are wearing beanies. The two people with papers are wearing winter jackets. The other person is **F**

covered with a blanket. The man and woman are trying to help the homeless person because it is very cold. What evidence can you see to support your claim?

Student A: I notice the man and woman are crouching very close to the homeless person. I agree with you that they are asking the homeless person questions. I think they are asking the person questions so they can help him. Now what do you think is happening in the visual text? **CL**
F

Student A: I think what is happening is that the man and woman are interviewing the homeless person and writing that information on the green paper. What do you think? **F**
CL

Student B: I think what is happening is that they are interviewing the homeless person so that they can help him/her. **F**

Non-Model:

Student A: There is a homeless person. What do you

think?

Student B: The homeless person is asking for money.
What do you think?

Student A: I notice it is cold.

Student B: I notice the homeless person is sleeping
on the ground.

Student A: I notice two people talking to the
homeless person.

Student B: I think the two people are going to give
the homeless person money.

Student A: The two people are talking to the
homeless person because it is cold.

Student B: The two people are asking the homeless
person if she/he needs help.

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



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:** My claim is that when you are making something, everyone needs to work together. What is an important idea from this visual text? **N**
- Student B:** Another important idea is that more things get done when you help each other. What evidence can you use to support your claim? **N**
F
- Student A:** I notice that the kids are bringing items to Amanda who is rolling the dough. What evidence do you have to support your claim? **CR**
N
- Student B:** I notice one child has a shelf, another child has a sign and the little boy has buckets of fruit. I think they are bringing items that will help Amanda display her pies for sale. What other evidence do you have that supports your claim? **F**

- Student A:** I notice that in the visual text, the girl is making the pies and the others are helping her. They are all bringing different things to make pies. The big boy is carrying a shelf, another boy is carrying a sign and the little boy is bringing buckets of fruit. **F**
CL
- Student B:** I agree with you that they are all working together. By bringing all the items together they are working together. Can we come to a consensus? **N**
F
- Student A:** An important idea is that when making something it is best to work together to get different things done. What do you think? **F**
CR
- Student B:** Let's come to a consensus. An important idea from this visual text is that working together helps to get more things done. **N**
F

Non-Model

Student A: An important idea is they are making cakes.

Student B: I think they are making pies. I notice pies on the table.

Student A: In the text it shows the kids working together to get things for the cake. I see buckets of fruit, a sign and a shelf that all the children are bring to the big girl.

Student B: I think that they will make four delicious pies because I see four balls of dough on the table.
(not prompting other partner)

Student A: The kids all have smiles on their faces and seem happy to help the girl with the red hair.

Student B: I agree and my opinion is they are all helping to make cakes.

Student A: I disagree. I think it is about making pies. I see they are making pies because on the sign it says "Amanda's pies".

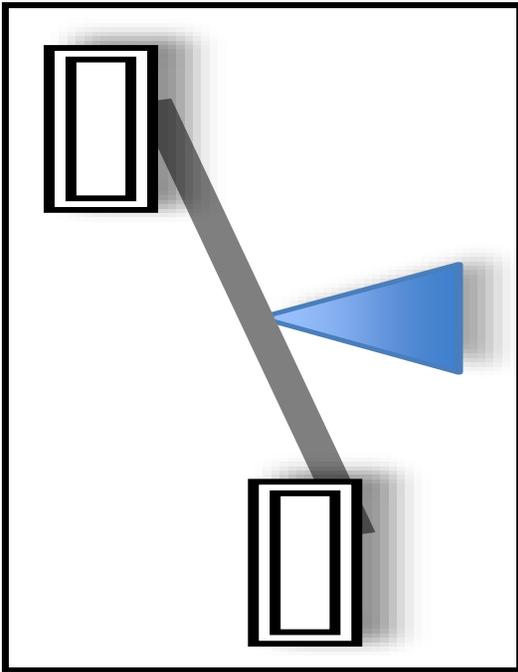
Student B: Okay. I agree.

Visual Text for Student Practice - Lessons 11-12

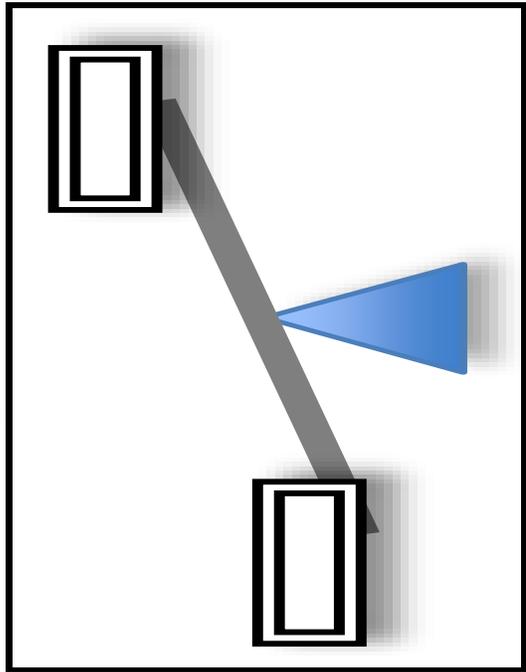


Constructive Conversation Game-NEGOTIATE

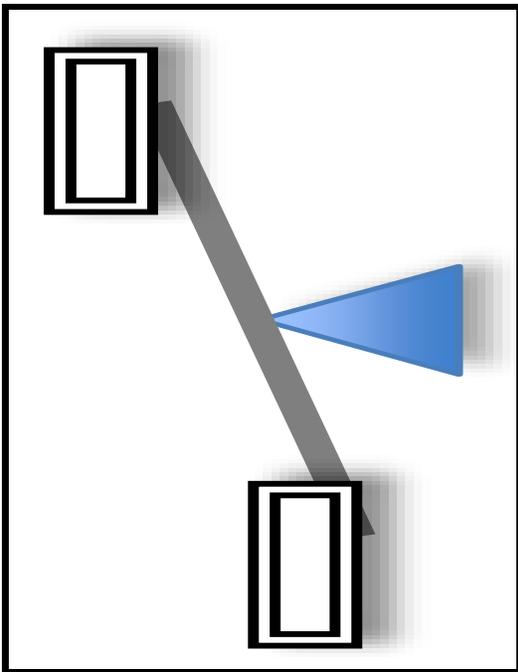
Negotiate



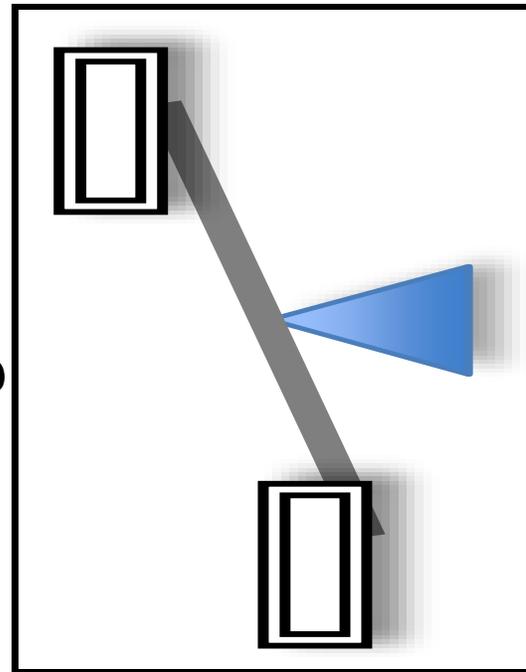
Negotiate



Negotiate



Negotiate



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Visual Text for Teacher Modeling - Lesson 13



Visual Text for Student Practice - Lesson 13



Model and Non-Model Scripts- Lessons 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 the text is that homeless people need our help. What is your claim? **N**

Student B: An important idea from the text is that we have to learn what homeless people need. How can you support your claim with evidence? **F**

Student A: I think the homeless person is asking for help. The man and the woman are talking to her/him and trying to help. How can you support your claim with evidence? **F**

Student B: I think the job of the man and the woman is to go out and help homeless people. They both **F**

have documents as part of their job so they can help the homeless people. How can you support your claim with evidence?

Student A: I think the man and woman are interviewing the homeless person so they can help her/him. How can you support your claim with evidence? **N**
F

Student B: I think the man and woman are interviewing the homeless person so they can learn about what the homeless person needs. How can we come to a consensus? **N**

Student A: I think we need to both help and learn about homeless people. Can we come to a consensus? **N**

Student B: Yes. Based on our conversation about the text, one important idea is that we need to learn about homeless people so we know how best to help them. Do you agree? **N**

Non-Model:

Student A: An important idea is we came to consensus on is that in order to help homeless people we need to talk with them and learn from them so they can tell us how to help them.

Student B: I agree that we have to help homeless people. The person on the floor is cold and only has a blanket and is asking for money. What do you think?

Student A: I agree. The man and the woman are talking with the homeless person and are going to give her/him money.

Student B: I notice it is cold and at night time and they are wearing jackets. It is also at night. What do you think?

Student A: I agree it is cold and at night time and they are trying to help the person and find somewhere for the person to sleep.

Student B: They are trying to wake up the person because it is cold and dark.

Student A: We have to come to a consensus.

Student B: Our consensus is that we have to help homeless people.

Student Progress Form (SPF)



Multilingual & Multicultural Education Department
3rd Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

Student A: _____ Student B: _____ Conversation Objective (TLF 3a1): _____	Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ (TLF 1b1) Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date _____ Teacher Prompt (TLF 3b1 & 2): _____	<p>STEPS:</p> <ol style="list-style-type: none"> 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. <p>DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):</p> <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. <p>DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4)</p> <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. <p>STEP 1 – Write a complete transcription of the conversation in this section (Attach additional pages if needed)</p> <p>DATE: _____</p>
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Adapted from work by Zwiers, O'Hara, & Pritchard, 2014

September 15, 2015



Multilingual & Multicultural Education Department
3rd 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
<p>1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.</p>	<p>1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using short phrases.</p> <p>4. Recognize that language choices vary according to social setting with substantial support from peers or adults.</p>	<p>1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, and adding relevant information.</p> <p>4. Adjust language choices according to purpose, social setting, and audience with moderate support from peers or adults.</p>	<p>1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p> <p>4. Adjust language choices according to purpose, task, and audience, with light support from peers or adults.</p>

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

B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
<p>12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	<p>12. Use a select number of general academic and domain-specific words to add detail while speaking and writing.</p>	<p>12. 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.</p>	<p>12. 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.</p>

Instructional Implications for Student A:

Instructional Implications for Student B:

September 15, 2015

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

PosPoster Sample

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...



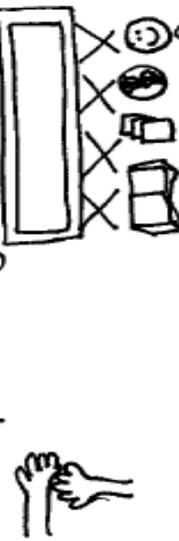
*Use your think
time
*Use your
Conversation voice

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



FORTIFY

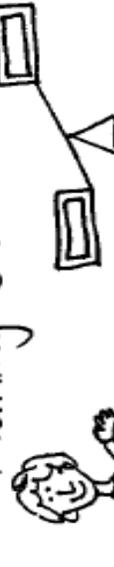
Supporting Our Ideas



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,...