

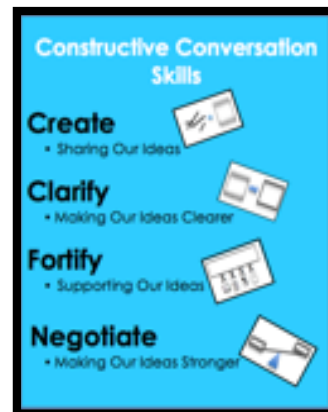


4th Grade

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 and Poster Sample

(SPF) (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 kids. What do you notice in the visual **CR**
text?

Student B: I notice the kids are sitting down in a circle. **CR**
What else do you notice?

Student A: I notice that each boy is placing one hand in **CR**
the center. What else do you want to add?

Student B: I notice that, too. I would like to add that **CR**
each hand is overlapping the next. What else
do you notice?

Student A: I notice all the boys are wearing sneakers. **CR**
What do you notice?

Student B: I notice they are inside a building. What do **CR**
you notice?

Student A: I notice tile floor. What do you notice? **CR**

Student B: I notice some kids have smiles on their faces. **CR**

NON-MODEL:

Student A: They are playing a game.

Student A: All of them are boys. What do you notice in the visual text?

Student B: All of the boys are wearing sneakers.

Student B: I like to wear shorts when it is hot. What do you notice in the visual text?

Student A: I like basketball.

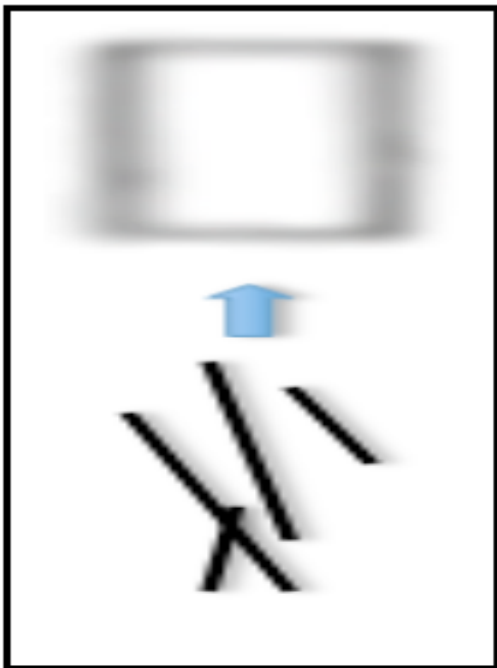
Student B: I like basketball too. What do you notice in the visual text?

Student A: (no turn taken)

Student B: (no turn taken)

Constructive Conversation Game-CREATE

Create

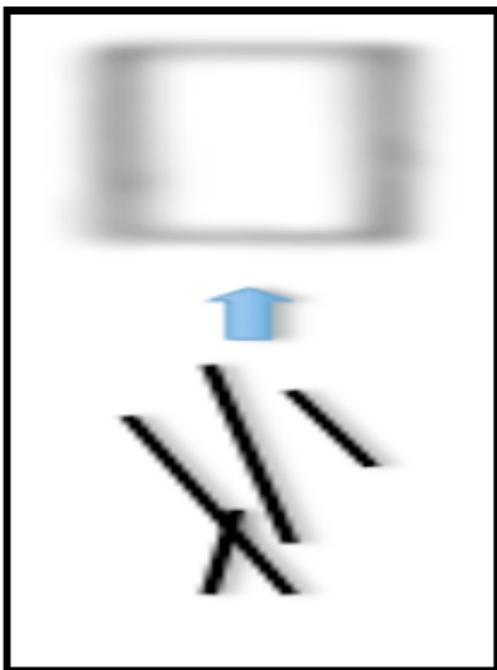


Create

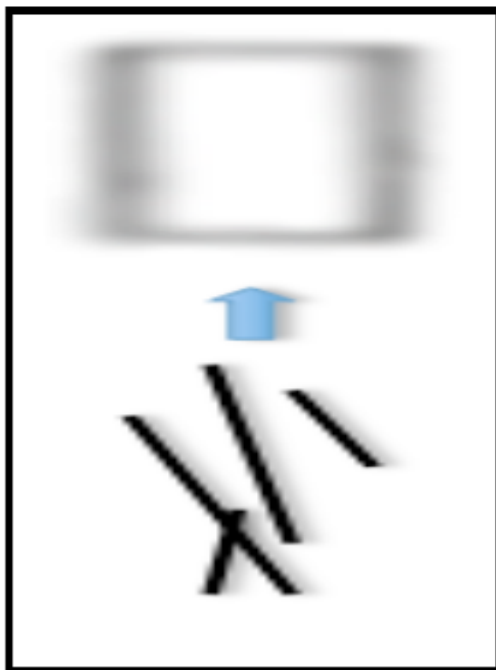


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Create



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 children who are gathered around a man. What do you notice? **CR**

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

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

Student B: I notice children and a man. What else do you notice? **CR**

Student A: I also notice they are all wearing the same shirt. What do you notice? **CR**

Student B: I notice six children. What do you notice? **CR**

Student A: I notice they are outside. What do you notice? **CR**

Student B: I notice the man wearing a whistle. **CR**

Non-Model:

Student A: I see kids in the picture.

Student A: I notice they are playing soccer. What do you see?

Student A: I see a soccer ball. What else do you notice?

Student B: I notice a ball too.

Student A: I love to play soccer.

Student B: They are wearing uniforms.

Student A: I play with a team. What else do you notice in the visual text?

Student B: I notice a man. He's a coach.

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 there are nine kids and they are all boys. What do you notice in the visual text? **CL**

Student B: I notice all the boys are sitting down on their bottoms forming a circle on the tile floor and they are crossed legged. What other details can you add from the visual text? **CL**

Student A: I notice they are all boys. They are wearing sneakers. What other details can you add? **CL**

Student B: I notice all nine boys are putting their hands together in the middle of the group. Is there another detail you can add from the visual text? **CL**

Student A: I also notice the shirts the boys are wearing are all different colors. What else do you notice? **CL**

Student B: I notice they are inside a building. What do you notice in the visual text? **CL**

Student A: I notice the boys are sitting on a tile floor. What do you notice in the visual text? **CL**

Student B: I notice some of the boys have smiles on their faces. **CL**

Non-Model:

Student A: They are playing a game.

Student A: All of them are boys. What do you notice in the visual text?

Student B: All the boys are wearing sneakers.

Student B: I like to wear shorts when it is hot. What do you notice in the visual text?

Student A: I like basketball.

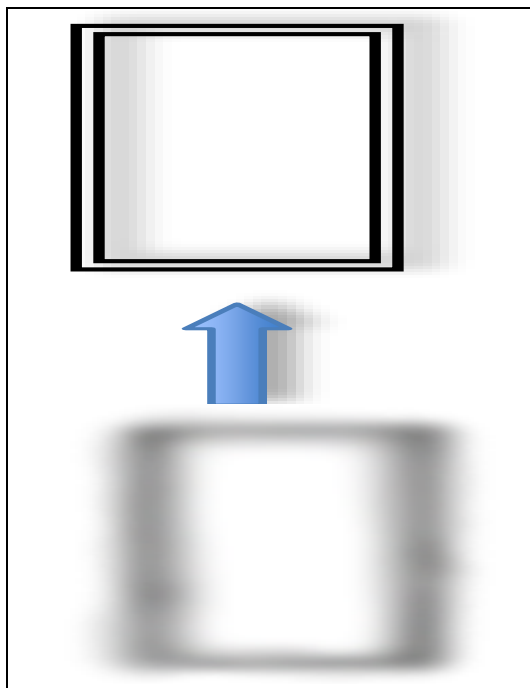
Student B: I like basketball too. What do you notice in the visual text?

Student A: I think they are tired.

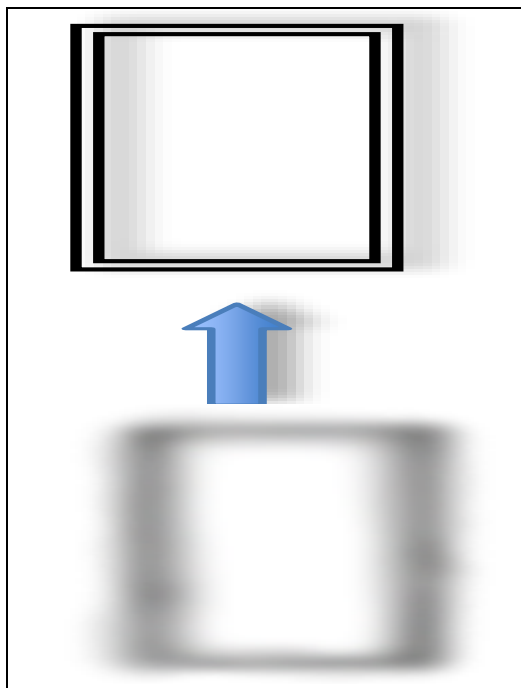
Student A: I think they are done playing basketball.

Constructive Conversation Game- CLARIFY

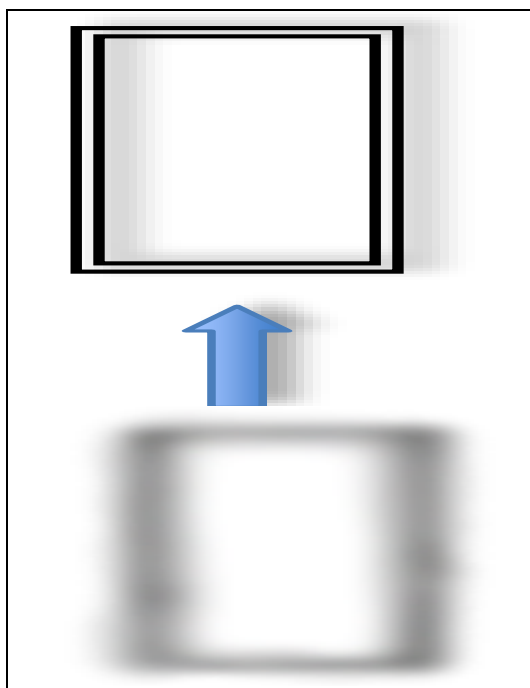
Clarify



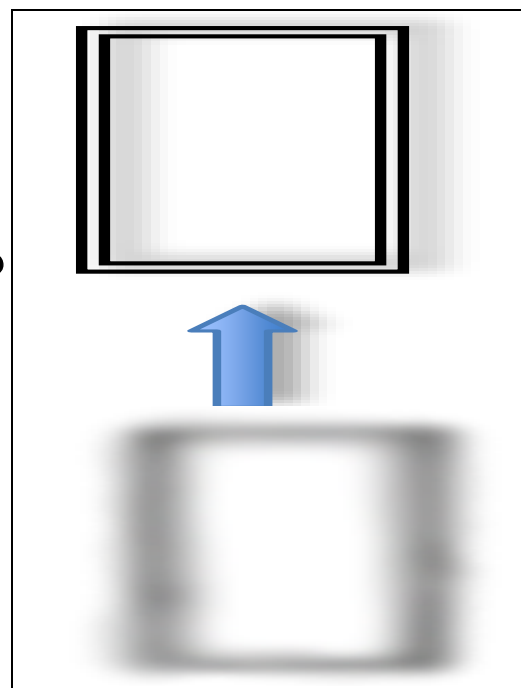
Clarify



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 children sitting in a circle around a man **CR**
and they are outside on the green grass. What **CL**
do you notice?

Student B: I notice the man who has a white soccer ball by **CR**
his feet. He is sitting on the grass in front of the **CL**
six children. What do you notice?

Student A: I notice the man sitting on the grass with his **CL**
hands to his side and a soccer ball at his feet.
He is looking at the children who are sitting in
front of him on the grass. What else do you
notice?

Student B: I also notice all the kids looking at the man. **CL**
They are all wearing shirts that are the same
color. What else do can you add about what
you notice in the visual text?

Student A: I notice there are three girls and three boys. All **CL**
the girls have long hair that is pulled back into
a pony tail. What other details do you notice?

Student B: I also notice the man is wearing a whistle **CL**

around his neck.

Student A: I notice all the children are wearing blue and white soccer jerseys and two are wearing blue socks. What other detail can you add about what you notice? **CL**

Student B: I notice they are outdoors. The children and the man are sitting on a field of green grass in the day light. **CL**

Non-Model

Student A: I notice children. Your turn.

Student B: I see the man talking to the children. What do you notice?

Student A: I think this is about kids playing soccer.

Student B: The man is talking to them about how to play the game. What do you notice?

Student A: There are girls. What more do you see?

Student A: All the children are wearing uniforms. What do you see?

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 in the visual text is that all the kids are out on an environmental clean-up field trip with their class. What do you think is happening in the visual text? **CR**

Student B: An idea I have is that all the teenagers are out collecting recyclable materials with their class. Can you provide some evidence from the text to support your claim? **CR**

Student A: I notice teenagers picking up trash in a field of grass. All the teenagers are wearing white T-shirts. I also notice there is woman with a blue dress off to the side. I think this is the teacher and she is supervising them. What evidence are you using for your claim? **F**

Student B: Two students are placing items in the green bag while two more students are putting **F**

items into a blue bucket. I think they are placing items away to recycle them. What can you add to your claim?

Student A: I notice the teenagers are wearing gloves and face masks. They also brought rakes and containers where they are placing the trash. I think this shows that they came prepared to clean up together as a group. Can you show me where you find evidence that supports that teenagers are collecting recyclable materials? **CL**

Student B: There is a green and blue bucket. There is also a green bag. The teenagers are also bending over to pick up trash and to place it in the containers. I think they are sorting through the trash looking for recyclables. **F**

Student A: I think what is happening in the text is that a class of teenagers and their teacher are on an environmental clean-up. **F**

Student B: Based on the evidence I cited from the visual text, I think the teacher is leading the class as they collect and sort materials for recycling. **F**

Non-Model:

Student A: The kids are cleaning up a soccer field.
What is happening in the visual text?

Student B: I see a bunch of kids. Now you go.

Student A: I see a lot of trash.

Student B: Kids have buckets and rakes.

Student A: There is so much trash and it looks disgusting.

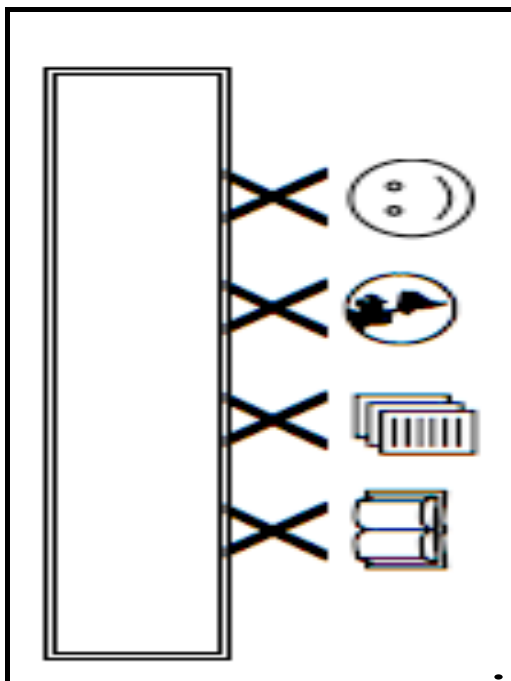
Student B: Their shoes will get dirty.

Student A: Why do they have gloves?

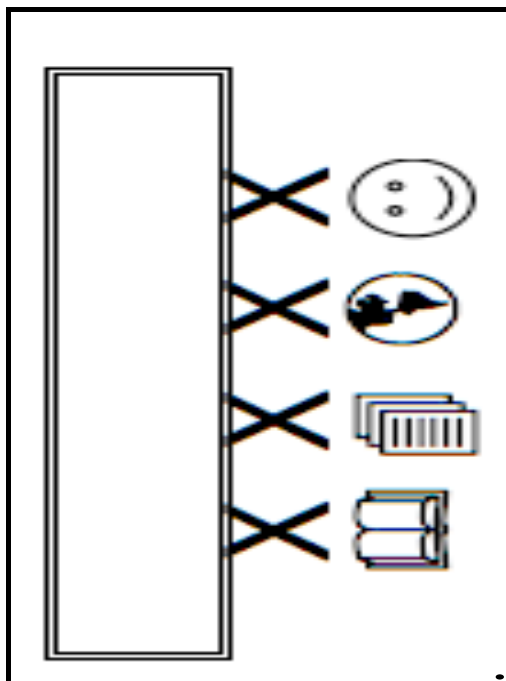
Student B: I think they have gloves so they don't get dirty.

Constructive Conversation Game- FORTIFY

Fortify

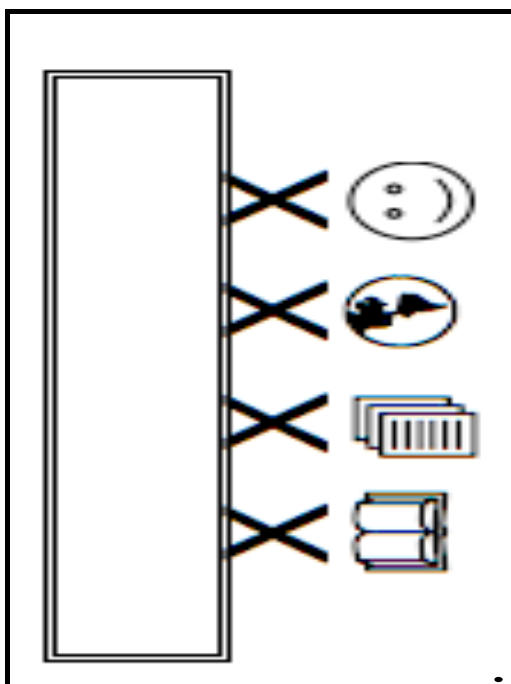


Fortify

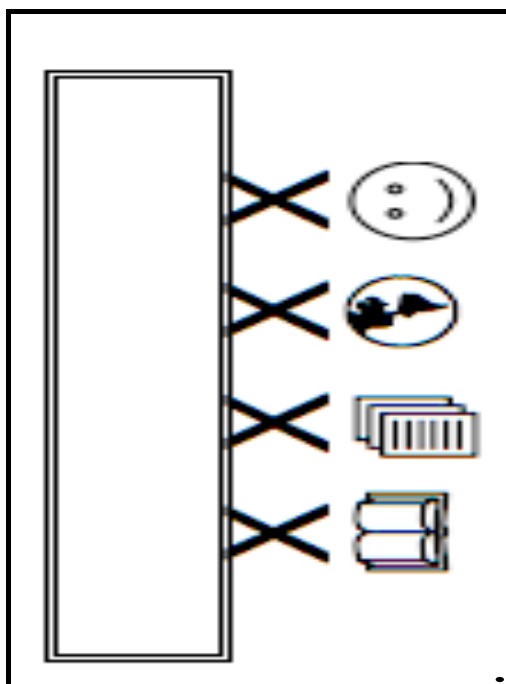


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Fortify



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 in the visual text is that people are walking in a parade through town. What do you think is happening in the visual text? **CR**
CL

Student B: I think what is happening is that people are on a political campaign for an election. How can you support your claim about the parade with evidence from the text? **CR**
CL

Student A: I notice the women and children are wearing fancy gowns. The men are wearing their black suits and top hats. I think they are all part of the parade and they are showing off their fancy clothes. What evidence can you add to support your claim about the political campaign? **F**

Student B: There is a hot air balloon with a person in it. **F**
There are initials "RM" on the hot air balloon. I think this is the person for whom they are campaigning and he is looking for supporters. How can further support you support your claim with evidence?

Student A: I also notice there are balloons and vendors. **F**
There are also people wearing costumes. For example, the woman in the skeleton dress. I think they are providing entertainment for the people watching the parade. What additional evidence can you add to support your claim?

Student B: I want to add that there are Mexican flags. **F**
There is a man wearing a log of medals on his suit. I also see someone placing a laurel on that man's head. I think that he is also getting elected.

Student A: I think the people in the fancy clothes and costumes are walking in the parade. I think they are making the parade entertaining by showing off their clothes and costumes. **F**

Student B: Based on the evidence I cited from the visual **F** text, I think that is happening is that the people are attending a political rally in support of the man wearing the medals on his suit. I think he is an elected official or a candidate who wants to be elected.

Non-Model:

Student A: I notice the people in the street having fun. They are on a Halloween parade. What do you notice?

Student B: What I see happening in the visual text is people from a town posing for a picture.

Student A: I notice costumes and people wearing gowns, suits and some wearing regular clothes. What do you notice?

Student B: People have hats and gowns. They look like they are going to a party and they are all standing waiting for the picture.

Student A: I know people are in costume.

Student B: When it's Halloween I like to dress up.

Student A: I see that people are just standing around and I see balloons.

Student B: (No turn taken)

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: My claim is that we must all help clean the earth. What is your claim? **CR**

Student B: My claim is that an environmental clean-up requires a lot of people working together. How can you support your claim with evidence? **CR**

Student A: I agree with your claim. When helping to clean up the earth, you should work with many people. I see a few people in the visual text. They seem to be working together doing the same things. For example, two kids in the front are placing items into the bucket. What evidence are you using to support your claim? **N**

Student B: I notice all the teenagers are wearing gloves and face masks. They also have rakes and containers in which to place the **CL**

trash they are picking up. I think they worked together to bring tools they can use to clean up the field. What other evidence from the visual text supports your claim?

Student A: I think the teenagers are also working together by wearing white T-shirts that they can use to identify the people in their group. **F**

Student B: I think this group of teenagers are working together so they can work faster and clean up a bigger area. How can we come to a consensus? **F**

Student A: I think we need to help our Earth by cleaning it up with others. Can we come to a consensus? **N**

Student B: The important idea we came to a consensus on is that in order to clean up the earth you have to work together with others to make significant changes. **N**

Non-Model

Student A: I think the kids are cleaning the environment.

Student B: I think the same as you. Tell me more about your claim.

Student A: When you pick up trash you feel better because the earth is cleaner.

Student B: My mom loves it when I clean the house.

Student A: My brother helps me clean up too.

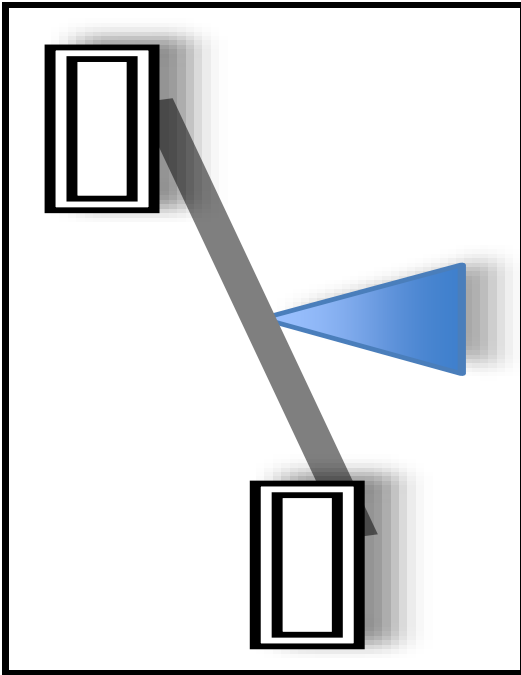
Student B: We use a bucket to clean up.

Student A: (No turn taken)

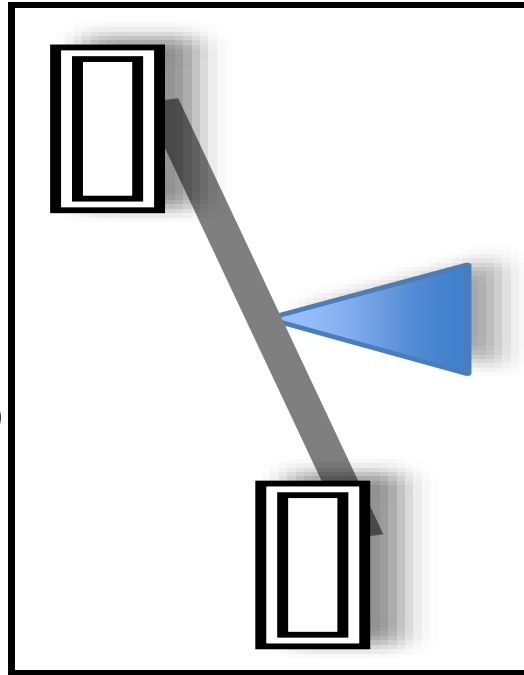
Student B: (No turn taken)

Constructive Conversation Game-NEGOTIATE

Negotiate

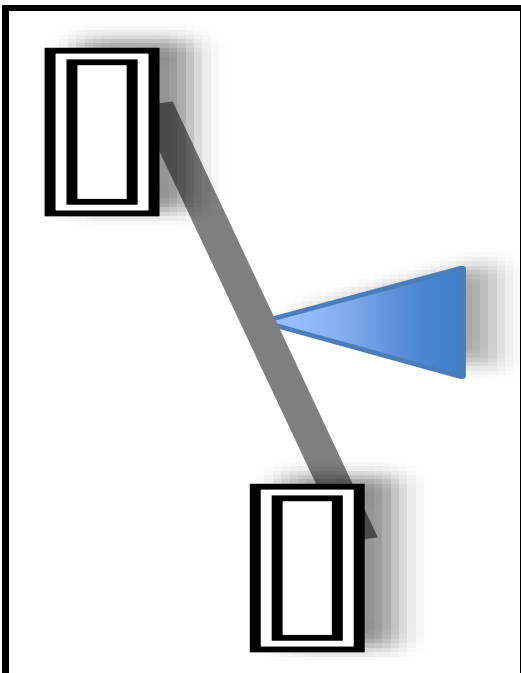


Negotiate

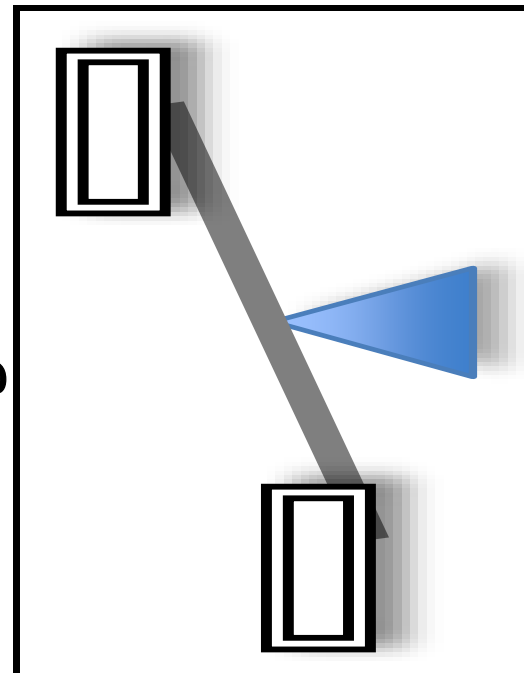


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Negotiate



Negotiate



Visual Text for Teacher Modeling 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 this text is that if politicians want to get elected they need to promote themselves. What is your idea? | CR |
| Student B: | An important idea from this text is that parades can be entertaining for the people in a town. | CR |
| Student A: | I think the politician is campaigning to get elected. I notice there is a hot air balloon with Mexican flags decorating it. I also notice initials on the hot air balloon. He is the person riding the balloon. How can you support your idea? | CL
F |
| Student B: | I think the women, men and children wearing fancy clothes are part of the parade. There are also people wearing | CL
F |

costumes. They are all providing the spectators with entertainment. What evidence do you have for your idea?

Student A: I think the rest of the people are supporting the politician by bringing their own flags and by joining them in the campaign. What other evidence do you have for your claim? **F**

Student B: I agree with you that politicians need to promote themselves to get elected. I think they are using the parade to both entertain the bystanders and to promote their campaign. **F N**

Student A: I think that to get elected politicians need to campaign/advertise around the town. Can we come to an agreement? **N**

Student B: The important idea we came to a consensus on is that politicians can encourage people to vote for them by having a parade. **N**

Non-Model:

Student A: I notice the people in the street having fun. They are on a Halloween parade. What do you notice?

Student B: What I see happening in the visual text is people from a town posing for a picture.

Student A: I notice costumes and people wearing gowns, suits and some wearing regular clothes. What do you notice?

Student B: People have hats and gowns. They look like they are going to a party and they are all standing waiting for the picture.

Student A: I know people are in costume.

Student B: When it's Halloween I like to dress up.

Student A: I see that people are just standing around and I see balloons.

Student B: (No turn taken)

Visual Text for Student Practice - Lesson 13



Student Progress Form (SPF)



Multilingual & Multicultural Education Department

4th 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

4th Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLIS)**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 short phrases.	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 . .	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.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. Adjust language choices according to social setting and audience with substantial support.	4. Adjust language choices according to purpose, task, and audience with moderate support.	4. Adjust language choices according to purpose, task, and audience with light support.

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. a) Describe ideas, phenomena, and text elements based on close reading of a select set of grade-level texts with substantial support.	6. a) Describe ideas, phenomena, and text elements in greater detail based on close reading of a variety of grade-level texts with moderate support.	6. a) Describe ideas, phenomena, and text elements in detail based on close reading of a variety of grade-level texts with light support.
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.	12. a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create 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

Poster 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,...