



Kindergarten

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 the sun smiling. What do you notice? | CR |
| Student B: | I notice the clouds blowing. What do you notice? | CR |
| Student A: | I notice a red bird with a bow. What do you notice? | CR |
| Student B: | I notice a bird with a hat flying, too. What do you notice? | CR |
| Student A: | I notice people that are running and tents falling down. What do you notice? | CR |
| Student B: | I notice people hugging. What do you notice? | CR |
| Student A: | I notice it is raining. What do you notice? | CR |
| Student B: | I notice it is a stormy day. | CR |

NON-MODEL:

Student A: I see a sun.

Student A: I see a bird.

Student B: I see a bird, too.

Student B: I see wind.

Student A: I see people.

Student B: I see a tent.

Student A: I don't like the rainy day.

Student B: I don't like the windy day.

Constructive Conversation Game-CREATE

Create



Create



Create



Create



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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 a bird wearing a hat. What do you notice? **CR**

Student B: I notice the fire. What do you notice? **CR**

Student A: I notice the rooster is wearing clothes. What do you notice? **CR**

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

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

Student B: I notice the rooster has an orange tail. What do you notice? **CR**

Student A: I notice a dog on the road. What do you notice? **CR**

Student B: I notice a house and trees. What do you notice? **CR**

Non-Model:

Student A: I see a bird.

Student A: I like birds.

Student B: I see the fire.

Student B: I see the rooster.

Student A: The rooster has a hat.

Student B: The fire looks angry.

Student B: There are animals.

Student A: They look at them.

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. Visual Text for Teacher Modeling-Lessons 4-6
3. Listening Task Poster--**CLARIFY**
4. Model/Non-Model Script- Lessons 4-6
5. Constructive Conversation Game- **CLARIFY**
Cards
6. Visual Text for Student Practice- **CLARIFY** -
Lessons 4-6
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:

- 1.** state his/her ideas?
- 2.** take turns sharing their ideas?
- 3.** make their ideas clearer?
- 4.** stay on topic?
- 5.** 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 bird flying. It is wearing a bow tie and a hat. What can you add? **CL**

Student B: I notice the sun is smiling in the sky. What can you add? **CL**

Student A: I notice the sun is looking and smiling at the bird. What details can you add? **CL**

Student B: I also notice a bird flying. It is flying in the blue cloudy sky. What can you add? **CL**

Student A: I notice the bird with the hat is looking at the red bird. What details can you add? **CL**

Student B: I notice the rain falling. The rain is falling on the people. The people are getting wet. What do you notice? **CL**

Student A: I notice three people hugging in the rain. **CL**

They have a blanket. What can you add?

Student B: I notice people running. A person is running to the teepee.

CL

Non-Model:

Student A: I notice the bird with the hat and bow tie is flying.

Student B: More

Student A: He is looking at the sun.

Student B: I notice a little hat.

Student A: I like hats.

Student B: I like birds.

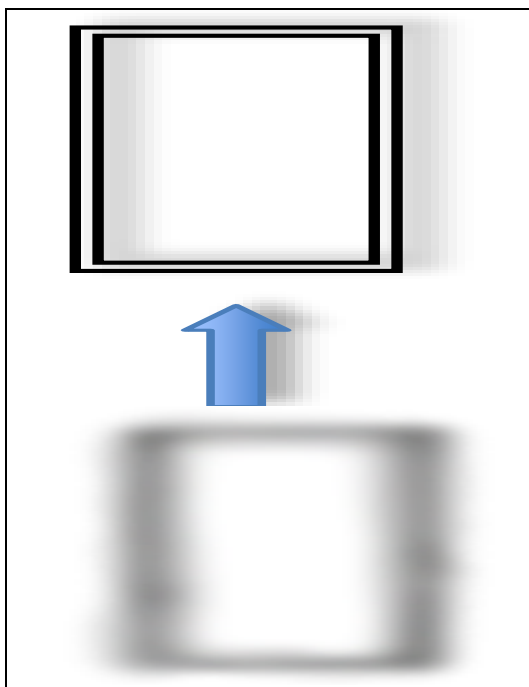
Student A: It is raining. What do you notice?

Student B: It is a sunny day.

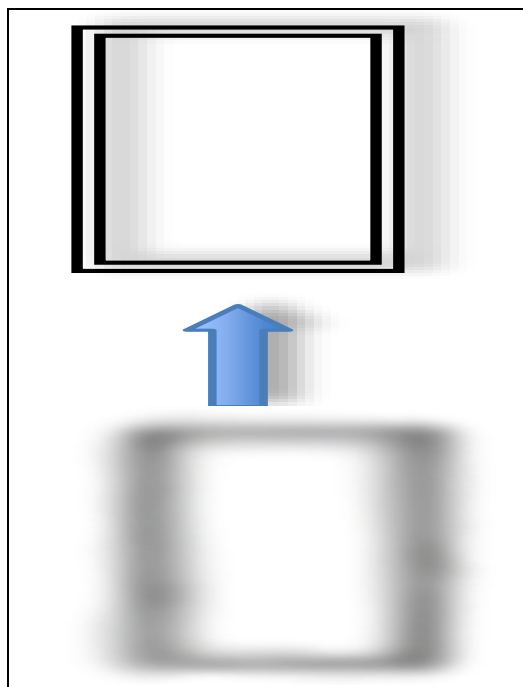
Student A:

Constructive Conversation Game- CLARIFY

Clarify

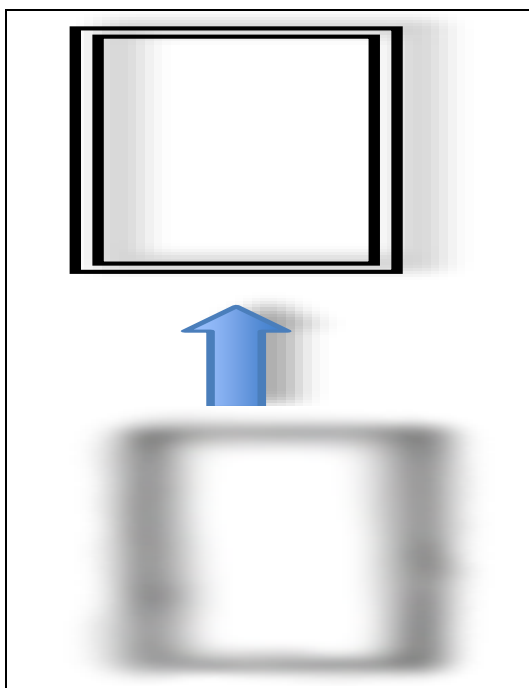


Clarify

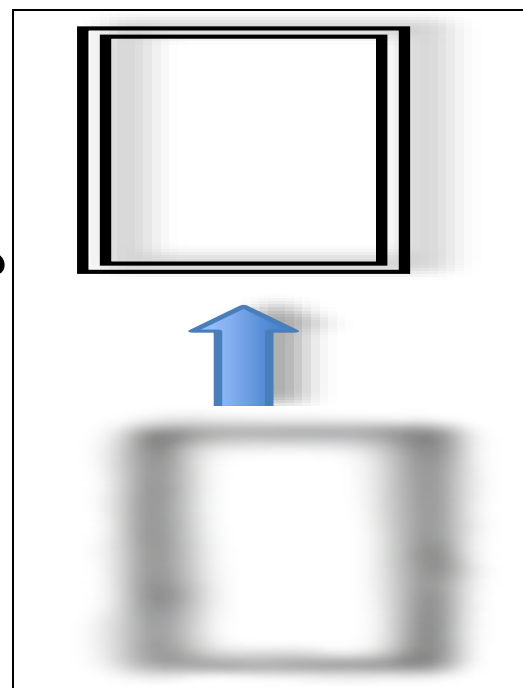


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Clarify



Clarify



Visual Text for Teacher Modeling Lesson 6



Visual Text for Student Practice 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 a bird with a blue hat. What can you add? | CL |
| Student B: | I notice the rooster is wearing dress up clothes. Tell me more. | CL |
| Student A: | I notice the fire is crossing his arms and looks mad. What can you add? | CL |
| Student B: | I notice a cow standing on the road. Tell me more. | CL |
| Student A: | I notice a little lizard on the leaf. What can you add? | CL |
| Student B: | I notice the rooster has a tail that looks like the fire. Tell me more. | CL |
| Student A: | I notice a little dog on the road. What can you add? | CL |
| Student B: | I notice a house and tall trees next to the road. | CL |

Non-Model

Student A: I see the rooster. Tell me.

Student A: The fire is mad. Can you add?

Student B: A cow standing. More.

Student B: There's a lizard.

Student A: The rooster has a tail. Tell me more.

Student B: I see a dog. Tell.

Student A: I like hot dogs. What can you add?

Student B: I like hamburgers.

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

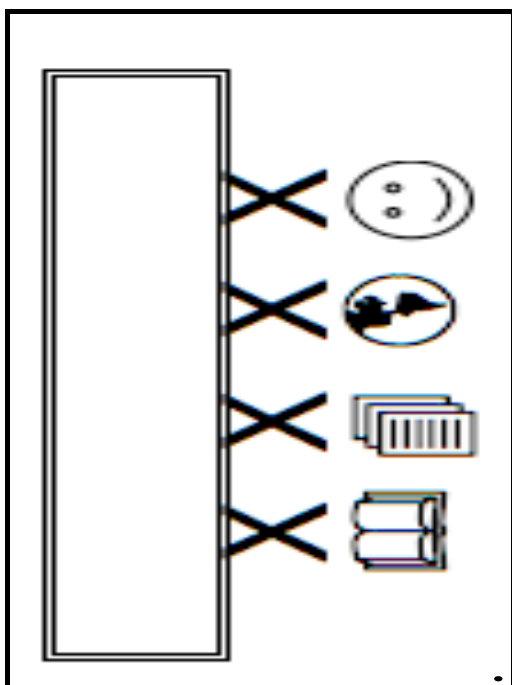


Visual Text for Student Practice-Lessons 8-9

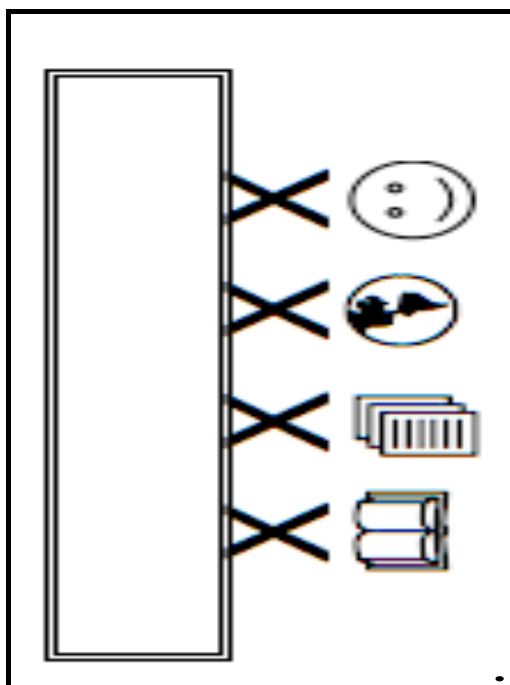


Constructive Conversation Game- FORTIFY

Fortify

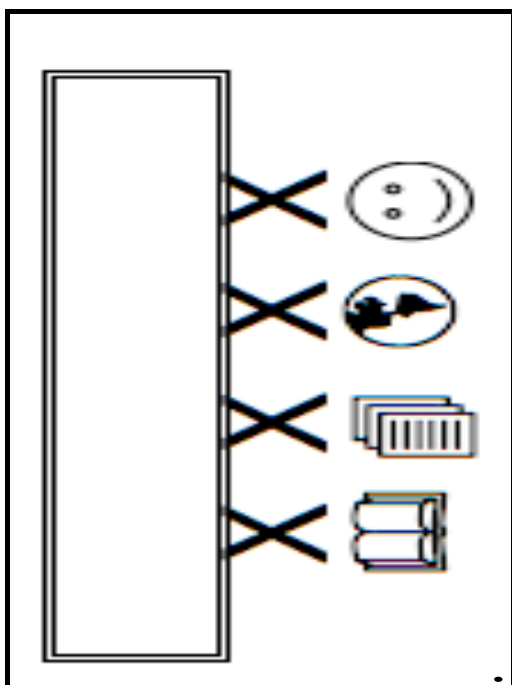


Fortify

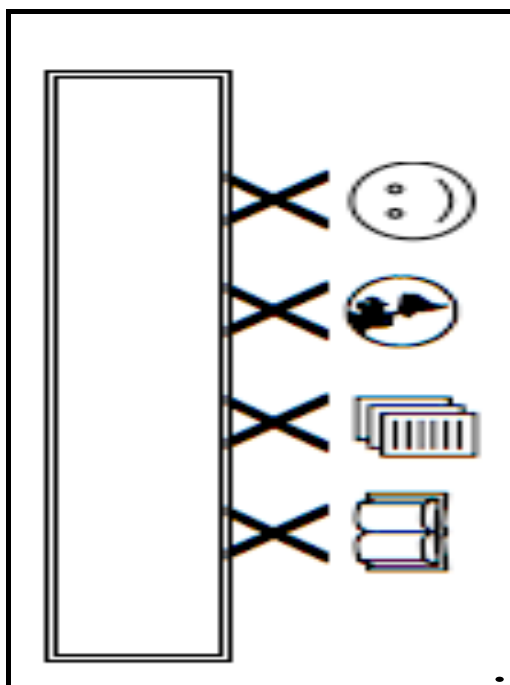


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Fortify



Fortify



Model and Non-Model- Lessons 8 and 9

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

MODEL:

Student A: I think what is happening is that the little kids are playing with blocks at school.
What do you think is happening in the visual text?

Student B: I think what is happening is the kids are pretending they are construction workers.
What evidence can you use to support your claim?

Student A: I notice that the students used lots of blocks to build something and they are sitting on it. What evidence can you use to support your claim?

Student B: I notice that they are wearing boots,

helmets and vests like construction workers. What evidence can you use to support your claim?

Student A: I notice a rug and bins like at school. I think they are at the blocks center. What can you add to your claim?

Student B: I notice that all three boys are holding a block and pretending that they are driving. I agree with you that they are at the block center. Now what do you think is happening in the visual text?

Student A: I think what is happening is that they built a truck at the block center. What do you think?

Student B: I think what is happening is that are pretending to be construction workers and they made a truck using blocks at school.

NON-MODEL:

Student A: I think they are playing. What do you think?

Student B: I think they are sitting on blocks. What do you notice?

Student A: I notice they have hats. What do you notice?

Student B: I notice that they are wearing boots. What do you notice?

Student A: I notice a rug. I think they are smiling. What do you think?

Student B: I notice they are driving. What is happening?

Student A: They are playing at the block center. What do you think?

Student B: They are construction workers.

Visual Text for Teacher Modeling Lesson 10



Model and Non-Model-Day 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 they are playing firemen. What do you think is happening in the visual text? **CR**

Student B: I think what is happening is they are pretending and the fireman is going to rescue the boy. What evidence can you use to support your claim? **CR
CL**

Student A: I think they are playing fireman because one boy is dressed like a fireman and there are toy fire trucks next to him. What evidence can you use to support your claim? **CL
F**

Student B: I think he is going to rescue the boy because he has a water hose to use to stop the fire. **CL
F**

What evidence can you use to support your claim?

Student A: I think they are playing fireman because the boy in the burning house is looking for the fireman. What evidence can you use to support your claim? **CL F**

Student B: I think they are pretending and the fireman is going to use the fire trucks and ladders to turn off the fire. Now what do you think is happening in the visual text? **CL F**

Student A: I think playing and pretending that the house is on fire and the little boy is not wearing a shirt because he was sleeping. What do you think is happening in the visual text? **F**

Student B: They are pretending playing that the house is on fire and the fireman is going to use the hose and ladder to rescue the boy. **F**

Non-Model:

Student A: They are playing and the house is on fire.
What do you think?

Student B: They little boy inside the house is trying to
get out. The fire is not real. What do you
think?

Student A: They drew the house. It is not real.

Student B: The hose is a tube for swimming.

Student A: Why doesn't the boy have a shirt?

Student B: The boy is wearing a fireman costume.

Student A: They have toy trucks.

Student B: The trucks are red.

Visual Text for Student Practice-Day 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. Visual Text for Teacher Modeling-Lessons 11-12
3. Listening Task Poster--**NEGOTIATE**
4. Model/Non-Model Script-Lessons 11-12
5. Constructive Conversation Game-
NEGOTIATE Cards
6. Visual Text for Student Practice - **NEGOTIATE**
- Lessons 11-12
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.

Visual Text for Teacher Modeling- Days 11-12



Visual Text for Student Practice - Lessons 11-12



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?

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 we all can play together. What is your claim? | CR |
| Student B: | An important idea from the text is that we can use blocks to build things and pretend. How can you support your claim with evidence? | CR
F |
| Student A: | I think that they used the blocks to make a seat for each one so they could all sit and play together. How can you support your claim with evidence? | CL
F |
| Student B: | I think that they used blocks to build a truck. How can you support your claim with evidence? | CL
F |
| Student A: | I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim | CL
F |

with evidence?

Student B: I think that they used the blocks to make a truck with three seats and three driving wheels. How can your support your claim with evidence? **CR
F**

Student A: I think that they are using the blocks and costumes to pretend that they are all construction workers. How can you support your claim with evidence? **CL
F**

Student B: I think they worked together at the block center. I notice there are also cubbies, an easel and a rug. How can we come to an agreement? **CL
F**

Student A: I think they worked together to build the truck and pretend they are construction workers. Can we come to an agreement? **CL
F
N**

Student B: I think the important idea is that we can play together to build things and pretend. **CL
F**

Non-Model

Student A: I think an idea is they are playing. What do you think?

Student B: I think an idea is they are pretending to be construction workers. What is your idea?

Student A: I think they used blocks to make a truck. What do you think?

Student B: I think they used construction workers' costumes to pretend. What do you think?

Student A: I think they are all smiling. What do you think?

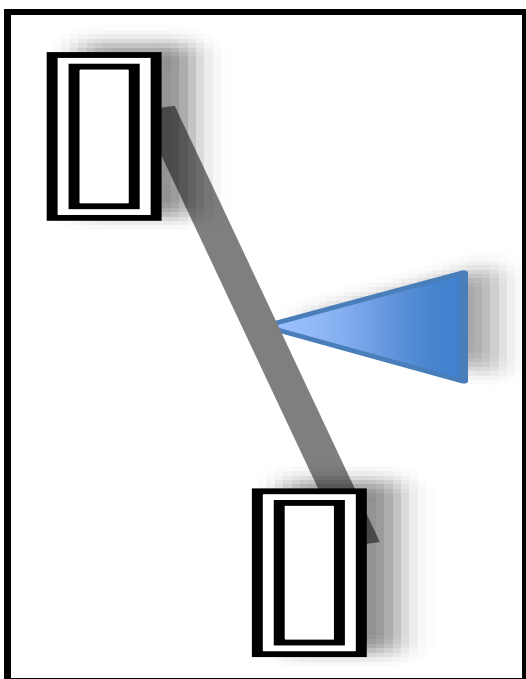
Student B: I think they are playing in the blocks center. What do you think?

Student A: I think they used the blocks to build a fire truck and pretend they are construction workers.

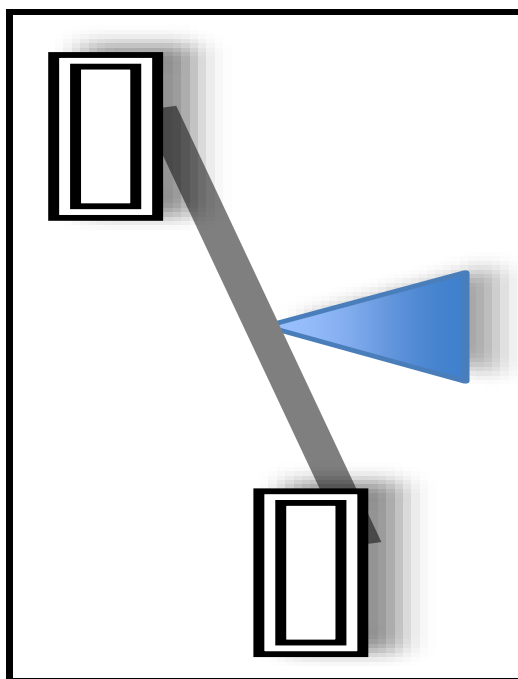
Student B: I agree.

Constructive Conversation Game-NEGOTIATE

Negotiate

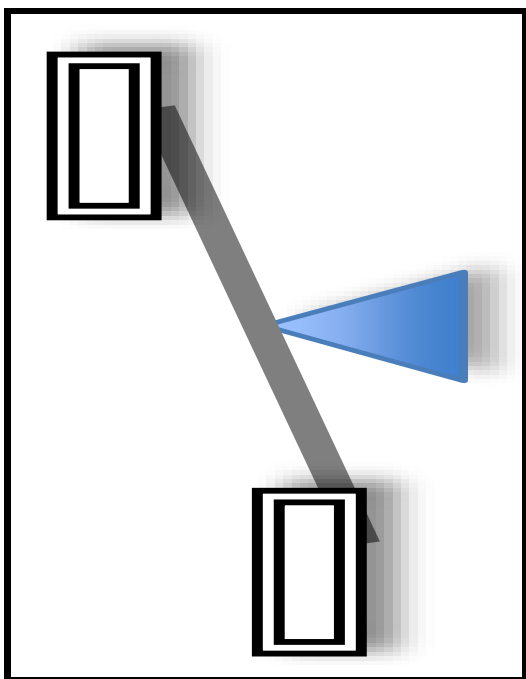


Negotiate

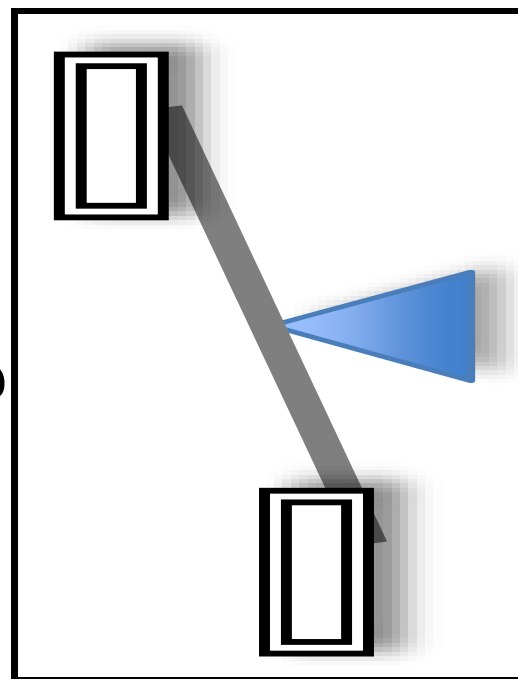


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Negotiate



Negotiate



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 you have to use your imagination to pretend. What is your claim? **C
R**

Student B: An important idea from the text is that pretend can be like real life. How can you support your claim with evidence? **CR
F**

Student A: I think they used their imaginations to draw the house pretend it is on fire. How can you support your claim with evidence? **C
L
F**

Student B: I think the boy is pretending to be a fireman. Real firemen wear helmets and

jackets. How can you support your claim with evidence?

Student A: I think the little boy in the window is using his imagination to pretend that the house is on fire and he is trying to get out. How can you support your claim with evidence?

C
L
F

Student B: I think the boy is pretending that the blue tube is a water hose and he is going to use it to turn off the fire and help the boy in the house. How can we come to an agreement?

CR
F

Student A: I think they are both using their imaginations to pretend that one is a fireman and one is in the burning house. Can we come to an agreement?

CL
F

Student B: An important idea from the visual text is that it takes imagination to play and pretend at real life things.

CL
F

Non-Model:

Student A: I think an idea is they are playing. What do you think?

Student B: I think an idea is they are pretending to be firemen. What is your idea?

Student A: I think they used blocks to make a fire truck. What do you think?

Student B: I think they used firemen costume to pretend. What do you think?

Student A: I think they are all smiling. What do you think?

Student B: I think they are playing in the blocks center. What do you think?

Student A: I think they used the blocks to build a fire truck and pretend they are firemen.

Student B: I agree.

Student Progress Form (SPF)



Multilingual & Multicultural Education Department
Kinder 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



Multilingual & Multicultural Education Department
Kinder STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCL5)



STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension			
DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):			
Score			
DIMENSION 2 Turns focus on the knowledge or skills of the conversation objectives/teacher prompt (TLF 3a1 & 4):			
Score			
STEP 3 – Instructional Implications (TLF 1a2, 1b1, & 5a2): Refer to the CA ELD Standards and list instructional implications for each student			
GUIDING QUESTIONS - Consider the language each student produced: What are the students able to do? At what proficiency level? What instruction do the students need to progress to the next proficiency level? Which ELD Standards will I focus on to develop my future lessons? What prompts or models might I consider? Use language from the ELD Standard and refer to the ELD Frame of Practice when developing the instructional implications for each student.			
DIMENSION 1 ELD STANDARDS ALIGNMENT (TLF 3b2)			
A. COLLABORATIVE	EMERGING	EXPANDING	BRIDGING
1. Exchanging information and ideas (TLF 3b1 & 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
4. Adapting language choices (TLF 3a4 & 3b2): Adapting language choices to various contexts (based on task, purpose, audience, and text type).	4. No standard for kindergarten.	4. No standard for kindergarten.	4. No standard for kindergarten.
DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)			
B. INTERPRETIVE	EMERGING	EXPANDING	BRIDGING
6. Reading/viewing closely (TLF 3b2 & 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	6. Describe ideas, phenomena, and text elements based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena, and text elements in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena, and text elements using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.
C. PRODUCTIVE	EMERGING	EXPANDING	BRIDGING
12. Selecting language choices (TLF 3a4 & 3c1): Selecting & applying varied and precise vocabulary and language structures to effectively convey ideas.	12. b) Use a select number of general academic and domain-specific words to add detail while speaking and composing.	12. b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning while speaking and composing.	12. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect or to create shades of meaning while speaking and composing.

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

September 15, 2015

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

Sample Poster

CREATE

Sharing Our Ideas



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

CLARIFY

Making Our Ideas Clearer



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



*Use your think time
*Use your conversation voice

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

FORTIFY

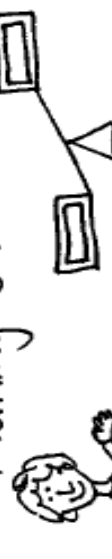
Supporting Our Ideas



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

NEGOTIATE

Making Our Ideas Stronger



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