1st Grade
Start Smart 1.0
Revised
Resources
# Start Smart-Conversation Practices

**Resources Lessons 1-3**

1. Conversation Norms Poster
2. Visual Text for Teacher Modeling-Lessons 1 and 2
3. Listening Task Poster---**CREATE**
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
Model and Non-Model Scripts-Lessons 1-2

PROMPT: What do you notice in the visual text?

MODEL:

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

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

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

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

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

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

**Student B:** I notice the woman is wearing gloves.
NON-MODEL:

Student A: I see a tiger.
Student A: I also see people.
Student B: I think they are in a hospital.
Student B: I also think they are in a hospital.
Student A: I went to the hospital.
Student B: Did you get hurt?
Student A: I see a lot of people helping the tiger.
Student B: What do you notice?
Constructive Conversation Game—CREATE

Create

Create

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 giraffes. What do you notice in the visual text?  
**CR**

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

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

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

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

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

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

**Student B:** I notice people feeding giraffes.  
**CR**
Non-Model:

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

**Student B:** There are people.

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

**Student B:** What else do you see?

**Student A:** I see grass.

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

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

**Student B:** I notice people feeding.
Visual Text for Student Practice-Lesson 3
Self-Assess

1. I am still learning the Constructive Conversation Skill
2. I need more practice using the Constructive Conversation Skill
3. I understand but need more practice using the Constructive Conversation Skill
4. I understand but I am not ready to explain the Constructive Conversation Skill
5. I understand and I can explain the Constructive Conversation Skill
# Start Smart-Conversation Practices Resources Lessons 4-6

1. Conversation Norms Poster-Lessons 4-6
2. Listening Task Poster--**CLARIFY**
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
Model and Non-Model Scripts-Lessons 4-5


Model:

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

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

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

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

Student A: I notice the tiger laying on a metal bed. What else do you notice?
Student B: I notice most people are wearing green shirts. What else can you add?

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

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

Non-Model:

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

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

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

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

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

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

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

Student B: I see a big tiger sleeping on the bed too.
Model and Non-Model Scripts - Lesson 6


Model:

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

CL

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

CL

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

CL

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

CL

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

CL

Student B: I notice most people wearing hats.
What do you notice?

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

**Student B:** I notice a stone wall.

**Non-Model:**

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

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

**Student A** Giraffes are standing. Tell me more.

**Student B:** There are lots of people.

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

**Student B:** I see kids. Tell me more.

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

**Student B:** I like monkeys
Visual Text for Student Practice Lesson 6
Self-Assess

1 - I am still learning the Constructive Conversation Skill

2 - I need more practice using the Constructive Conversation Skill

3 - I am confident but need more practice using the Constructive Conversation Skill

4 - I am confident but I am not yet ready to explain the Constructive Conversation Skill

5 - I am confident and I can explain the Constructive Conversation Skill
**Start Smart-Conversation Practices**  
**Resources Lessons 8-10**

1. Conversation Norms Poster  
2. Listening Task Poster--**FORTIFY**  
3. Visual Text for Teacher Modeling-Lessons 8-10  
4. Visual Text for Student Practice- **FORTIFY** - Lesson 8 - 9  
5. Model/Non-Model Script-Lessons 8-9  
6. Constructive Conversation Game- **FORTIFY** Cards  
7. Visual Text for Teacher Modeling- Lesson 10  
8. Model/Non-Model Script-Lesson10  
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
Prompt: What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim)

MODEL:

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

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

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

Student B: I notice a woman dressed as an elf. A man is dressed in a Santa costume. He is carrying a bell. There is a stuffed reindeer peaking
from behind the man wearing the Santa’s suit. I think they are celebrating Christmas on the playground. What can you add to your claim?

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

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

**Student A:** I think what is happening is that the two men are starting a conga line so children can dance. Now what do you think is happening in the visual text?
Student B: I think what is happening is that the school community is celebrating Christmas celebration with music and dancing.

Non-Model:

Student A: There are people dancing. What do you think?
Student B: The kids are in line. What do you think?
Student A: I notice it is Christmas.
Student B: I notice the Santa Claus.
Student A: I think all the moms are visiting the school.
Student B: The children are in the playground.
Student A: I notice there are a lot of children on the playground.
Student B: There is a person talking to the parents.
Constructive Conversation Game: FORTIFY

Prompt: What is happening in this visual text? Provide
Model and Non-Model-Lesson 10

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

**MODEL:**

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

What is happening in the visual text?

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

**Student A:** I notice the boy and the woman are holding a chew toy and a Frisbee. There is also a red collar on the table. They are going to play with the dog. What can you add to your idea? CL F
**Student B:** I notice a dog standing on a table. There is a towel and a spray can with a picture of a dog on it. There is newspaper on the table and the dog is standing on the newspaper. What evidence can you use to support your idea?

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

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

**Student A:** I think the lady, the boy and the little girl...
are taking care of the dog by getting toys the dog can play with. Now what do you think is happening in the visual text?

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

**Non-Model:**

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

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

**Student A:** I notice toys.

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

**Student A:** I notice people cleaning the dog.

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

**Student A:** The people are cleaning the dog because
it is dirty.

**Student B:** The dog is getting cleaned and walked because they love him.
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**
4. Visual Text for Student Practice - **NEGOTIATE** - Lessons 11-12
5. Model/Non-Model Script-Lessons 11-12
6. Constructive Conversation Game-**NEGOTIATE** Cards
8. Model/Non-Model Script- Lesson 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- Lessons 11-12

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

Model:

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

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

Student A: I think the children are dancing to music. The two men are leading a conga like and are taking the children around the playground. The children are following the two men. What supports your idea?
**Student B:** I think the two men are getting everyone to dance so they can celebrate Christmas. One man is wearing a Santa suit and a bell. The other man is wearing a bright yellow suit and is in front of the line leading the group. What evidence supports your idea?

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

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

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

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

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**Non-Model**

**Student A:** There are people dancing.

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

**Student A:** I notice it is Christmas.

**Student B:** I notice the Santa Clause.

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

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

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

**Student B:** There is a person talking to the parents.
Constructive Conversation Game - NEGOTIATE

Negotiate

Negotiate

Negotiate

Negotiate

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Model and Non-Model Scripts- Lesson 13

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

Model:

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

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

Student A: I think the dog is getting groomed. The woman, the boy and the little girl are brushing him and washing the dog using the spray and the towel. How can you support your claim with evidence?
Student B: I think the little girl is taking the dog out so she can play with it. She is holding a Frisbee. She is taking the dog out so it can exercise. How can you support your idea with evidence?

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

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

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

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

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

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

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

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

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

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

Student A: Can we come to an agreement?

Student B: I think the important idea we came to a consensus on is that we love our dogs.
1st Grade STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

| Student A: __________________________________________ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date______ | (TLF 1b1) |
| Student B: __________________________________________ Overall CELDT Proficiency Level: _____ L: _____ S: _____ R: _____ W: _____ Date______ |

**Conversation Objective (TLF 3a1):**

**Teacher Prompt (TLF 3b1 & 2):**

**STEPS:**

1. Transcribe the language sample below & list date.
2. Write the score and a brief rationale for the scores on the back of this form.
3. Refer to the CA ELD Standards and guiding questions to develop instructional implications for each student.

**DIMENSION 1 Turns build on previous turns to build up an idea (TLF 3b2):**

- 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):**

- 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:** _________

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*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*
**Multilingual & Multicultural Education Department**

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

### STEP 2 – Score and Rationale (TLF 1b1): Provide a brief rationale for each dimension

<table>
<thead>
<tr>
<th>DIMENSION 1</th>
<th>Score</th>
<th>Rationale</th>
</tr>
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<tbody>
<tr>
<td>DIMENSION 2</td>
<td>Score</td>
<td>Rationale</td>
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</table>

### 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)

<table>
<thead>
<tr>
<th>A. COLLABORATIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
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</thead>
<tbody>
<tr>
<td>1. Exchanging information and ideas (TLF 3b1 &amp; 3b2): Exchanging information/ideas with others through oral collaborative conversations on a range of social &amp; academic topics.</td>
<td>1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
<td>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</td>
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</tbody>
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#### DIMENSION 2 ELD STANDARDS ALIGNMENT (TLF 3a1 & 4)

<table>
<thead>
<tr>
<th>B. INTERPRETIVE</th>
<th>EMERGING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
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<tbody>
<tr>
<td>6. Reading/viewing closely (TLF 3b2 &amp; 3c1): Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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#### C. PRODUCTIVE | EMERGING | EXPANDING | BRIDGING |
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<tbody>
<tr>
<td>12. Selecting language choices (TLF 3a1 &amp; 3c1): Selecting &amp; applying varied and precise vocabulary and language structures to effectively convey ideas.</td>
<td>12. b) Use a select number of general academic and do main-specific words to add detail while speaking and writing.</td>
<td>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.</td>
<td>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.</td>
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### Instructional Implications for Student A:

### Instructional Implications for Student B:

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September 15, 2015

Adapted from work by Zwiers, O’Hara, & Pritchard, 2014
Sample Poster

CLARIFY
Making Our Ideas Clearer
Can you elaborate on the...?
I think it means...

CREATE
Sharing Our Ideas
What is your idea?
One idea could be...

FORTIFY
Supporting Our Ideas
* Use your think time
* Use your conversation voice

NEGOTIATE
Making Our Ideas Stronger
* Use the language of the skill
* Listen respectfully
* Take turns and build on each other's ideas

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

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