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**
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
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
<table>
<thead>
<tr>
<th></th>
<th>Start Smart-Conversation Practices Resources Lessons 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conversation Norms Poster-Lessons 4-6</td>
</tr>
<tr>
<td>2.</td>
<td>Visual Text for Teacher Modeling-Lessons 4-6</td>
</tr>
<tr>
<td>3.</td>
<td>Listening Task Poster--<strong>CLARIFY</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Model/Non-Model Script- Lessons 4-6</td>
</tr>
<tr>
<td>5.</td>
<td>Constructive Conversation Game- <strong>CLARIFY</strong> Cards</td>
</tr>
<tr>
<td>6.</td>
<td>Visual Text for Student Practice- <strong>CLARIFY</strong> - Lessons 4-6</td>
</tr>
<tr>
<td>7.</td>
<td>Visual Text for Teacher Modeling-Lesson 6</td>
</tr>
<tr>
<td>8.</td>
<td>Model/Non-Model Script- Lesson 6</td>
</tr>
<tr>
<td>9.</td>
<td>Visual Text for Student Practice- Lesson 6</td>
</tr>
<tr>
<td>10.</td>
<td>Self-Assess Poster</td>
</tr>
</tbody>
</table>
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?
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?  
**Student B:** I notice the sun is smiling in the sky. What can you add?  
**Student A:** I notice the sun is looking and smiling at the bird. What details can you add?  
**Student B:** I also notice a bird flying. It is flying in the blue cloudy sky. What can you add?  
**Student A:** I notice the bird with the hat is looking at the red bird. What details can you add?  
**Student B:** I notice the rain falling. The rain is falling on the people. The people are getting wet. What do you notice?  
**Student A:** I notice three people hugging in the rain.
They have a blanket. What can you add?

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

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

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 a bird with a blue hat. What can you add?  

**Student B:** I notice the rooster is wearing dress up clothes. Tell me more.

**Student A:** I notice the fire is crossing his arms and looks mad. What can you add?  

**Student B:** I notice a cow standing on the road. Tell me more.

**Student A:** I notice a little lizard on the leaf. What can you add?  

**Student B:** I notice the rooster has a tail that looks like the fire. Tell me more.

**Student A:** I notice a little dog on the road. What can you add?  

**Student B:** I notice a house and tall trees next to the road.
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
<table>
<thead>
<tr>
<th></th>
<th>Start Smart-Conversation Practices Resources Lessons 8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conversation Norms Poster</td>
</tr>
<tr>
<td>2.</td>
<td>Visual Text for Teacher Modeling-Lessons 8-10</td>
</tr>
<tr>
<td>3.</td>
<td>Listening Task Poster--<strong>FORTIFY</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Model/Non-Model Script-Lessons 8-10</td>
</tr>
<tr>
<td>5.</td>
<td>Constructive Conversation Game- <strong>FORTIFY</strong> Cards</td>
</tr>
<tr>
<td>6.</td>
<td>Visual Text for Student Practice--<strong>FORTIFY</strong> - Lesson 10</td>
</tr>
<tr>
<td>7.</td>
<td>Visual Text for Teacher Modeling- Lesson 10</td>
</tr>
<tr>
<td>8.</td>
<td>Model/Non-Model Script-Lesson 10</td>
</tr>
<tr>
<td>9.</td>
<td>Visual Text for Student Practice-Lesson 10</td>
</tr>
<tr>
<td>10.</td>
<td>Self-Assess Poster</td>
</tr>
</tbody>
</table>
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?
Constructive Conversation Game - FORTIFY

Fortify

Fortify

Fortify

Fortify

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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?  

**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?

**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?

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

**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?

**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?

**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.
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.
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
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.
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:**

<table>
<thead>
<tr>
<th>Student A:</th>
<th>An important idea from the text is that we all can play together. What is your claim?</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student B:</td>
<td>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?</td>
<td>CR F</td>
</tr>
<tr>
<td>Student A:</td>
<td>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?</td>
<td>CL F</td>
</tr>
<tr>
<td>Student B:</td>
<td>I think that they used blocks to build a truck. How can you support your claim with evidence?</td>
<td>CL F</td>
</tr>
<tr>
<td>Student A:</td>
<td>I think they all have a block in their hand and pretending to drive the truck together. How can you support your claim</td>
<td>CL F</td>
</tr>
</tbody>
</table>
**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?

**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?

**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?

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

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

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

**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?

**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?

**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?

**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?

**Student B:** An important idea from the visual text is that it takes imagination to play and pretend at real life things.
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.
## Multilingual & Multicultural Education Department
### Kinder STUDENT PROGRESS FORM - CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF-CCLS)

<table>
<thead>
<tr>
<th>Conversation Objective (TLF 3a1):</th>
<th>Teacher Prompt (TLF 3b1 &amp; 2):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A: ________________________</td>
<td>Overall CELDT Proficiency Level: _______ L: _______ S: _______ R: _______ W: _______ Date _______</td>
</tr>
<tr>
<td>Student B: ________________________</td>
<td>Overall CELDT Proficiency Level: _______ L: _______ S: _______ R: _______ W: _______ Date _______</td>
</tr>
</tbody>
</table>

**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.

### Dimensions:

#### 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

**DATE:** ____________

*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*
**Kinder Resources**

**Designated ELD Resources**

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>COLLABORATIVE</th>
<th>INTERPERSONAL</th>
<th>INTERPRETIVE</th>
<th>PRODUCTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong></td>
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<tr>
<td><strong>C.</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2:** Score and Rate Each ([TLF 3a1 & 3b2]). Refer to the C.A. ELD Standards and list instructional implications for each student.

**STEP 3:** Instructional Implications ([TLF 3a1 & 3b2; & 4a2 & 4b1]). Refer to the ELD Standards and list instructional implications for each student.

- **CONSTRUCTIVE CONVERSATION LANGUAGE SAMPLE (SPF)**

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

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**Kinder-**

8•12•16 FINAL
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...

**NEGOTIATE**
Making Our Ideas Stronger

- Use the language of
data.
- Listen respectfully.
- Take turns and build
  on each other's ideas.
- Where do you disagree?
- I see it in a different way...

**FORTIFY**
Supporting Our Ideas

- Use your think time.
- Use your conversation voice.
- Can you give an example from the text?
  For example, ...

Kinder: Designated ELD Resources
8•12•16 FINAL