

Teacher Clarity

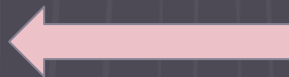
Language

Expectations



April 14, 2021

Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table 
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

I can:

Recognize learning progressions for a selected standard (review)

Recognize learning intentions for a selected standard (review)

Recognize success criterias for a selected standard (review)

Compare the three types of language expectations and their purpose in teacher clarity

Develop language expectations for the selected standard

Develop relevant talking points for a selected standard

Success Criteria for Today

House of Cards

Directions:

Build the tallest house of cards in two minutes using nothing but a deck of cards, a steady hand and your ingenuity. Start with a simple structure of cards in a box shape and add a roof. Keep working outwards and upwards, adding more cards and see how high you can go! With patience and care you will soon have built a mansion or perhaps the Eiffel Tower!



Materials:

- deck of cards/index cards
- flat surface
- ruler (if you have one)
- sticky note
- pen/pencil

Goal: I will build the tallest structure possible using one deck of playing cards in two minutes without folding, stapling, gluing, taping, rolling or cutting my cards. The house that measures the tallest is the winner.



Bryan Berg (USA)
Macau, China,
3.10.2010

The largest playing card structure was a replica of The Venetian® Macao, The Plaza® Macao and Sands Macao.

It measured 10.39 m (34 ft 1.05 in) long, 2.88 m (9 ft 5.39 in) tall and 3.54 m (11 ft 7.37 in) wide.

It took Bryan 44 days to complete the structure which was made of 218,792 cards.



How to Build a House of Cards



The Lean 2



The Half Bridge



The Bridge

How to Build a House of Cards



Uno Mas



The Ceiling



Build it Up High

↑
A
M
A
Z
I
N
G

H
O
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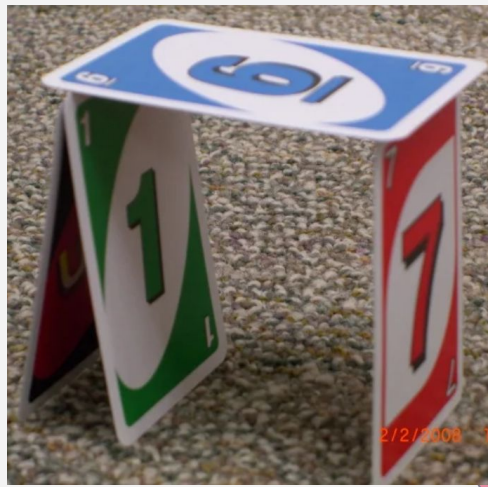
O
F

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The Lean 2



The Half Bridge



The Bridge



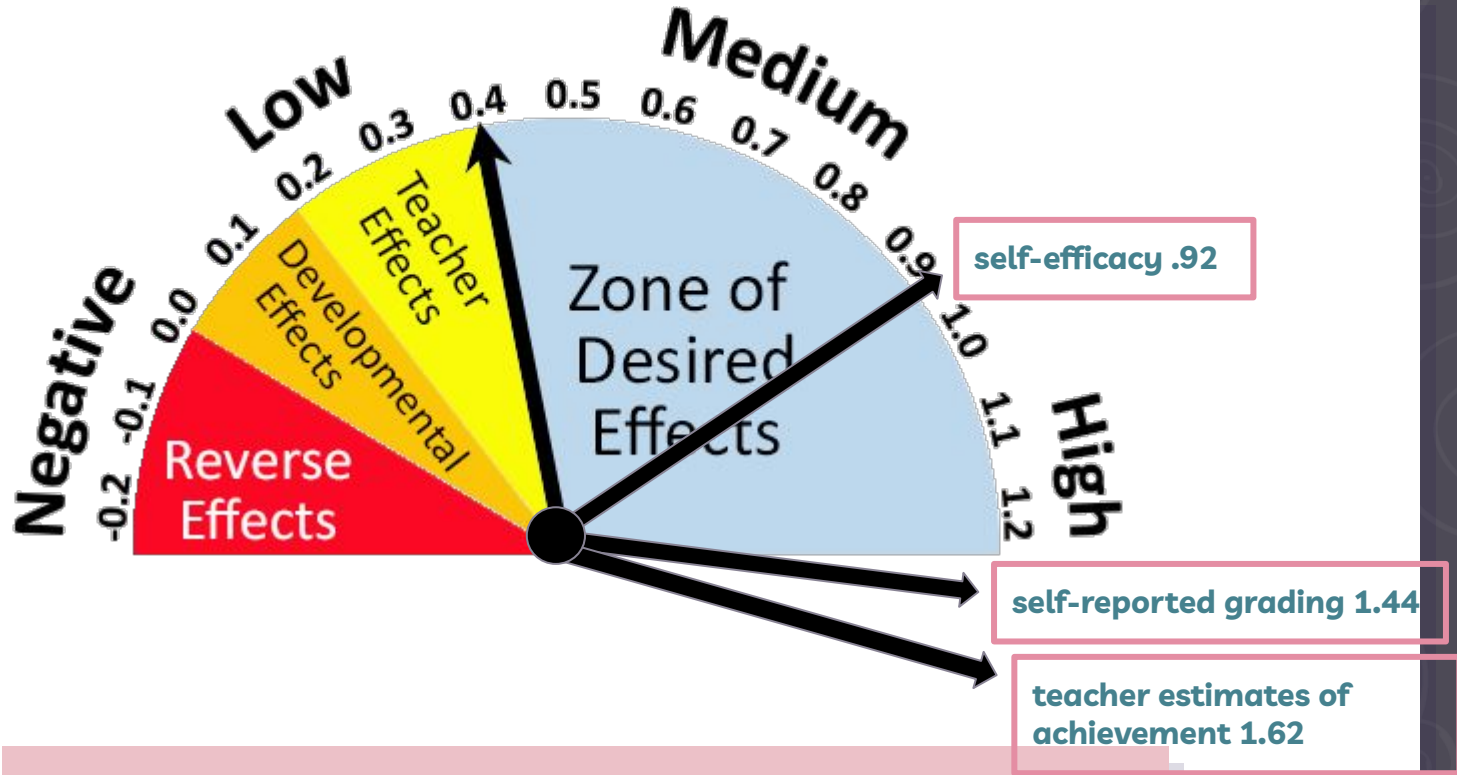
Uno Mas



The Ceiling



Build it Up High



John Hattie - Effect Size



BREAKING

BOARDS

Teacher Estimate of Achievement - 1.62

Review

INDEPENDENT PRACTICE

Now, practice on your own, using your own standard.

STANDARD(S)

CONCEPTS (NOUNS)

SKILLS (VERBS)

LEARNING PROGRESSION

LEARNING INTENTIONS

SUCCESS CRITERIA

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

-
-
-
-
-
-
-
-

Teacher Exemplars

Learning Progressions

INDEPENDENT PRACTICE

Jolyse Leali

Now, practice on your own. Fill in your own standards, identify nouns and verbs, and write learning progressions that follow a logical sequence.

STANDARD(S)

9-10.RL.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CONCEPTS (NOUNS)

Theme
Central idea
Text Development
Course of the text
Specific details
Objective summary

SKILLS (VERBS)

Determine
Analyze
Emerges
Shaped
Refined
Provide

Blank area for student work.

Teacher Exemplars

All

INDEPENDENT PRACTICE

Erin Coleman

Now, practice on your own, using your own standard.

STANDARD(S)

7.G.A.1

Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

CONCEPTS (NOUNS)

Problems
scale drawings
geometric figures
actual lengths
areas from a scale drawing
scale drawing at a different scale

SKILLS (VERBS)

Solve
involving
computing
reproducing

LEARNING PROGRESSION

1. Define proportional relationships and how they relate to scale drawings.



Break Time

Do you recharge
yourself as much as
you recharge your
phone?



Apple





Read Module 5

(pg. 41-44)
green section



Figure 6

Pg. 42 (green section)



Content Area	Vocabulary	Structure	Function
Mathematics	Use less than, equal to, or greater than to compare sets or numbers,	Highlight addition signal words in a word problem.	Describe the relationship between numbers in expanded form and standard form.
Social Studies	Name the routes and explores on a map	Sequence the steps of food production using the signal words first, then, next, and finally.	Justify in a paragraph the ways fire was used for hunting, cooking, and warmth by citing three examples.
Language Arts	Use who, what, and why to ask a question of your partner.	Identify the verb tenses used in the reading to explain what happened long ago and what will happen in the future.	Explain what organizational pattern was used by the writer and critique its adequacy.
Science	Label a diagram of the digestive system (teeth, mouth, esophagus, stomach, small intestine, large intestine, colon).	Using the sentence frame "on the one hand, _____, On the other hand, _____," students will demonstrate their knowledge of Earth's layers.	I can inform my team members about three ways that an environment can change.
Art	Use visual analysis terminology (line, color, balance, form, shape) to describe a painting)	Use a museum exhibition label form to cite a displayed work of art.	Compare and contrast two paintings from the same time period in a written critique.
Physical Education	Identify body movements used in soccer (scissor, drag and push, cuts, dribble).	Use language frames to signal teammates about changing games conditions (e.g., calling for the ball, letting a team member know when there is pressure from an opposing player, signaling encouragement).	Participate in a post game discussion of success, challenges, and action steps.

GRADE 4: ELA

STANDARD(S) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONCEPTS (NOUNS)

Main ideas
Key details
Text

SKILLS (VERBS)

Determine
Explain
Summarize

LEARNING PROGRESSION

3. Determine the central or main idea when the author does not provide a topic sentence.

LEARNING INTENTIONS

1. I am learning about the concept of *main* idea.
2. I am learning about the difference between ideas and details presented in a text.
3. I am learning about the main idea of text and its importance in the organization of the text.

Compare and Contrast Learning Intentions

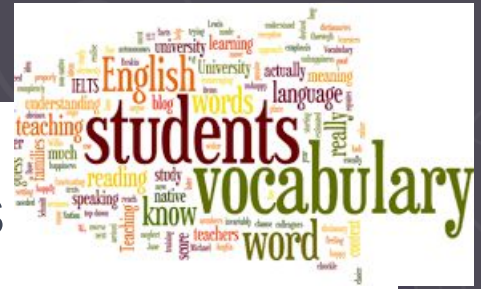
Possible Guiding Questions

compare & contrast page 23/46

- How have the learning intentions changed?
- Do you believe they are stronger now, more clear?
- Will the changes that have been made help teachers to identify gaps, when looking at data or for reteaching?
- How did they make the learning intentions stronger?
- How will that help when teachers are creating the daily success criteria?



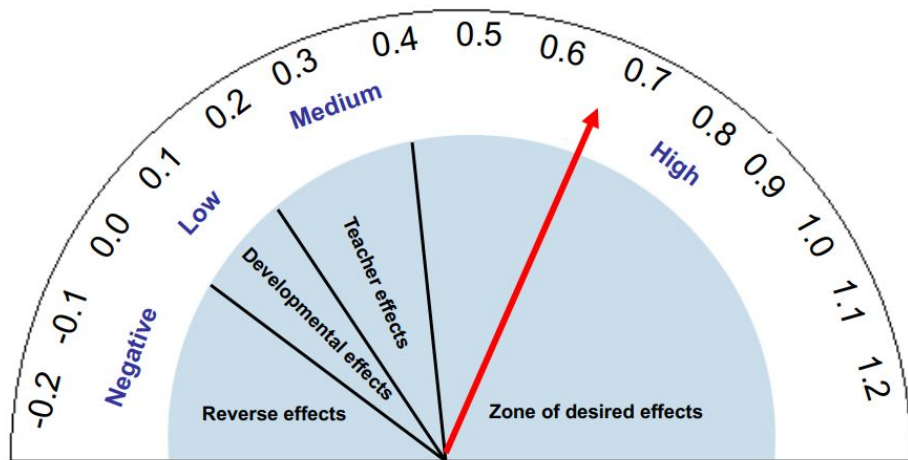
- ▶ Use academic words and phrases



Example:

I am learning how to write number sentences to restate the problem, using words like **plus**, **add**, **minus**, **subtract** and **equal**.

Vocabulary



Vocabulary Instruction: $d = 0.67$

CORWIN
A SAGE COMPANY

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

Did you know?

- ▶ Focus on grammar, syntax, or signal words
- ▶ Use of sentence or paragraph frames



Example:

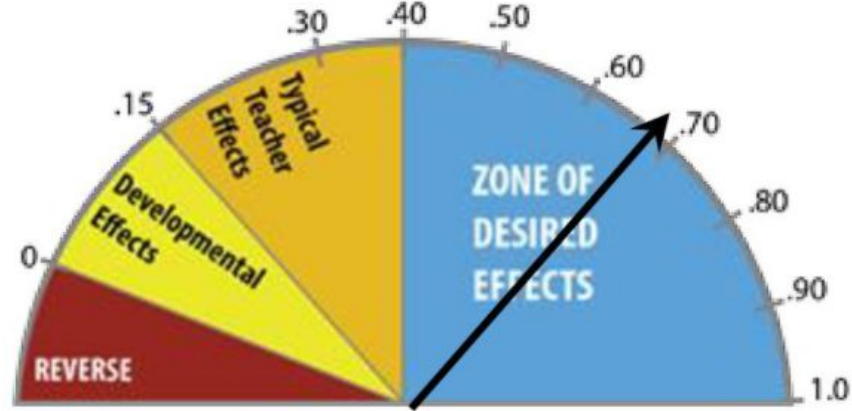
I am learning how to determine the main idea, the idea that organizes the entire text, and how to explain my ideas in writing using the sentence frames provided.

Language Structure



Feedback

(0.73 effect size)



Did you know?



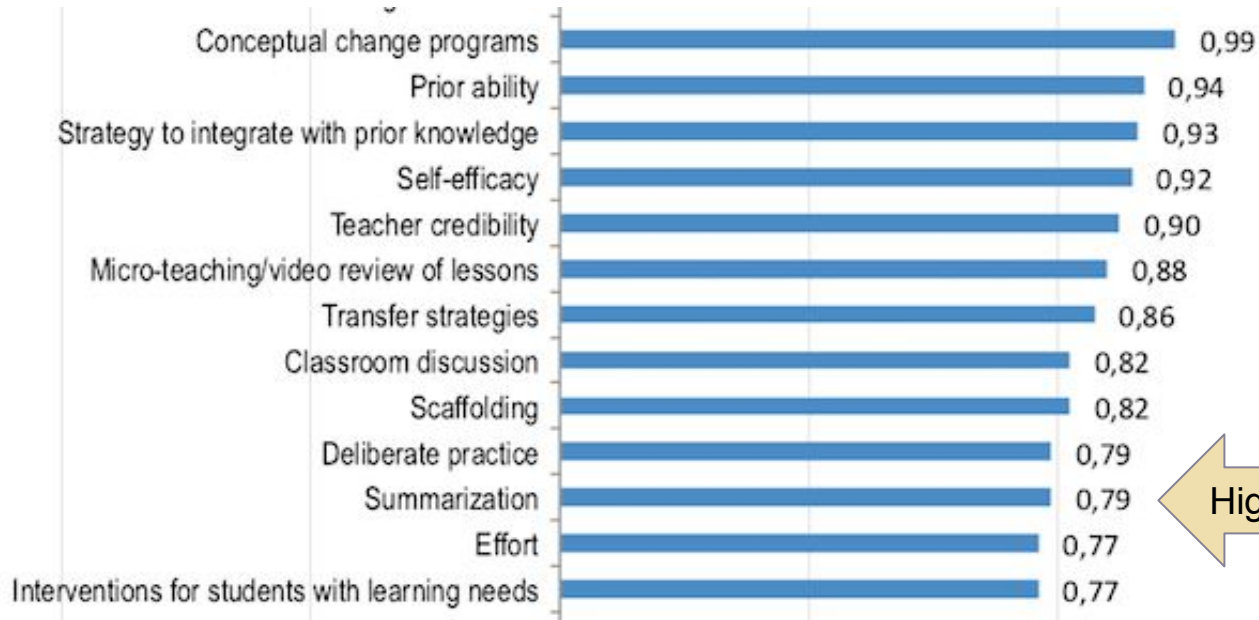
Do the students need to justify, persuade, inform, entertain, debate, or hypothesize?

- ▶ Summarize
- ▶ Explain to your groups
- ▶ Based on data analyze
- ▶ Give instructions

Example:

I am learning how to discover the products of exponents by expanding and simplifying expressions and how to explain the process to my partner.

Language Function



High Yield Strategy

Did you know?

GRADE 4: ELA

STANDARD(S) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONCEPTS (NOUNS)

Main ideas
Key details
Text

SKILLS (VERBS)

Determine
Explain
Summarize

LEARNING PROGRESSION

3. Determine the central or main idea when the author does not provide a topic sentence.

LEARNING INTENTIONS

1. I am learning how to define the concept main idea using target vocabulary.

2. I am learning how to locate several ideas and details presented in a text and justify my selections to my peers.

3. I am learning how to establish the relative importance of ideas and details presented in a text and how to share my thinking with peers in complete sentences.

vocabulary

Language Function

Language Structure

- ❑ Complete the task on page 50 in your book on your own, by modifying the learning intentions listed. (10 minutes)
- ❑ Then, we will move into breakout rooms where you will come to a consensus and share why? (7 minutes)



Guided Practice

Modify each of the following learning intentions to include the language expectation identified.

V = Vocabulary (specialized, technical)

S = Language Structure (grammar, syntax, signal words, frames)

F = Language Function (instrumental, regulatory, interactional, personal, imaginative, heuristic, representational)

Learning Intention	Language Expectation	Modified Learning Intention w/Language Expectation
I am learning how to partition shapes into parts with equal areas.	Vocabulary	
I am learning how to identify reliable and trustworthy content from the Internet.	Function	
I am learning how to ask questions about unknown words in a text.	Structure	
I am learning how to identify the impact of water pollution on the environment.	Function	
I am learning how to demonstrate and explain how responses to music are informed by the context (such as social and cultural)	Vocabulary	
I am learning how to describe how artists use tints and shades in painting.	Structure	
I am learning how to predict the geological features that result from specific plate boundaries (subduction zones, divergent margins, and transform margins).	Function	

- ❑ Finally, check for understanding by viewing the possible answers in *The Teacher Clarity Playbook* appendix.

Guided Practice

Action Steps



What is one way you will increase the language expectations in your classroom?



Next Steps



- ❑ Ensure that Module 1-5 Homework is completed.
- ❑ Read Module 6 (purple section) pages 53-55
- ❑ Read Module 8 (orange section) pages 87-90

Next Meeting- April 28th

Need something? Have a question? Email us!

amy.moore@dvusd.org
kristina.medlin@dvusd.org

