

Exhibit 11.1 Clarity Concepts for Supporting Students' Understanding

I. FRAMING THE LEARNING

1. Communicating the Big Picture

- Communicating the lesson objective
- Ensuring students understand the objective by checking
- Giving students an itinerary
- Connecting to a big idea or essential question
- Previewing academic vocabulary
- Explaining why the objective is worthwhile
- Stating reasons for activities
- Communicating criteria for success

2. Assessing Readiness to Receive Instruction

- Activating students' current knowledge
- Preassessing students' knowledge (content, vocabulary, and skills)
- Anticipating confusion and misconceptions

II. PRESENTING INFORMATION

3. Explanatory Devices

- Analogies and metaphors
- Gestures, demonstrations, and modeling
- Modeling thinking aloud
- Physical models and visual representations (charts, diagrams, pictures, and photographs)
- Graphic organizers
- Mental imagery
- Interactive whiteboards
- Presentation software and document cameras
- Tablets, Chromebooks, and laptops
- Minimal and progressive cueing
- Highlighting important information
- Translation into simpler language
- Simulations, educational games, and role-plays
- Audio and video recordings, including singing

4. Speech Patterns

- Vagueness and mazes
- Formal and informal English
- Translanguaging
- Code switching

III. SUPPORTING MENTAL ENGAGEMENT

5. Being Explicit (and Not Leaving to Chance the Following):

- Intention of cues
- Focus of questions
- Necessary steps in directions
- Meaning of references

6. Making Cognitive Connections

- Showing resemblance to something students already know
- Asking students to compare and contrast
- Extending to implications and future actions
- Making transitions between ideas
- Signaling shifts in activity, pace, level, or content
- Foreshadowing

IV. GETTING INSIDE STUDENTS' HEADS

7. Checking for Understanding

- Pressing on
- Reading body language
- Asking questions including hinge questions
- Dipsticking

8. Unscrambling Confusion

- Do nothing at the moment.
- Acknowledge the confusion and move on.
- Reexplain.
- Isolate the point of confusion with pinpoint questions.
- Have a student explain their own current thinking.
- Persevere and return.

9. Making Students' Thinking Visible

- 24 operating principles
- Other aspects of MSTV

V. CONSOLIDATING AND ANCHORING THE LEARNING

10. Summarizing

- Timing and frequency
- Repertoire
- Note-taking