

# Clear Thinking Teacher Toolkit

## Focus and Model

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## Guide to Independence

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and CLARIFY	Fix Go Deeper Finish well
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*Use **focused questions** and **graphic organizers**.*

*Ask students to “**think on paper**”—respond **individually** then **share and compare** with other students.*

*Locate **learning problems**.*

*Use **graphic organizers** and **guided activities** to solve **problems**.*



## Organize the Week from model and guide to independence

### Use a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.



### ***Give students opportunities to learn more.***

***Organize activities that take students from introduction through independence.***

<b><i>Monday Preview Model Interest</i></b>	<b><i>Tuesday Model and GUIDE</i></b>	<b><i>Wednesday GUIDE and go farther</i></b>	<b><i>Thursday ASSESS and Clarify</i></b>	<b><i>Friday Fix Go Deeper Finish well</i></b>
<i>Teacher models "how to".  Teacher gives examples.  Students give examples.</i>	<i>Teacher models.  Students do.  Teacher guides.</i>	<i>Teacher guides.  Students do.</i>	<i>Students demonstrate independence.  Teacher checks and clarifies.</i>	<i>Students who "meet" work independently to exceed.  Teacher coaches students who need support.</i>

- Students participate actively; teacher assesses informally Monday-Wednesday.
- Thursday, teacher assesses student level of independence.
- Friday, teacher coaches students needing more support while students who have mastered the skill or content work independently to go deeper.

## Standards for a Clear Classroom

Elements of Effective Instruction	Demonstrations
<b>Teacher Makes Learning Clear</b>	<ul style="list-style-type: none"> <li>__ Teacher posts goals/objectives.</li> <li>__ Teacher previews lesson.</li> <li>__ Teacher “thinks out loud” about how to—read a story, solve a problem, read content.</li> <li>__ Teacher asks students to clarify instructions.</li> <li>__ Teacher posts directions and gives them orally.</li> <li>__ Teacher models/demonstrates.</li> </ul>
<b>Teacher Guides Actively</b>	<ul style="list-style-type: none"> <li>__ Teacher maintains eye contact.</li> <li>__ Teacher organizes activities so students work in pairs and groups as well as individually.</li> <li>__ Teacher circulates to guide/coach/assess.</li> </ul>
<b>Students Think Thoroughly</b>	<ul style="list-style-type: none"> <li>__ Teacher uses a variety of questions.</li> <li>__ Students ask questions.</li> <li>__ Students paraphrase/illustrate what they read/learn.</li> <li>__ Students make/complete graphic organizers to analyze, infer, and synthesize.</li> <li>__ Students use skills/knowledge independently.</li> <li>__ At end of lesson teacher asks students to explain what they learned—learning notes, other formats.</li> <li>__ Students note what they learn—learning log or think-pair-compare, then group/class share guided by teacher.</li> <li>__ Students model/demonstrate.</li> </ul>
<b>Vocabulary Is Connected</b>	<ul style="list-style-type: none"> <li>__ Word wall posted (and illustrated).</li> <li>__ Word wall vocabulary used in activities.</li> <li>__ Phrases/sentences posted.</li> <li>__ Students write explanations.</li> <li>__ Students illustrate vocabulary.</li> <li>__ Students use current vocabulary in writing.</li> </ul>
<b>Writing Makes Sense</b>	<ul style="list-style-type: none"> <li>__ Teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students.</li> <li>__ Students write what they learn across the curriculum</li> <li>__ Students write in a variety of formats.</li> <li>__ Students improve one element at a time: focus, support, organization, integration.</li> </ul>

**QUESTIONS FOCUS LEARNING.**

**ANSWERS INFORM TEACHERS.**

**GET IT**

**Literal** questions ask you to find or remember an answer in the information provided.

When? Where? Who?	What? Define _____. List the _____.
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**GET IT CLEAR**

**Analytic** questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

Classify _____. Compare and contrast _____. Give an example of _____. Give the opposite of _____. Draw a picture to illustrate this page.	In what sequence did ____ happen? Explain how _____ works. Use a time-line, chart, diagram, graph, or map to show and explain _____. How do the parts relate to each other?
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**THINK MORE**

**Inferential** questions ask you to make an educated guess—to think about and beyond the information given.

Predict what will happen when _____. What is the main idea of _____. Figure out the meaning of this word from context. What might have caused this change?	What is the best title for this _____. What is the missing part? What was the author's point of view? If ____ changed, what would happen? Which person might have said this?
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**THINK IT THROUGH**

**Evaluative** questions ask you to make your position clear, to make a thoughtful judgment.

What is the most important fact? Why? What makes this a good book? Is this fact or opinion? What is your evidence?	Which is the best answer? Why? Give and justify your opinion on _____. Which part is most important? Why do you make this choice?
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**GET IT TOGETHER AND GET IT ACROSS—Synthesis**



Extended Response:

*Based on what you read and what you know, what do you think?*

## Charts Guide Learning about People, Places, Events

ILS5A: I can organize information about a topic.

TOPIC: \_\_\_\_\_

### ORGANIZE TO UNDERSTAND

People	
Places	
Challenges	
Choices	
Changes	

**Write to explain what you learned.**  
***Write a summary of your chart.***

## Write What You Learn—To Learn More

Topic: \_\_\_\_\_

What are some important words about this topic?

Word	What It Means

What did you learn about this topic? Make a list. Then write about the topic.

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## Explanatory Writer

ILS 3B: I can organize a paragraph or essay with a main idea and supporting information

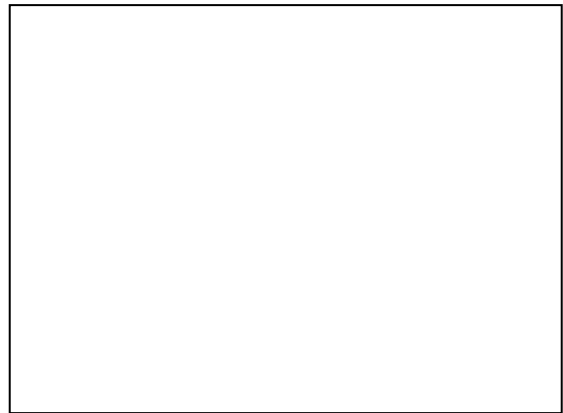
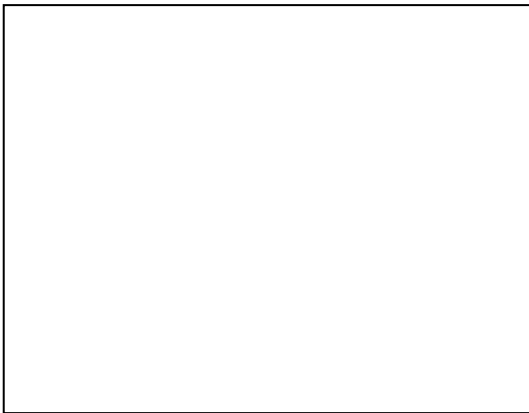
Use this to organize a paragraph or an essay.

*What will you explain?*

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*How will you start?*

List or draw what you will tell.



*How will you end?*

## Take the second step.

### *Open-Ended Questions Tell Teachers More about Students.*

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Source: Harold Washington's Mayoral Election Acceptance Speech, April 12<sup>th</sup>, 1983, Chicago, IL  
Transcribed from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

*What are unseasoned weapons?*

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Explain how you figured that out.

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***Turn multiple choice questions into two-step questions to learn more about student's progress and needs.***

*What does phalanx mean?*

- a. people   b. voters   c. group   d. politicians

*Prove it—what makes you choose that answer?*

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## INFER WITH EVIDENCE

Tanganae, a student at Webster school, drew this picture of her community.



How do you think she feels about her community?

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What in the picture supports your inference?

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## MAKE THINKING CLEAR: Take the second step

### INFERENTIAL QUESTIONS FOR ANY STORY, HISTORY, OR EVENT

KIND OF INFERENCE	TRANSFERABLE QUESTION	Step 2: SUPPORT YOUR ANSWER
Infer from <b>context</b>	• What does _____ mean?	
Infer <b>motive</b>	• Why does _____ do _____?	
Infer <b>cause-effect relations</b>	• What caused _____? • What resulted because _____?	
Infer <b>prior actions.</b>	• What might have happened before?	
Infer <b>predictions</b>	• What do you think _____ will do next?	
Infer <b>relationships</b>	• How does _____ (one person) feel about _____ (another person)?	
Infer <b>feelings</b>	• What do you think _____ said about this? • How do you think _____ felt about what _____ did?	
Infer <b>traits</b>	• What is a trait of _____? • What might _____ have said?	
Infer the <b>main idea</b>	• What is the main idea of the passage? • What is the best title for this passage?	
Infer the <b>author's purpose</b>	• Why did the writer write this?	
Infer the <b>author's point of view</b>	• What is the author's point of view?	

**Harold Washington's Acceptance Speech – April 12<sup>th</sup>, 1983****Chicago, IL**Transcribed from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

*The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.*

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yes, yes, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's all right! That's all right! That's all right! You never get them all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

**THINK CLEARLY**

What is the main idea of the speech?

Prove it—underline five examples that tell you that is the main idea.

**TWO-STEP INFERENTIAL QUESTIONS INSIST THAT STUDENTS THINK MORE**

INFERENCE	QUESTION	ANSWER	EVIDENCE
<i>Infer from context</i>	<i>What does <u>pilgrimage</u> mean?</i>		
<i>Infer motive</i>	<i><b>Why did</b> some people vote for Harold Washington?</i>		
<i>Infer predictions</i>	<i><b>What do you think</b> one of the people who heard the speech <b>did next?</b></i>		
<i>Infer feelings</i>	<i>How do you think Harold Washington <b>felt about</b> the people who had voted for him?</i>		
<i>Infer traits</i>	<i><b>What is a trait of</b> Harold Washington?</i>		
<i>Infer the main idea</i>	<i>What is the <b>main idea</b> of the speech?</i>		List three examples that support your inference.

## THE ISAT CONNECTION

### Open-Ended Reading Questions Based on ISAT Samples

#### Locate Information

What question does the article answer?

What was one way that \_\_\_\_\_?

#### Compare

\_\_\_\_\_ and \_\_\_\_\_ are alike because they both \_\_\_\_\_.

#### Identify Sequence

What do the people do last?

According to the passage, what happened first?

#### Infer character traits

What is one of \_\_\_\_\_'s character traits?

Why do you think that?

#### Infer motive

What does \_\_\_\_\_ want? Why?

Why did \_\_\_\_\_ do \_\_\_\_\_?

#### Infer cause-effect relations

What happened because \_\_\_\_\_?

What caused \_\_\_\_\_?

#### Infer a prediction

After reading the title, what should you expect to learn from this selection?

After reading the passage, what is the most likely to occur?

#### Classify/Compare Fact/Opinion

What is an opinion from the passage?

#### Summarize

What would be the best title for this passage?

What lesson does \_\_\_\_\_ learn?

Write a one-sentence statement that summarizes the passage.

#### Infer Main Idea

Paragraph 2 of this selection is mainly about \_\_\_\_\_

What is the author's message in the passage?

What is the main idea of the passage?

## The Chicago Fire

I can sequence events; I can infer motives; I can summarize a nonfiction passage. ILS1C.

Chicago started out as a small town. Then many people moved to Chicago. They wanted to be part of the new city. They were brave. They came here to make a new life. They started with nothing. They worked hard. They made their homes good places to live.

But Chicago grew so fast people did not have time to build homes of brick. So they made them of wood. The city had to put in streets quickly. The streets were made of wood. People had just put wooden planks down to make streets. They stuck them together with tar.

Some people said to watch out. They said that all the wood was dangerous. There could be a fire. But more people kept moving here. They needed homes in a hurry. So they kept building more wooden houses.

More than 100 years ago there was a big fire in Chicago. It was 1871. It had been hot all summer. The trees and bushes were dry because they needed rain. It had not rained enough to keep them growing green.

The fire kept burning. It lasted more than 30 hours. People tried to stop it. But all the wood kept the fire burning. Finally, it started to rain. That helped to extinguish the fire.

When people saw how much was burned, they were worried. How would they be able to stay here? But the people who had moved here had started with nothing. They had built the city. They could have moved. But they decided to stay. They would rebuild the city of Chicago.

The day after the fire the newspaper had a headline that said "Cheer up! Chicago shall rise again." People stayed and worked together. They built new homes of brick.

People helped each other. They shared food. They shared homes. And they passed laws about building in Chicago. From then on, people would build with bricks so homes would not burn. By 1891, Chicago was a big city again. People who had stayed felt glad. They knew they had made the right choice.

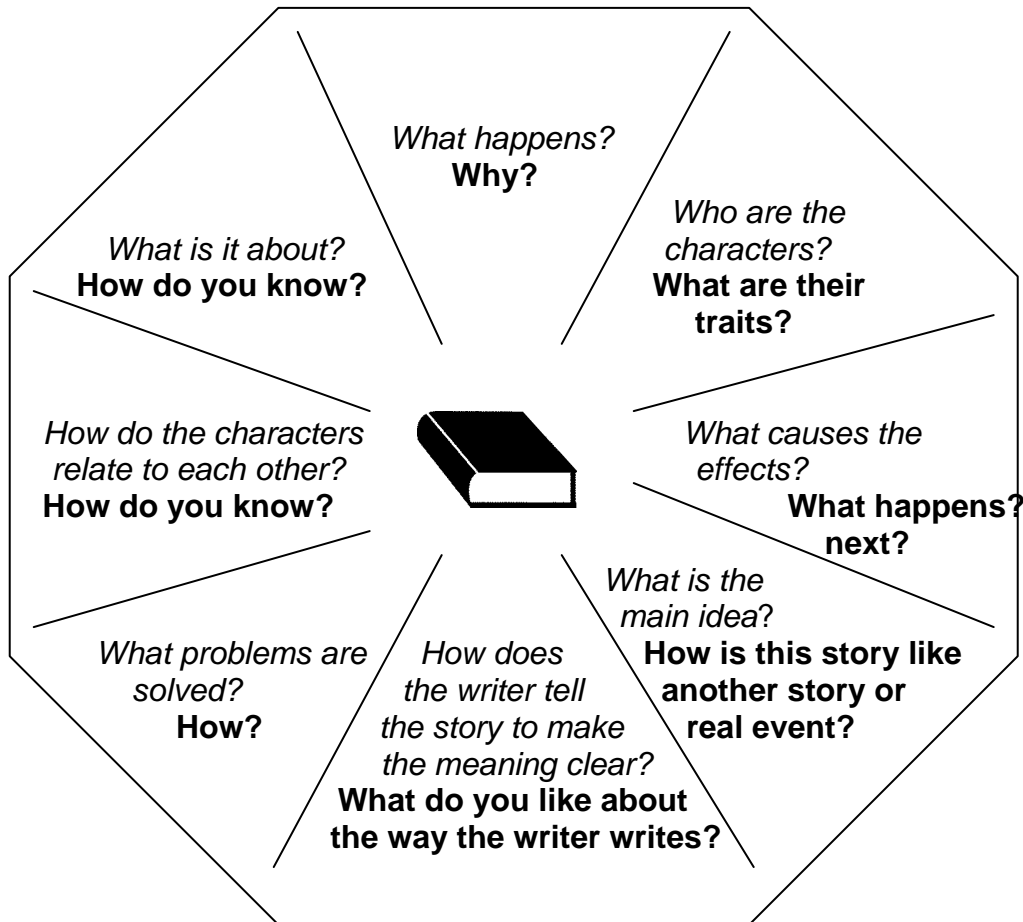
**Think Clearly** Answer these questions on another page.

1. *Sequence*: Make a timeline. Show what happened.
2. *Infer from Context*: What does extinguish mean? Tell why you think that.
3. *Infer Motives*: Why would people stay in Chicago after the fire? Support your answer with information from the passage and your own ideas.

## How do you read a story? Reading is comprehensive.

One skill or question is just part of understanding a story.

**Make sure that students read thoroughly.**



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—  
*What did the people in this story learn from the events?*  
*How is what they learned important for people to understand?*  
*Use information from the story and your own experience to explain your answer.*

**I can analyze and infer when I read any story or history.** ILS1BC

1. Identify Sequence: What happened at the end?

\_\_\_\_\_

2. Infer Character Traits: Name one person in the story or history.

\_\_\_\_\_

What is one trait you infer that person has?

\_\_\_\_\_

Explain why you think that.

\_\_\_\_\_

3. Infer Motive: What is something that person does?

\_\_\_\_\_

INFER: Why do you think that person does that?

\_\_\_\_\_

\_\_\_\_\_

4. Summarize the passage in 3 sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Infer the Main Idea: What do you think is the main idea of the passage?

\_\_\_\_\_

*Why do you think that is the main idea?*

\_\_\_\_\_

\_\_\_\_\_



**What will you do?**

- Ask Questions that require deeper thinking.
- Ask students to answer and take the second step—explain their thinking.

**Then teachers can take the third step: Solve Problems.**

<p align="center"><b>Problem Locators Ways to Identify Needs</b></p>	<p align="center"><b>Problem Solvers Ways to Support Greater Learning</b></p>
<ol style="list-style-type: none"> <li>1. Students respond to open-ended questions.</li> <li>2. Students answer multiple choice question and explain the reason for the choice.</li> <li>3. Students complete a graphic organizer.</li> <li>4. Students write explanations of how to use a skill.</li> <li>5. Students write daily response about what they learn.</li> <li>6. Students write weekly summary of what they learn.</li> <li>7. Students make a booklet/short report on what they learn.</li> <li>8. _____</li> <li>9. _____</li> <li>10. _____</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer coach.</li> <li>2. Teacher models, step by step.</li> <li>3. Students model.</li> <li>4. Give clear written steps to follow</li> <li>5. Give examples—more than 1.</li> <li>6. Students work in pairs.</li> <li>7. “Chunk” the content or skill—break it into smaller parts.</li> <li>8. Partially complete a graphic organizer.</li> <li>9. Task Analysis with teaching step-by-step.</li> <li>10. Guided practice.</li> <li>11. _____</li> <li>12. _____</li> </ol>