

#### The Content Enhancement Series

2006 The University of Kansas Center for Research on Learning Lawrence, Kansas

## The Clarifying Routine

## What is the Clarifying Routine?

 A means to teach important terms within the context of regular instruction to retain them long-term.

 A way to "revisit" and solidify or add depth to student knowledge of terms introduced or taught in a lesson.



## The Clarifying Table

Is a visual device that:

- Can be used in place of traditional flash cards.
- Is used initially under teacher guidance to give meaning to a vocabulary word, person, event, or other item (place/process).
- Focuses attention on the importance behind the word, person, or event central to current study now and throughout the semester.



## The Clarifying Table

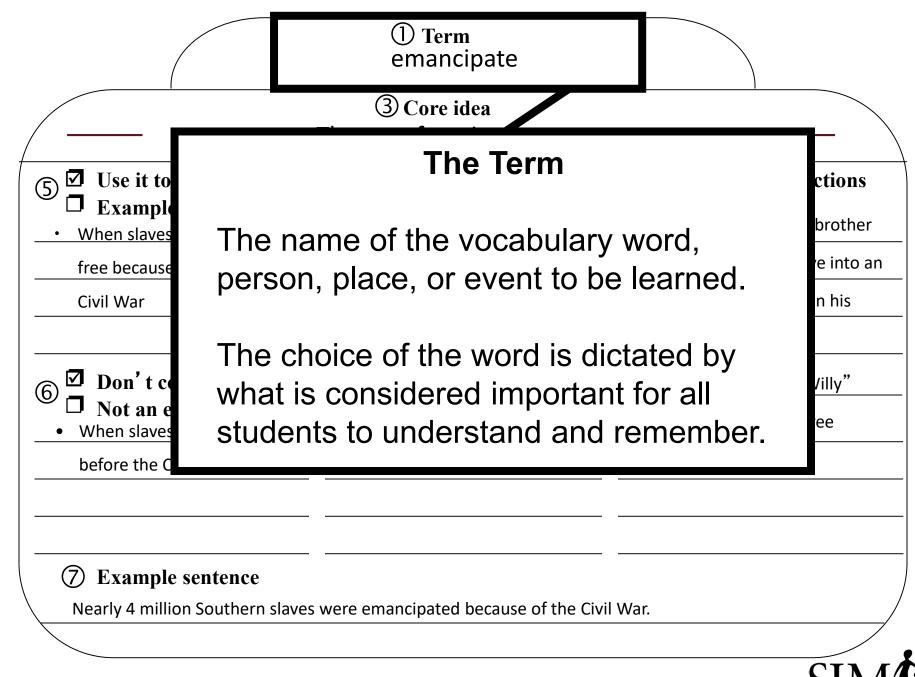
Is a visual device that:

- Identifies clarifiers for the term, accomplishments of the person, or significant facts about the event.
- Links learning to previous knowledge connections.
- Promotes higher-order thinking by identifying examples and non-examples.
- Designed to help students understand the meaning of the term by talking about information related to it, connecting their own knowledge and experience to it, and using it in a variety of ways.



	① Term	
	<b>③</b> Core idea	
<b>5 Use it to describe</b> <b>Example of</b>	<b>2</b> Clarifiers	④ Knowledge connections
<ul> <li>☐ Don't confuse it with</li> <li>☐ Not an example of</li> </ul>		
⑦ Example sentence		
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## Example Terms for Clarifying Tables

#### **Vocabulary Words**

- cravat
- isotope
- allegory
- fresco

### People

- Thomas Jefferson
- Albert Einstein
- Mark Twain
- Leonardo da Vinci





## Example Terms for Clarifying Tables

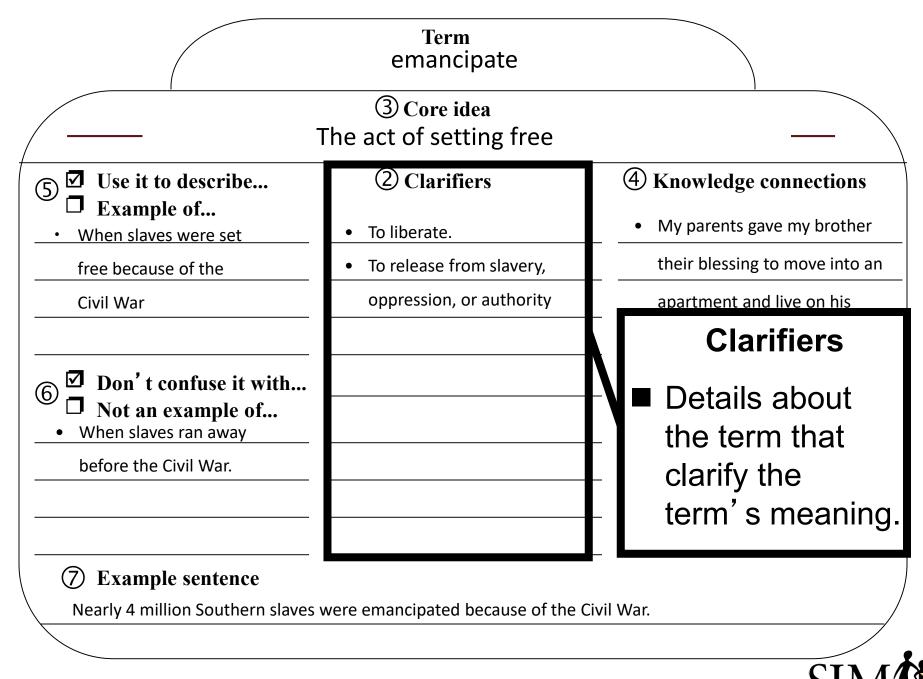
### Places

- Northwest Territory
- Hiroshima
- Parthenon
- Sistine Chapel

#### Events

- Lewis & Clark Expedition
- Treaty on Nonproliferation of Nuclear Weapons
- Bombing of Pearl Harbor
- Texas Revolution





### When the term is a vocabulary word:

What other words describe this term?

What words are synonyms for this term?

 What do students need to know about this term to fully understand its meaning?



### When the term is the name of a person:

- What were this person's most significant accomplishments?
- Which of these accomplishments are critical to an understanding of this person and this unit?



### When the term is the name of a place:

What are the facts surrounding this place that make it important for students to remember?

What happened here that makes this place significant to this unit?

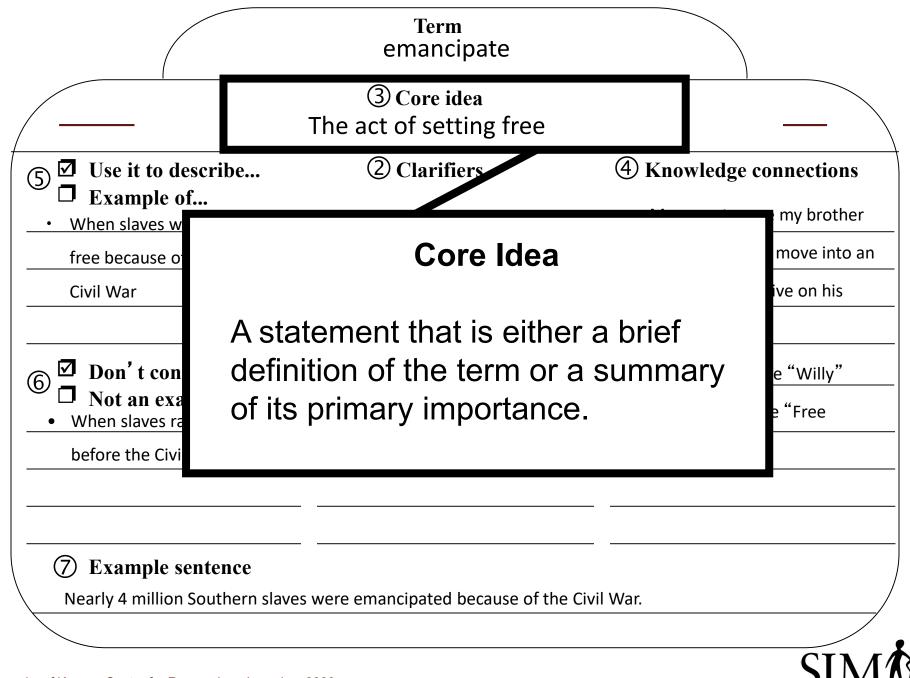


### When the term is the name of an event:

 What are the most important facts surrounding this event?

Which of these facts do I want students to remember?





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### When the term is a vocabulary word:

 How can I summarize the meaning of this term in just a few words??



### When the term is the name of a person:

 What do I want students to remember this person for?

 Why is he or she important to this unit, to the present time, and to the future?



### When the term is the name of a place:

- Why is this place significant?
- What does it represent to this lesson, unit, or course?
- How does it relate to students' lives now and in the future?



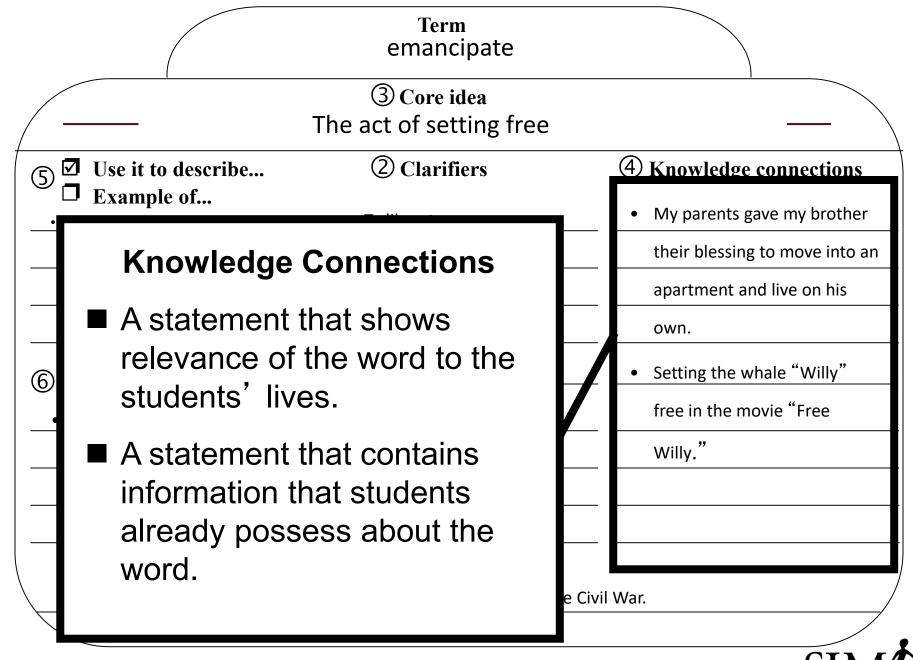
### When the term is the name of an event:

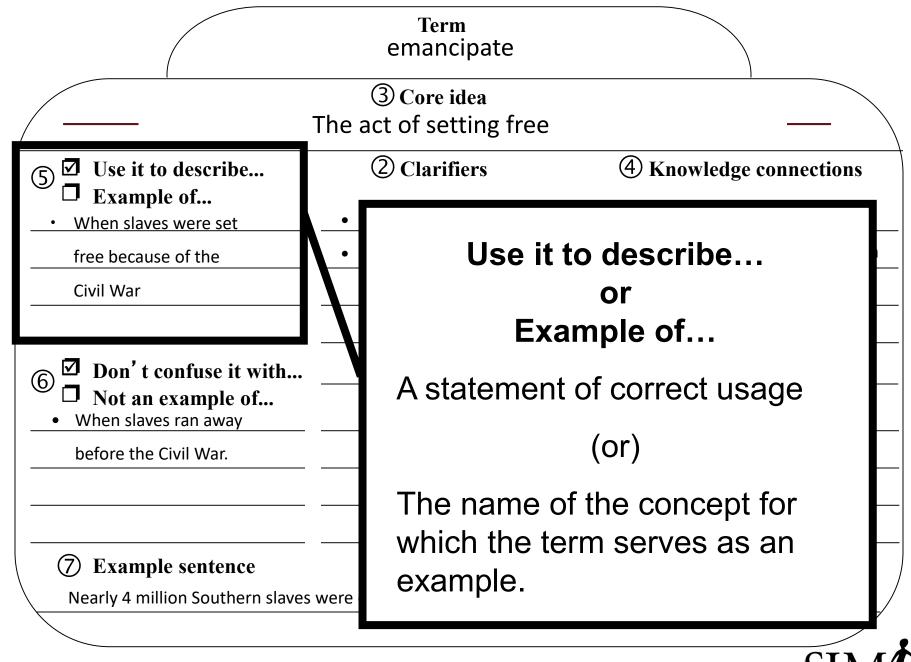
Why do I want students to remember this event?

What does it represent to this lesson, unit, or course?

How does it relate to current events?







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## Determining Correct Usage of a Vocabulary Word

the word is a noun, verb, or adjective.



### Determining Correct Usage of a Vocabulary Word

For example, use the word:

- **revolution** to describe America's War of Independence.
- satire to describe the book Huckleberry Finn.
- **compliment** to describe when a friend tells you that she likes your haircut.



## Determining Correct Usage of a Vocabulary Word

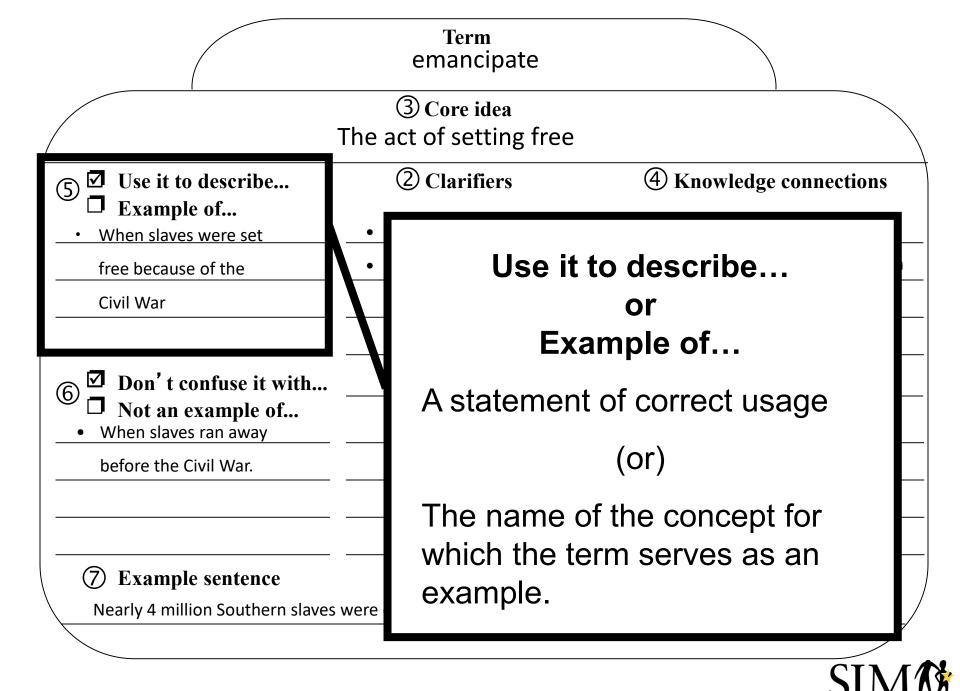
For example, use the word:

**abandon** to describe when a person leaves his house and does not intend to return to it.

**fortuitous** to describe the event of having the winning lottery ticket.

**subservient** to describe how slaves acted toward their owners.





## Determining Concepts for People

## When the term is a person, complete the statement, "This person is an example of someone who..."

For example:

Martin Luther King is an example of a person who advocated change through peaceful resistance.



## **Determining Concepts for Places**

### When the term is a place, complete the statement, "The (name of place) is an example of a place that..."

For example:

The Berlin Wall is an example of a place that demonstrates government control.



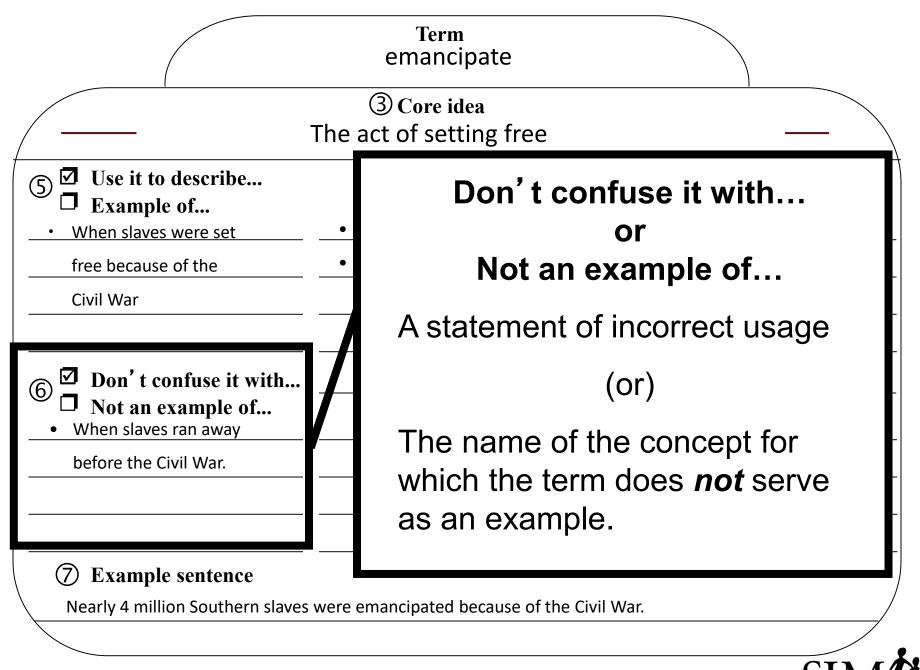
### **Determining Concepts for Events**

## When the term is an event, complete the statement, "The (name of event) is an example of ..."

For example:

The Battle of the Bulge is an example of people refusing to give up despite the odds against them.





## Determining Incorrect Usage of a Vocabulary Word

### When the word is a noun, verb, or adjective, complete the statement, "Don't use this word to describe..."



## Determining Incorrect Usage of a Vocabulary Word

### For example, don't use the word:

- **revolution** to describe America's involvement in Vietnam.
- satire to describe Webster's Dictionary.compliment to describe when a friend thanks you for doing something nice.



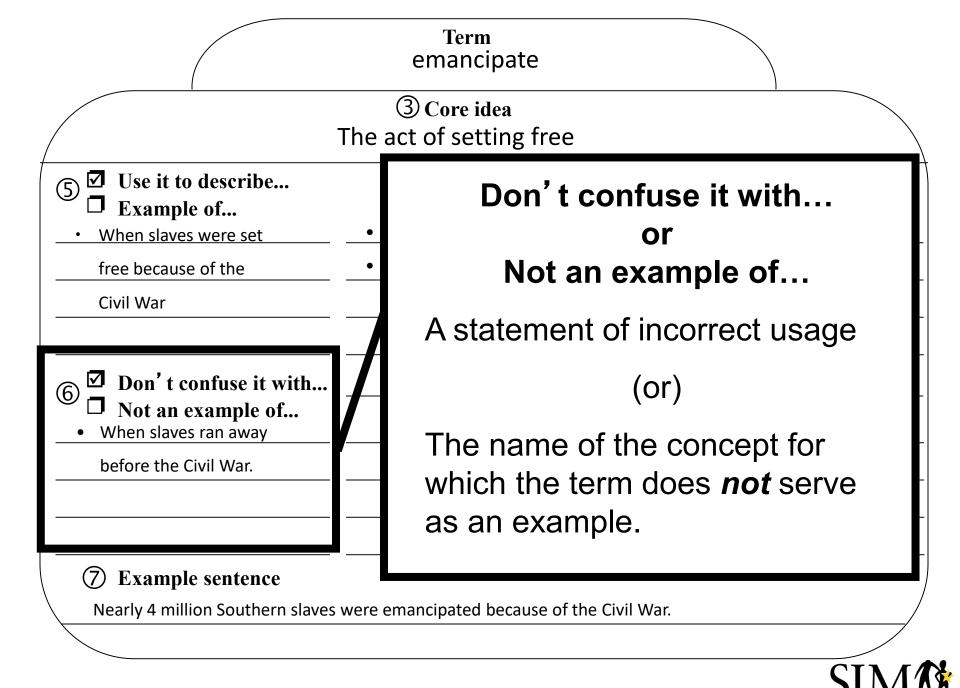
## Determining Incorrect Usage of a Vocabulary Word

For example, don't use the word:

- **abandon** to describe when a person leaves his house but intends to return.
- **fortuitous** to describe earning \$200 for a week of hard work.

**subservient** to describe how slaves acted toward each other.





## Determining Incorrect Usage of a Person

## When the term is a person, complete the statement, "This person is not an example of someone who..."

For example:

Martin Luther King is not an example of someone who advocated change through violence.



## Determining Incorrect Usage of a Place

When the term is a place, complete the statement, "The (name of place) is not an example of a place that..."

For example:

The Berlin Wall is not an example of a place that demonstrates government noninterference

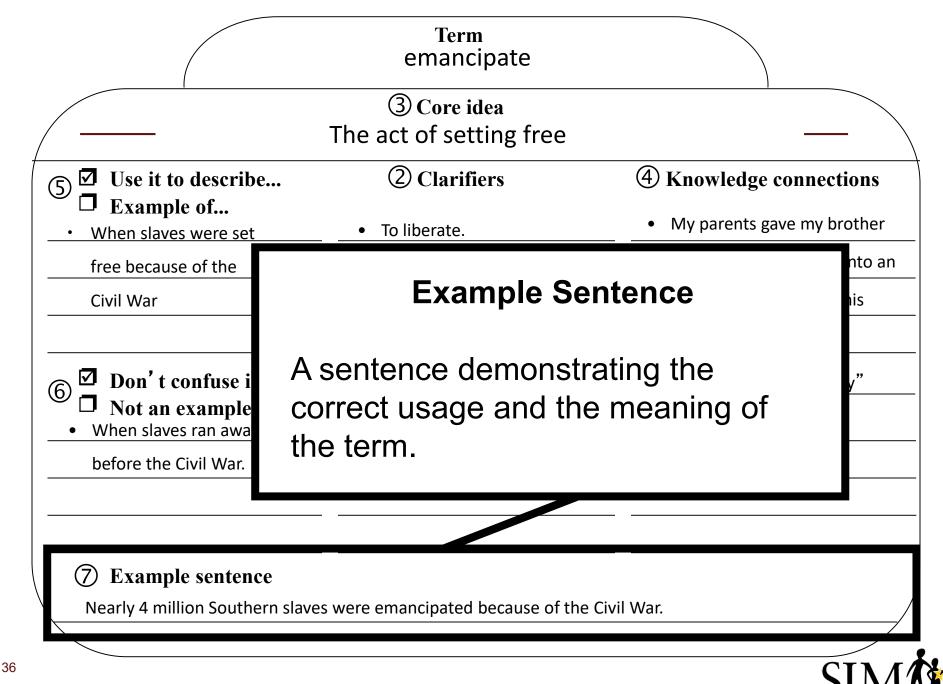
## Determining Incorrect Usage of an Event

# When the term is an event, complete the statement, "The (name of event) is not an example of ..."

For example:

The Battle of the Bulge is not an example of people giving up when the odds are against them. **SIN**/

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## **Example Sentence**

- Students create a sentence in which the term is used and in which the meaning or importance of the term is demonstrated
- Give kids sentence starters to scaffold their sentence writing.
- "Oedipus is an example of a tragic hero because he doesn't realize he married his mother until it is too late."



## **Knowledge Connections**

- Relate to something students already know or have experienced
- Belongs to the student
- Example prompts...
  - "This reminds me of...."
  - "This is like ..."
- Prompt students to explain their connection by elaborating
  - "what made you think of that...?"



## **Components of the Routine**

### The **Clarifying Table**

## But Why? to learn But Ready to learn Build WITH Build ents Students Check cherstanding The **Cue-Do-Review**

Sequence

### The **Linking Steps**



## The Purpose of the Linking Steps

### Guide the teacher to:

- Present the information in the Clarifying Table to students in an effective manner.
- Involve students in constructing the Clarifying Table.
- Focus student attention on learning.



## The Linking Steps

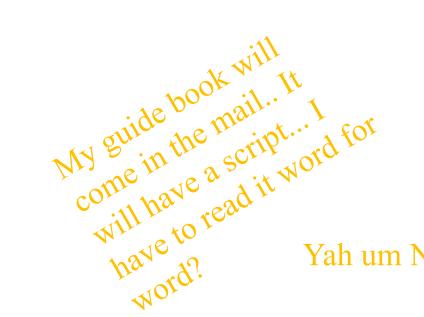
### Designate the term

- **1.** Explore the clarifiers
- Figure out the core idea
- 2. dentify knowledge connections
- 3. Note its usage or concept
- **4.** Explain what it's not
- **5.** Set up an example sentence

How Many Elaboration Techniques?



## Y'all Do



When you finish your draft you should share it with a friend for feedback!!

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