

Clear Directions and Language-Support Pack

T06 · v0.1.4 · Teacher guide: completed direction examples and local-use notes

Plan directions learners can follow and language supports matched to a specific barrier. State what learners will think and show, chunk the task into visible steps, clarify essential words, choose response routes that fit the target, and check both direction understanding and the task evidence separately.

Scope and safe use

Teacher-facing direction-planning tool using the provisional Grade 6 ELA default. It helps teachers make task steps visible and select language supports for a named task barrier while keeping the learning target clear. Grade fit, standards alignment, and classroom outcomes are not established. Verify the actual task, materials, classroom language, and authorized learner-specific supports before use.

Estimated preparation: 12 minutes. Planning estimate for one task, learner-facing directions, and a barrier-matched support; not measured.

Estimated direction introduction: 3 minutes. Planning estimate for introducing or reviewing directions before a task; adjust to the actual task and class. Not tested.

Choose one actual task and identify the thinking or skill learners should demonstrate. Keep the task and its cognitive demand intact while clarifying how to enter and complete it.

Verify the exact source, materials, page/location, vocabulary meaning, response format, and finish point. Do not invent school rules, learner details, accommodations, or compliance claims.

Write directions as visible ordered actions. Pair spoken directions with the same written/visual sequence when useful; model how to start without supplying an answer to independent work.

Name the specific language or process barrier each support addresses. State what the support changes and what learning target or evidence remains the same.

Choose oral, written, visual, or combined response routes only when they fit the task target and authorized learner-specific plan. If a mode changes the evidence, record that limit and verify through an approved local source.

A learner restating or locating the first step is a check of direction access, not evidence of mastery. Observe the actual task response for the targeted learning. Grade 6 ELA and the time estimates are provisional/untested.

For any field that needs more writing space, continue on a blank sheet labelled with the task name and field number; attach it behind the same planner. In the editable DOCX, insert additional response paragraphs as needed. Keep the task name with any separate pages.

Model directions · say, show, chunk, check

- 1 · Name the goal and evidence. Tell learners what they will do and what the response should demonstrate.
- 2 · Set up the start. Name the text or materials, where to begin, and where the response belongs. Show the page or location when available.
- 3 · Give the steps in order. Use short action verbs and number the sequence. Put one action or closely connected action pair in each step. Say what “finished” looks like.
- 4 · Clarify essential language. Explain task-specific or academic words in student-friendly language before learners need them. Keep definitions short and accurate to the task.
- 5 · Add a matched support. Name the barrier it addresses, offer a vocabulary cue, frame, chunk, example, or rehearsal that fits, and state the thinking or evidence that stays the same.
- 6 · Check the directions, then the work. Ask a learner to point to or restate the first step or response location. Treat this as a direction check, not proof that the task skill is mastered. Observe the actual task response for learning evidence.

Vocabulary and sentence-frame supports

Choose words that are essential to starting or completing this task. Give a brief, student-friendly meaning in the context where the word appears; a familiar synonym, quick example, or visual pointer may help. Do not pre-teach a conclusion the task asks learners to reason out.

Use a sentence frame only when language organization is a barrier and the frame still leaves the learner to supply the idea and evidence. For example: “I think ____ because the text says _____. This detail shows _____.” Remove or fade a frame when it is no longer needed. A frame is a support, not a scored answer or a diagnosis.

Oral and written response options

Decide what the task is meant to measure before offering response modes. If the target is reasoning from a source, a spoken, written, drawn, or arranged response may provide evidence of the same idea when the task and authorized plan allow it; note what each mode makes visible. If the target includes writing, spelling, sentence construction, or written organization, an oral response or sentence frame may change the evidence and should not be recorded as equivalent writing evidence.

Oral rehearsal can help a learner organize an idea before writing. It does not replace an independently written product when writing itself is the target. Check current local requirements and authorized learner-specific plans through the approved source; this general list does not establish an accommodation or replace an individual plan.

Before using the directions

Verify the actual task goal, source, materials, response location, vocabulary meaning, and finish point. Check that the written and spoken directions agree with the task learners will receive. Use current authorized sources for classroom or school procedures and for learner-specific supports.

Do not infer a diagnosis from a language barrier or assume every learner needs the same support. Do not invent a policy, accommodation, consequence, or specialized compliance claim. If a support or response option changes the target evidence, check with the appropriate local source and describe the evidence accurately. Avoid placing student names or private details in a reusable planner.

Fictional sample passage · paper bridge test

Fictional classroom demonstration for the completed example: “Rina placed a flat paper strip between two books and added washers one at a time. It bent downward after the third washer. On a second strip, she folded the long edges up to make shallow sides. That strip stayed level for five washers. Rina sketched both strips beside her notes.” This small invented scene is included only to show how a teacher can make directions concrete; it does not report a real classroom result or establish a general science claim.

Complete fictional direction-plan example

Replace this example's task, source, material, and location details with information verified from the actual lesson before use.

- 1 · Learning target and evidence: Target: Explain how Rina's change to the paper strip affected the bridge test, using evidence from the fictional passage. Evidence: a written explanation connects the fold to a test result and includes one accurate passage detail. The task measures evidence-based cause/effect explanation; it does not assess engineering knowledge.
- 2 · Task, materials, and starting point: Source: the short fictional “Paper bridge test” passage printed in this teacher example. Materials: passage and notebook. Begin at the passage title. Write the response in the notebook under “Bridge test.” The example source and setup are invented.
- 3 · Ordered learner-facing directions: Learner-facing directions: “Your goal is to explain how Rina's change affected the test. 1. Read the passage once. 2. Underline the change Rina made to the second strip. 3. Circle what happened in each test. 4. Write two or three sentences explaining how the change affected the result; include one passage detail. 5. Reread your response and check that the detail supports your explanation. Put it in your notebook under ‘Bridge test.’”
- 4 · Essential vocabulary and language: shallow sides = low raised edges made by folding the paper; bent downward = sagged; result = what happened in a test; evidence = a detail from the passage that supports an idea. Introduce “shallow sides” and “result” before step 1, the first reading. Do not tell learners which test result to use as their explanation.
- 5 · Sentence frame or language model: Possible language barrier: organizing an idea, a source detail and a connection into written sentences. If that barrier arises, offer this optional frame: “Rina changed _____. The passage says _____. This affected the test because _____.” Otherwise mark N/A. Learners supply the change, detail and reasoning. The frame provides sentence structure, so its use does not demonstrate independent sentence organization.
- 6 · Barrier-matched support: Match each support to a task barrier: displayed numbered steps help with holding the action sequence in mind; word previews address unfamiliar task terms; the optional F05 frame supports expressing an explanation in sentences. Offer only the supports needed. Constant: learners still interpret the passage, choose an accurate detail and explain the change–result connection in writing. Record frame use and its organization limit; these are planning choices, not diagnoses or prescribed accommodations.
- 7 · Response routes and evidence limits: All learners may orally rehearse an idea before writing. The final written response is required in this example because written explanation is part of the selected evidence. If a current authorized plan or the actual objective calls for another mode, verify the appropriate route and record whether it demonstrates reasoning, writing, or both; do not silently treat modes as interchangeable.

8 · Finish, submission, and direction check: Finish when the notebook holds two or three sentences connecting the fold to a test result with one passage detail under “Bridge test.” Check direction access by asking a learner to locate the response or name step 1; assess the actual response separately for the target explanation and source detail.

This is fictional, not a tested result or school procedure; verify all details and supports locally.

Second example · replace a vague direction

Invented instructional example. Vague draft: “Read the passage and answer with evidence.”

Clearer version for a task that asks learners to explain a cause-and-effect relationship: “Read the passage once. Underline the change Rina made to the second strip. Circle what happened in each test. Write two or three sentences explaining how the change affected the result. Include one detail from the passage, then reread to check that the detail supports your explanation.”

The revision makes the actions, order, response length, and evidence expectation visible. It does not explain which change mattered or supply the answer. If the actual objective is written explanation, the written response remains part of the evidence.

Direction-quality checklist · examples

T06-C01 · check

The planner names the task’s learning target and the evidence that would demonstrate it.

Example: “Explain how a change affected a result using one passage detail” names both the thinking and expected evidence.

Accept varied target language when it identifies what learners think/do and what observable response would show it.

T06-C02 · check

The start point, source, materials, and response location are specific and verified against the learner task.

Example: Name the passage title, required materials, first page location, and notebook heading.

These details depend on the actual task; do not prescribe a universal classroom location.

T06-C03 · check

Learner-facing steps are ordered, concrete, and small enough to follow.

Example: “Underline the change. Circle the result. Write an explanation with one detail.”

A step may contain two tightly connected actions; preserve the actual task sequence.

T06-C04 · check

Essential vocabulary is clarified in context without supplying the inference or answer.

Example: Define “sagged” as “bent downward” before learners use the word in the passage.

Support only terms that matter for accessing this task; keep meanings accurate to context.

T06-C05 · check

If used, a frame addresses a named barrier while the learner supplies reasoning and evidence; mark N/A if none is needed.

Example: “I think ____ because the text says ____” offers a structure but no claim or detail.

A frame is optional; do not require one style or treat it as the answer.

T06-C06 · check

Each support targets a task-specific barrier, with the unchanged learning target or thinking stated.

Example: Numbered chunks support holding the sequence while learners still choose and explain source evidence.

Do not infer a diagnosis or claim generic supports satisfy an individual plan.

T06-C07 · check

Response options fit the target, and any change in evidence from oral/written/visual mode is clear.

Example: Oral rehearsal precedes writing when written explanation is the target; spoken explanation may be considered only when the target and authorized plan permit it.

Different modes can reveal different evidence. Follow the actual objective and authorized local plan.

T06-C08 · check

Directions state the finish/submission point and distinguish direction checks from learning evidence.

Example: Restating the first step checks access to directions; the completed response is reviewed for the target skill.

A direction check does not establish mastery of the task objective.

Support · T06-SUPPORT01

When a task has several steps or unfamiliar terms, show a numbered sequence and explain essential words in context before the task. Identify the barrier this addresses. Keep the learner responsible for the same target reasoning, choice of evidence, and response quality; record if any response option changes the evidence. Do not infer diagnosis or replace an authorized plan.

Extension · T06-EXTENSION01

Apply the same target to a second task or text. Compare the language demands, identify which words and steps change, and decide which supports transfer without supplying new answers. Keep the target visible and do not add questions merely to make the task longer.

Original MentorTeaching resource; no external source material or media used.