**A Crosswalk Between Content Enhancement Routine Guidebook Formats**

The original format of a Content Enhancement Routine (CER) guidebook follows a Get Ready, Get Set, Go, and Win structure. A consistent format across CER guidebooks may help teachers more quickly learn new, subsequent CERs. The most recently published guidebooks follow another research driven efficient and effective format for showing teachers how to draft CER devices, instruct with them, and reflect on their use. This crosswalk intends to support SIM professional developers and teachers in their observation of similar and different organizational patterns present in each format. It may also help authors determine a best, additional new format in years to come.

The table is organized in columns to show what each format offers uniquely and what they offer in common. They have much more in common than differences; however, some elements appear in different sections. Colored font has been used to show the same information provided in different sections. To note, regardless of the guidebook format, all CERs continue to include these common components:

* Cue-Do-Review instructional sequence/procedures
* “Linking Steps” or guiding steps
* Visual device or graphic organizer/guide

CER Guidebooks using the *Original Format* are published by Edge Enterprises, Inc. They are Course Organizer Routine, Unit Organizer Routine, Lesson Organizer Routine, Framing Routine Routine, Vocabulary LINCing Routine, Clarifying Routine, Recall Enhancement Routine, Concept Mastery Routine, Concept Anchoring Routine, Concept Comparison Routine, Survey Routine, Quality Assignment Routine, Question Exploration Routine.

CER Guidebooks using the *New Format* are published by the Center for Research on Learning. They are Teaching Cause and Effect Routine, Teaching Decision-Making Routine, Cross-Curricular Argumentation Routine, Scientific Argumentation Routine.

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| **Unique Details of the Original CER Guidebook Per Section (Edge)** | **Unique Details of the New CER Guidebook Per Section (CRL)** | **Commonalities Between Guidebooks Per Related Section** |
| **Introduction**Provides tips for use with other CER | **Ch 1: Introduction**Provides relation of given CER to SIM overall | Both Introduction Sections provide the purpose of given CER, supporting research, and an overview of guidebook. |
| **Overview*** Device
* Linking Steps
* Cue-Do-Review Sequence
* An Example
 | While the “overview” section (i.e., snapshot of the CER) does not exist in this guidebook format, these elements are captured in the subsequent comparatively shorter sections. |  |
| **Get Ready!** | **Ch 2: The Guide** | Both *Get Ready!* and *Ch. 2: The Guide* provide guidelines for deciding when to use the given CER, how to draft the device, and planning considerations. |
| **Get Set!**Provides guidelines for how to introduce the given CER for the first time to students and how to describe its purpose and benefits to students, and provides a sample script for how to co-construct the given CER | **Ch 3: Using the Routine with Students**Provides an explanation of the Cue-Do-Review Sequence and how to implement the given CER with students  | While the purposes of these sections are the same, the sections include different resources. For example, *Ch 3: Using the Routine with Student*s does not provide a sample script as the *Get Set!* section does; however, *Ch. 3* does provide explicit steps to co-construct the device with students and a sample script in provided in *Appendix C*. |
| **Go!**Provides information on how to use the given CER with writing | **Ch 4: Extend Student Learning**Provides suggestions for checking students are benefiting from the given CER | Both *Go!* And *Ch. 4 Extend Student Learning* sections provide guidelines for using the given routine on a regular basis in varied ways. |
| **Win!**Provides suggestions for checking students are benefiting from the given CER and how teachers can continually grow in their use of the given CER |  |  |
| **Appendix A: Instructional Materials** | **Appendix A: Instructional Materials**Provides information on how to use the given CER with writing | Both *Appendix A p*rovide visual displays of Linking Steps and Key Terms. |
| **Appendix B: Examples** | **Appendix B: Examples** | Both *Appendix B* provide examples in varied content areas. |
|  | **Appendix C: An Example of the Routine**Provides a sample script for how to co-construct the given CER |  |

Note from Jocelyn Washburn on use of the terms *guidebook* and *manual*: The new format uses “manual” in the introduction, but the original format calls the book a “guidebook.” As a SIM Professional Developer, I have learned that CERs use guidebooks and LS use manuals. I would like to maintain this consistency in terms; however, I have learned that this distinction is not common to SIM authors and other SIM professional developers.