Question Exploration Guide

Text Reference _____   Name: _____

Course _____
Unit _____   Critical   Title _____
Lesson _____ Question #: _____   Date_____

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① What is the <u>Critical Question</u>?

How can the use of Content Enhancement support low performing students with Higher Order Thinking?

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② What are the <u>Key Terms</u> and explanations?

• Content Enhancement	Series of teaching routines that build academic skill while teaching content
• Low Performing Student	Student performing below the level of peers or the level of personal ability
• Higher Order Thinking	Type of thinking that requires multiple cognitive processes
• Scaffolded Support	Instructional techniques that move students toward greater independence
• Cognitive Process	Process or approach to thinking
• Just in time Support	Help provided to address a specific need for completing the task at hand

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③ What are the <u>Supporting Questions</u> and answers?

• Why are low performing students low performing?	For a variety of reasons including gaps in background knowledge, weakness in certain academic skills and/or low level of belief they can be successful in school and/or motivation to participate in school
• What approaches can be used to increase the performance of low performing students?	Providing scaffolded supports that help students succeed at smaller tasks can build student success thus increasing motivation to try further, removing barriers such as gaps in background knowledge by providing "just in time" supports, providing multiple opportunities to practice academic skills in class where the teacher can provide support as needed
• What types of cognitive processes go into Higher Order Thinking (HOT)?	Compare/Contrast, classify, analyze, justify, make a claim and support with evidence, sequence, evaluate, recall
• Which routines that we have learned support the cognitive processes identified above?	Concept Mastery: classify, analyze, justify; Unit Organizer: Compare/Contrast, make a claim and support with evidence, sequence, recall; Framing: Compare/Contrast, make a claim and support with evidence, sequence, evaluate, recall, QER: Compare/Contrast, make a claim and support with evidence, sequence, evaluate
• How do CER's provide scaffolded, just in time supports for HOT?	Provided step by step approaches to cognitive processes above and visually organize information for continued access to it, can quickly fill gaps in background knowledge needed to complete a given task

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④ What is the <u>Main Idea</u> answer?

Content Enhancement provides that scaffolded supports that break higher order thinking down into simpler tasks that enabling students to believe they can succeed at a task thus increasing their willingness to try.

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⑤ How can we use the Main Idea?

How could Content Enhancement be used to support the use of AVID strategies in AVID schools and classrooms?

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⑥ Is there an <u>Overall Idea</u>? Is there a real-world use?

Why is it worth a district's investment of dollars and resources to create a plan for the sustained use of Content Enhancement in classrooms including providing continued professional development?