CE Links to Literacy

Students in today's secondary schools are being asked to perform high levels of thinking and demonstrate the ability to apply learning to new and novel situations. The definition of content literacy is the ability to listen, speak, read, and write in each of the content areas. Most states have high stakes assessments which require mastery of not only the content, but also the ability to use that information. The most current thinking in the education field identifies seven aspects of a comprehensive adolescent literacy program. When thinking about addressing the needs of ALL learners in a secondary school, these components must be addressed by someone within the school. The seven components of literacy include the following: alphabetics & phonetics, word recognition, fluency, comprehension, vocabulary, background knowledge, and text structure. While the first three components likely involve few teachers in the school, the last four components involve every teacher in the school. The KUCRL Content Enhancement Routines explicitly and directly address aspects of content acquisition and manipulation. The chart below details aspects of those four components and explains how using Content Enhancement Routines addresses content literacy.

Components of Adolescent Literacy		How can C.E. help?
Comprehension	• Know meanings of words • Ask questions about the text • Make predictions • Identify main ideas and details • Summarize • Paraphrase • Put information into sequence • Make judgments • Evaluate • Make inferences • Connect information to prior information and to real-life • Analyze information • Synthesize information	• Increases student ability to ask high level questions about content • Critical vocabulary is made explicit on all devices • Requires interaction and evaluation of information • Requires critical word choice to express ideas • Co-construction of devices allows opportunities to dispel misconceptions and opportunities to verbalize critical information • Elicits and is built on prior knowledge • Requires extensions to real-world connections • Tackling "big idea" high-level questions at each stage of the learning process develops understanding • Identification and development of critical concepts

Vocabulary	- Connect meanings to words - Use words in different contexts	- Identifies critical vocabulary terms - Understanding of terms goes beyond definition - Usage of nonlinguistic representations embed understanding in long-term memory - Retrieval of information enhanced by memory devices - Integrates unknown terms, definitions, prior knowledge, and visual imagery - Grouping words together on devices facilitates understanding and advances meaning between ALL of the words
Background Knowledge	- Connect new information to known information - Connect experiences to new information	- Developing a context for new information helps students make links to current knowledge - Identifies the critical information for which students need background knowledge - Elicits and is built on prior knowledge - Makes relationships of information explicit and clear
Text Structure	- Look for details and connect with bigger ideas - Understand big ideas - Identify critical content - Link information - Summarize	- Overall text structures (descriptive, sequential, compare/contrast, and problem/solution) made explicit - Relationship of new concepts and information to big ideas is explicit - Requires evaluation of information - Requires critical word choice to express ideas and information - Organizes the thinking process to facilitate development of main ideas and details for speaking, comprehension, and writing - Sequencing information is required for mapping - Differentiated thinking processes and their appropriate use are required - Requires differentiating between characteristics and catagories along with examples and non-examples - Synthesizes and transforms disparate information - Elevates thinking from basic characteristics to categories - Facilitates assimilating new information based on strong foundational understandings - Involves asking the "so what"s and the "what if"s

Effective Implementation
of Content Enhancement Routines

Component	1	2	3	4
Preparation	Teacher figures out how device can be integrated into teacher's instructional repertoire. Teacher may use some but not all of the principles of Content Enhancement or the parts of the device.	Teacher practices device personally and plans how to use it as part of instruction. Teacher examines his/her routine for instruction in terms of principles of Content Enhancement.	Device is completed by teacher in advance of class, but some connections are missing. Teacher regularly embeds principles of Content Enhancement within planning for instruction.	Device has been completely filled out in advance of class. Teacher has anticipated student prior knowledge and questions. Teacher uses blank device form and generates completion of it with students.
Rationale and Connections	Teacher may explain rationale of device and connections to content being learned.	Device is named in class, and teacher occasionally reviews its purpose or connections to content learning.	Teacher and students frequently review device and use device to discuss content.	In addition to class review, students frequently review device independently. Students regularly generate new questions as part of device.
Directions	Students read/figure out what to do on their own.	Device is used in class with only teacher filling it out. Students may not know clearly how to use device to assist learning.	Device is used regularly to show the steps or strategies for learning content. Device does not always specify criteria for mastery of task.	Directions are always explicit. Steps and strategies are always clearly stated. Criteria for task mastery are specific.
Interactive Use with Feedback	Teacher uses device but does not cue students about what is being done or why. Very little time is spent in showing or practicing use of the device.	Teacher uses device and guides students through use on a limited basis. Feedback to students is provided on an increasingly regular basis.	Students use device with regularity and become familiar enough to explain device and its use to others. Feedback about use of device clarifies learning for students.	Opportunities to practice device for learning content result in skillful independent student learning. Students can use device for learning outside of class.
Reflection or Self-Evaluation of Learning	Students do not actively reflect about their learning strategies or processes. Only teacher evaluates student work.	Students occasionally reflect about use of device for increasing their learning. Students begin to see connections between device and performing successfully on assignments or tests.	Students generally can describe how they use the device to help them learn. Students regularly use device to help them increase their performance on tests.	Students articulate specific conclusions about their class performance and learning as well as articulate how Content Enhancement device is connected to their learning.

Content Enhancement Routines
How Do I Teach Strategically?
Lesson Continuation: Cue-Do-Review Checklist

- Use this checklist to guide an effective Content Enhancement implementation

CUE

Obs (√)	Teacher Behavior	Obs (√)	Student Behavior	Evidence/Notes
	Ask students to find the device		Students locate the device and put it on their desks	
	Ask students questions to review the content of the device		Students answer questions, state the main learning points, and ask questions	
	Tell students the expectations (e.g. take notes, ask and answer questions, contribute)		Students acknowledge the expectation and get ready – nod, look at the device, have pen/pencil	

DO

Obs (√)	Teacher Behavior	Obs (√)	Student Behavior	Evidence/Notes
	Facilitates: • Review • Adding to the device • Use of the device for class work		Students are engaged in: • Large/small group review • Cooperative learning groups • Independent use of device	
	Elicits responses from students		Students participate – offer ideas, respond to questions	
	Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
	Adds information to the device as needed		Students take notes	

Review

Obs (√)	Teacher Behavior	Obs (√)	Student Behavior	Evidence/Notes
	Asks how the device links to and guides learning		Students respond with ways that the device can help them	
	Leads review of content		Students understand/can state the main learning points	
	Reminds students to use the device		Students state other uses for the device	

Content Enhancement Routines
How Do I Teach Strategically?
Initial: Cue-Do-Review Checklist

- Use this checklist to guide an effective Content Enhancement implementation

CUE				
Obs (√)	**Teacher Behavior**	Obs (√)	**Student Behavior**	**Evidence/Notes**
	Names the device		Students attend to the introduction of the device (look, listen, respond)	
	Explains how the device helps students learn content (provides rationale)		Students listen to the explanation, answer questions and respond when asked	
	Tells students that they are expected to take notes, ask and answer questions, and contribute		Students acknowledge the expectation and get ready – nod, look at the device, have pen/pencil	
DO				
	Follows the Linking Steps to lead the students in the creation of device		Students co-construct with the teacher to complete the device	
	Elicits responses from students		Students participate – offer ideas, respond to questions	
	Shapes student responses by asking questions and leading students to evaluate the accuracy of information		Students engage in dialogue (offer opinions, debate, challenge others' responses, revise, ask questions)	
	Writes information on the device clearly and legibly		Students take notes on their blank devices	
Review				
	Asks how the device links to and guides learning		Students understand how the device helps them learn	
	Leads review of content by asking students questions about the main learning points		Students understand/can state the main learning points	
	Reminds students to use the device			

PERSONAL IMPLEMENTATION PLAN

1. Which routine/strategy will be the easiest for you to use? WHY?

2. Which routine will be the most challenging for you to use? WHY?

3. List the colleagues with whom you will be able to collaborate, share and count on for support?

4. Which routine/strategy will you implement first and with which class?

5. Describe how you will implement.

6. Identify your target date for launch.

Name _____ School: _____ Dept: _____ Date: _____

Considerations for Using CE for Assessment

- An important goal for Content Enhancement is choosing the critical content: teaching a little less content and teaching it well. Assessments, then, should be closely aligned with the critical content covered in the routines.

- Students need to be shown how to use content enhancement devices to prepare for assessments. This means teaching students strategies for study from the devices including both modeling and practicing these ways of studying in class. In addition, it is important to show students how devices can be used in other types of assessments such as projects and writing assignments.

Assessment	Examples
Unit Organizer	- Teach students how to use the Unit Questions to test themselves on the unit's content. - Teach students how to use the unit map in conjunction with their notes to study.
Frame	- Use the Framing Routine as a review before an assessment, and discuss with students how they will use the Frame to study. - Teach students a strategy for studying with a Frame. **Sample strategy is attached.** - Plan the content for a writing assignment on the Frame, and discuss with students how they will use the Frame as they write.
Concept Mastery	- Explain to students that on their assessment they will have to identify examples of a concept. Show how the Concept Diagram can be used to study for that type of assessment.
Question Exploration	- Show students how the Question Exploration device can be used to guide their thinking and writing as they prepare to write.

- Content Enhancement devices or parts of them can also be used as assessments themselves. This includes formative assessments that are used to check understanding regularly during a unit and summative assessments that are used to check understanding at the culmination of a unit.

Frame

	Suggestion	Example
Quick Informal Checks	After the Review step of Cue-Do-Review, have students put their Frame away. Ask them to recall the details from one or more of the Main Ideas. This could be done orally or as a written quiz.	Now that we have completed our Frame on _____, I would like to see how well you understand it and remember the information. Choose one of the Main Ideas, and list the important details about it.
Other Assignments and Projects	Have students fill out a Frame as an assessment. Either give them the Main Ideas or have them create their own.	Choose a character in the novel we just read. Create a Frame showing how the author developed that character. Give specific examples from the text.

Question Exploration

	Suggestion	Example
Quick Informal Checks	After the Review step of Cue-Do-Review, have students write their response to the Main Idea question provided by the teacher.	Now that we have completed the first three sections of the Question Exploration Guide on _____. I would like to see how well you can write your understanding of the main idea for this question
Other Assignments and Projects	Provide students with a large, overarching question question and ask them to use the Question Exploration Routine to unpack the question and write a response.	Have students isolate the explicit terms and their definition. Ask them to write a logical sequence of questions.
	Have students write a multiple paragraph essay to answer the question.	Now that we have completed our Question Exploration Guide on _____ I would like you to write a multiple paragraph essay

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