**Content Enhancement Knowledge Checks**

Correct answers are highlighted

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# Clarifying Routine

The Clarifying Routine was developed to address

1. vocabulary instruction for English Language Learners only
2. the challenge of teaching important terms and learning them for long-term retention
3. vocabulary instruction for the most struggling students only
4. all of the vocabulary terms that students have to know to talk about subject-area content

The least effective technique(s) to study vocabulary is/are

1. look and remember
2. using language and examples with which students are familiar
3. rote verbal practice
4. memory devices that create associations with which students are familiar
5. both 1 and 3

The Clarifying Routine can help students remember new terms as well as

1. important names, events, places, or processes.
2. steps for completing a math problem.
3. symbols of elements on the periodic table.
4. dates of important periods in history.

Comprehension and memory of new terms are facilitated by:

1. two elaboration techniques
2. four elaboration techniques
3. five elaboration techniques
4. six elaboration techniques

When selecting terms, important names, events, places, or processes to teach using the Clarifying Routine, it is recommended that teachers select words that:

1. are central to the unit that is being studied and address key concepts or ideas
2. are highlighted, italicized or in bold face print in the textbook
3. will be used repeatedly throughout the semester
4. both 1 and 3

In the Clarifying Routine, the linking steps are embedded in the Clarifying Table device and are numbered on the Table. The linking steps are:

1. easily remembered by thinking of the mnemonic device DEFINES
2. easily remembered by thinking of the mnemonic device CRAFT
3. easily remembered by thinking of the mnemonic device INFER
4. easily remembered by thinking of the mnemonic device MEMORIZE

The three purposes of the Cue-Do-Review instructional sequence are:

1. to get students ready to take vocabulary tests, to co-construct a Clarifying Table with peers, and to check students' understanding of the new term
2. to get students ready to start taking notes, to complete a Clarifying Table independently, and to take a test to assess student learning.
3. to get students ready to learn a new term, to co-construct a Clarifying Table with students, and to check students' understanding of the new term

Scripts are provided in the guidebook for teachers to use as the Clarifying Routine is introduced to students. It is:

1. understood that these are examples only and teachers may use their own words to convey the necessary information
2. okay to ignore these scripts all together
3. critical to follow these scripts word-for-word

The Clarifying Table is best used

1. at the start of a unit to teacher all of the vocabulary associated with the unit  
    after the meanings of the new terms have been explored in the context of a unit lesson
2. to develop in-depth understanding of key terms associated with a unit
3. both 2 and 3

After a teacher drafts a Clarifying Table, they should:

1. type it up and make copies to give to students
2. enlarge it before making copies for students
3. share it with a colleague to get feedback

# Concept Anchoring

There are \_\_\_\_\_ key components to all Content Enhancement Routines.

1. 5
2. 2
3. 6
4. 3

The Anchoring Table graphically depicts the key elements involved in:

1. teaching a new concept by exploring all of the elements that make up the concept
2. teaching a new concept by creating an analogy to another better known concept
3. teaching a new concept by analyzing how it is similar or different from related concepts

The known concept and the new concept must share:

1. all critical characteristics
2. no critical characteristics
3. some critical characteristics

True or false

The list of ideas that are written in the known information should be generated by the teacher and copied by the students.

True     False

The characteristics of the new concept should be:

1. information that is interesting to students
2. important concepts
3. coordinated with the characteristics of the known concept

In the "state understanding of the new concept" students should be able to:

1. express their understanding of the concept by writing a definition in their own words
2. explain the characteristics that are not shared by the new and known concept
3. relate the new concept to a different know concept

True or false

A completed concept anchoring chart can be given to students as a study guide.

True     False

It is important to choose a concept students are very familiar with as the known concept so that they can:

1. actively participate in the routine, helping to match the characteristics of the known concept with the new concept
2. build on background knowledge and strengthen their foundational understanding of the new concept
3. understand and make sense of the basic concept being taught

# Concept Comparison

True or false

After the students have practiced with the Concept Comparison Table, it is ok to let students complete a Concept Comparison Table as an independent assignment.

True     False

A "concept" is:

1. a category or class into which events, ideas, or objects can be grouped
2. a list of items that builds sequentially
3. a procedure that students should be able to follow
4. a series of events

Which of the following is not a concept?

1. Revolution
2. Thomas Jefferson
3. Cooperation
4. Fractions

When planning for the Concept Comparison Routine, it is important to choose concepts that are:

1. abstract, making them difficult for students to understand
2. foundational for information which will be covered in the course
3. uninteresting to students, therefore requiring special attention
4. all of the above

What is the instructional sequence used in the Concept Comparison Routine?

1. Know, Understand, Do
2. Teach, Model, Practice
3. Cue, Do, Review
4. Scaffolding

True or false

A Concept Comparison device can only be used to compare two concepts.

True     False

Before co-constructing a Concept Comparison device in the classroom, a teacher must:

1. select content, decide when to use the routine, collect materials and ideas, construct a draft
2. collect materials and ideas, collaborate with peers
3. choose the chapter to be taught and have the students take notes on important ideas

During the Review phase, a teacher checks student understanding by:

1. asking questions related to the characteristics of the concepts.
2. asks questions related to the like and unlike characteristics.
3. asks questions to prompt the students to reflect about and review the process comparing one concept to another.
4. all of the above

What is the purpose of the Linking Steps?

1. They are the steps that guide teachers as they co-construct the device with students
2. The Cue, Do, Review Process
3. An acronym used in SIM Content Enhancement Routines
4. All of the above

Section 9 of the device is used to:

1. pose questions about identified unlike characteristics
2. identify shared characteristics
3. list the concepts to be compared and their characteristics
4. record the assignment given to students to extend their understanding of the targeted concepts

True or false

Content Enhancement Routines are most effective when they are used frequently and consistently throughout the school year.

True     False

What is the visual device used in the Concept Comparison Routine?

1. LINCs Table
2. Concept Mastery Diagram
3. The Frame
4. Comparison Table

# Concept Mastery

There are \_\_\_\_\_ key components to all Content Enhancement Routines.

1. 3
2. 4
3. 0
4. 2

Teachers often have students work in small groups to complete these sections of the Concept Diagram.

1. None of the sections can be done in small groups
2. 1-Convey Concept and 3-Note Key Words
3. 2- Offer Overall Concept and 4- Classify Characteristics
4. 6- Practice with a New Example and 7- Tie Down a definition

In Linking Step 5, Explore Examples, in order for an idea to qualify as an Example, it:

1. Must have all of the Always Present Characteristics and none of the Never Present Characteristics
2. Must have all of the Sometimes Present Characteristics
3. Must have all of the Always Present Characteristics
4. Can have only one Never Present Characteristic

What have we learned from research about the use of the Concept Mastery Routine?

1. Teachers who used the routine regularly throughout the semester had greater gains in student performance on tests.
2. Teachers who used the routine once in a while had the same gains as regular users.
3. Students did better on state tests but not classroom assessments.
4. Use of the routine resulted in a decline in student achievement.

The intent of the Concept Mastery Routine is to teach:

1. All concepts in the curriculum
2. Critical, abstract, or difficult concepts
3. The teacher's favorite concepts
4. None of the above

Before teaching in the classroom with the Concept Mastery Routine, the teacher:

1. Has the students draft a Concept Diagram.
2. Duplicates completed Concept Diagrams to hand to the students.
3. Obtains permission from the parents of the students.
4. Drafts a Concept Diagram.

When a teacher conducts a Review, s/he checks understanding of:

1. the concept and the process of concept analysis.
2. the homework assignment.
3. the concept only.
4. the process of concept analysis.

During the teaching of the Concept Mastery Routine, students:

1. Listen attentively without trying to take notes.
2. Co-construct the Concept Diagram with the teacher.
3. Decide the specific information placed on the Concept Diagram
4. Copy only the sections of the Concept Diagram they find difficult.

Teachers who have used the Concept Mastery Routine have found that:

1. Students are much quieter when teachers instruct.
2. Higher achievers don't need this kind of structure.
3. Students with learning disabilities often refuse to participate.
4. Students are more actively engaged and talk a lot more.

Cue-Do-Review is the:

1. Way to check the Concept Diagram for accuracy.
2. Process used to draft the Concept Diagram.
3. The method of assessing students' understanding of the Concept Mastery Routine.
4. Instruction sequence used to teach the Concept Mastery Routine.

# Course Organizer

Which type of student most benefits from using the Course Organizer Routine?

1. Only high achievers
2. Only those with learning disabilities
3. Those who know other Content Enhancement Routines
4. Students from diverse academic achievement levels

A Course Organizer shows the course organized by:

1. A precise schedule
2. Units
3. Learning rituals
4. Community principles

Drafting a Course Organizer serves the following purpose:

1. Establishes the sequence of units
2. Identifies outcomes
3. Gives the teacher an opportunity to think deeply about critical content
4. All of the above

The purpose of the Cue-Do-Review sequence in the Course Organizer Routine is to:

1. Get students ready to learn the content of the course, co-construct the Course Organizer, and check understanding of the content and learning process
2. Provide answers to the teacher's question, have students do the required assignments, and prepare for state assessments
3. Draft the Course Organizer and make up linking steps
4. Help maintain class control and order the course to conform to the Florida Standards

The Course paraphrase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. Is created by the students
2. Is taken from the Florida Standards
3. Captures the main idea of the course
4. Is formulated after the students learn the content

The COURSE Linking Steps refer to:

1. The process for launching, floating, and tying up the course
2. The sequence a teacher uses to present the content of a course in an interactive way with students
3. The steps for reviewing the content on the completed device with students
4. The device that is co-constructed to graphically organize and depict the content of the course and related information

The Critical Concepts in section 4 \_\_\_\_\_\_\_\_\_\_\_\_

1. Are examples of important skills student will learn in the course
2. Are only referred to once in the course
3. Show at least 15 - 20 of the most important concepts in the course
4. Are the basis for the course questions and big ideas in the course

Why is it important to revisit the Course Organizer?

1. To summarize course progress
2. To discuss plans for forthcoming units
3. To help students understand the relationships between the units
4. All of the above

# Framing Routine

What is the main purpose for the Framing Routine?

1. A way to define key vocabulary by recreating reminding stories and pictures in an organized sequence.
2. A way to help students understand similarities and differences between two or more topics
3. A way to help students unpack and answer critical questions
4. A way to help students understand and learn key information while focusing on the relationships between the main ideas and details

What are the 3 main components of the Framing Routine?

1. The Frame device, Frame linking steps, and cue-do-review
2. The main ideas, the details, and the so what statement
3. The Frame, the linking steps, and the essential details

True or false

As a general rule, it is not necessary for the Frame device to be drafted before implementing with students.

True     False

Which of the following could be a statement used by the teacher during the "Cue" instructional stage?

1. Who can tell me two details about commensalism?
2. Based on the notes in our Frame, why is it important to understand symbiotic relationships?
3. We are going to use the Frame today to clarify our understanding of the three different types of symbiotic relationships
4. Using the information on your Frame and the internet, find two more examples of each type of symbiotic relationship

True or false

The "is about" statement on the Frame should contain the details about the topic.

True     False

True or false

The "so what" statement should always be created by a student.

True     False

True or false

The "Review" step of the instructional process is to debrief with students about the Frame and its relationship to the subject matter discussed.

True     False

The purpose of the "Extend Understanding" section of the FRAME routine is:  
(select all that apply)

1. to name the routine, explain how it will help them learn and specify what they need to do to participate
2. to review the topic, main ideas and essential details
3. to connect the information to other ideas
4. to explore the significance of the information

# Quality Assignment Routine

In the Quality Assignment Routine, the linking step are easily remembered by thinking of the following mnemonic device:

1. PLAN
2. REACT
3. PACE
4. ASSIGN

Which of the following is not a purpose of the Quality Assignment Routine?

1. Create assignments that enforce repetition of skills students have learned
2. Increase the assignment completion rate
3. Improve the quality of work on assignments completed by students
4. Improve the quality of assignments given to students

A good assignment according to students includes all of the following EXCEPT....

1. requires the use of outside resources
2. includes student choice
3. has a clear purpose
4. is different from other assignments

Which of the following is NOT a characteristic of the Assignment Window?

1. Is prepared ahead of time by the teacher and presented to students in completed form
2. Is used to promote student understanding of how to complete a complex assignment
3. Has 5 sections to be completed by students
4. Allows students to set a grade goal and a quality goal for an assignment

True or false

With the Quality Assignment Routine, students should be involved in planning as much as possible.

True     False

# Question Exploration Routine

The intent of the Question Exploration Routine is to

1. Teach students how to take notes.
2. Provide students with a format for exploring difficult content questions.
3. Teach skills to students.
4. Solve easy, simple answer questions.

The Question Exploration Routine helps students do all of the following EXCEPT...

1. Build knowledge from simple definitions to complex explanations.
2. Find ways to connect an answer to a critical question on their own.
3. Take notes correctly.
4. Explore existing background knowledge.

The Cue-Do-Review is the

1. process used to draft the Question Exploration device.
2. instructional sequence used to teach the Question Exploration Routine.
3. method used to assess the student's understanding of the Question Exploration device.
4. way to check the Question Exploration device for accuracy.

There are \_\_\_\_ key components to all Content Enhancement Routines.

1. 2
2. 6
3. 7
4. 3

A good critical question is...

1. a statement of fact.
2. one that requires the students answer to show a depth and breadth of understanding.
3. one that requires the students to give a simple answer stated in one sentence.
4. one that does not require students to connect what they know to what they have learned.

When is the best time to use a Question Exploration Routine?

1. When students have enough knowledge about the subject to help develop the QER.
2. When a topic is first being introduced.
3. When the unit is being reviewed at the end of the instructional year.

Key terms could include all of the following EXCEPT:

1. all of the vocabulary from the lesson or unit and from the critical question
2. vocabulary needed to answer the critical question
3. vocabulary from the critical question
4. specific vocabulary needed to understand the concept from the critical question

The goal for asking supporting questions is..

1. To teach the students to ask questions about key terms
2. To teach the students how to ask what, when, how, where, and why
3. To teach students to use the Question-Answer-Question Process
4. To teach the students how an expert thinker unpacks and answers the critical questions

In section 5 of the Question Exploration Guide (using the main idea), students can be asked to:

1. compare and contrast similar situations
2. explain why and how the main idea does NOT apply in a particular situation
3. provide additional examples of the main idea
4. apply the main idea to another concept that relates to the real world
5. all of the above

# Recall Enhancement

A mnemonic device is a...

1. memory tool
2. writing tool
3. picture tool
4. graphic organizer

When using the \_\_\_\_\_\_\_\_\_\_\_\_ recall device, the learner creates small individual pictures of important information to be learned, and then creates a picture that integrates all related information into one picture.

1. acronym device
2. boxing device
3. mnemonic device
4. snapshot device

The purpose of the Recall Enhancement Routine is to

1. remind teachers about the critical content they have selected
2. help students learn and recall critical information
3. assist teachers in identifying critical information for a lesson
4. support students in explaining skills they have learned

Making a list of information to be remembered, arranging the first letters to form an acronym, and creating a recall helper picture or sentence are the steps to using which recall device?

1. Snapshot device
2. Acronym device
3. Mnemonic device
4. Boxing device

During a peer tutoring session, students use the steps know as

1. TAKES TURNS
2. YOU FIRST
3. TEENS
4. TURN TO YOUR NEIGHBOR

True or False

When using the Snapshot Device, a mental picture of each item to be remembered is created, and then each small picture is drawn on a separate sheet of paper.

True     False

True or False

The unique part of the Recall Enhancement Routine is that the device does not have to be prepared by the teacher in advance.

True     False

The Recall Enhancement Routine is used to...

1. cue students to important information to learn
2. help students construct a recall device to remember important information
3. explicitly link critical information to the device
4. all of the above

This Recall Enhancement Device uses a combination of drawing boxes around little picture words that appear within bigger words and then making a combined image of all the picture words:

1. Mnemonic device
2. Boxing device
3. Acronym device
4. Snapshot device

# Scientific Argumentation Routine

The "cue" instructional stage involves all of the following except:

1. Explain the value of the tool
2. Name the device the "Scientific Argumentation Guide"
3. Explain how students should participate
4. Explain the topic of the argument they will analyze

True or false

During the "Review" stage of instruction, you review only the information on the form.

True     False

True or false

Co-construction of the guide refers to teachers planning together to create draft devices.

True     False

How do the qualifier and the claim relate to each other?

1. The qualifier modifies the claim, narrowing it and making it more accurate.
2. The claim modifies the qualifier, narrowing it and making it more accurate.
3. The claim supports the qualifier by explaining its reliability and validity.
4. The qualifier supports the claim by explaining its reliability and validity.

Data, facts, opinions and theories are all types of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

1. Chains of Reasoning
2. Evidence
3. Bias
4. Methodology

The poor or average rating for quality of evidence could be attributed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. consistent data across trials
2. an experiment that isolates a single variable
3. solid methodology
4. the presence of bias

Whether or not a reputable institution such as the University of Florida conducted the research would impact the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and thus the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Methodology, Quality of Evidence
2. Bias, Quality of Evidence
3. Strength of Authority, Chain of Reasoning
4. Strength of Authority, Type of Logic

Which of the following would not be an appropriate use of the Scientific Argumentation Routine?

1. Accepting or rejecting a claim in an article based on the evidence cited.
2. Identifying possible bias in an article to qualify the claim that is presented.
3. Supporting students in strengthening their skills around argumentative writing.
4. Integrating Florida Standards around Claims and Evidence in a science class.

Cue-Do-Review is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. a scaffold for enabling students to write an essay after completing the Scientific Argumentation Routine.
2. the instructional sequence that promotes student engagement with any Content Enhancement Routine.
3. the sequence a teacher follows to create and revise a draft for the Scientific Argumentation Routine.
4. a way of getting students prepared to actively participate in any Content Enhancement Routine.

Analogy, Cause-Effect, and Correlation are examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. types of logic
2. strength of authority, Type of Logic
3. application of theory
4. reliability

# Teaching Cause and Effect

When paraphrasing or restating the question in section 1 of the Cause and Effect guide, what information should be included?

1. the name of the event, action, process or idea that is the focus of the exploration and facts surrounding the event
2. the name of the event, action, process or idea that is the focus of the exploration and the type of answer required
3. key terms in the question and a description of the key causes of the event
4. the critical connections between the event and the outcome

In which step(s) is the critical event written down?

1. step 1, step 3, and step 6
2. step 3 and step 6
3. step 1, step 2, and step 3
4. step 2, step 3, and step 6

When might section 4 be left empty?

1. when there is only one critical cause for the event
2. when the cause is not identified by students under the key terms section
3. when the question does not ask students to explore the effects of an event
4. when the question does not ask students to explore the causes of an event

Which of the following words ***does not*** signal that students should identify an "effect" of the event?

1. root
2. repercussion
3. ramification
4. by-product

Which of the following ***is not*** an example of co-construction?

1. The teacher talking through their draft Cause and Effect Guide as students copy it down.
2. The teacher asking students to "turn to their neighbor" and generate a list of background information about the event, then having each pair share out, and identify, as a class, which are the most important to know.
3. After one student provides a cause, asking students to signal whether they agree, disagree, or are not sure about the answer given.

Why would you have students identify and write down the verbs that explain the relationships next to the visual symbols (e.g. arrows, brackets) that are used on the Cause and Effect guide?

1. To reinforce student mastery of action verbs
2. To ensure students are taking appropriate notes and will receive all the possible points on the assignment
3. To reinforce the embedded Cause and Effect Strategy
4. To ensure that all students, even those with memory issues, will be able to use the language of relationships to talk about the content

# Teaching Cross-Curricular Argumentation

Teaching Cross-Curricular Argumentation is part of which Content Enhancement Routines strand?

1. Increasing Performance
2. Higher Order Thinking & Reasoning
3. Planning and Leading
4. Explaining Texts, Topics, and Details

The Linking Steps for Teaching Cross-Curricular Argumentation are:

1. CLAIMS
2. ARGUES
3. REASONS
4. TCCAR

The purpose of reasoning is to

1. clarify the claim.
2. connect evidence to the claim.
3. accept or reject the claim.
4. connect reasoning to the claim.

Whether to use Guide A or Guide B with students depends on

1. student comfort level with the basic components of argumentation.
2. student preference for guide type.
3. student grade level (Guide B for later grades).
4. student grade level (Guide A for later grades).

Which of the following best describes a claim?

1. A claim is a statement that something is true.
2. A claim is a statement of fact that is always explicitly stated.
3. A claim is a statement of fact that is always implied.
4. A claim is a word or phrase that can make the claim more certain.

True or false

Other arguments on Guides A & B can refer to rebuttals, counterarguments, or corroborations.

True     False

The difference between Guides A & B is Guide B includes:

1. a judgement about the quality of evidence.
2. the use of qualifiers to clarify the claim.
3. additional terms related to argumentation.
4. one statement of reasoning for every piece of evidence.

The final step in Teaching Cross-Curricular Argumentation is:

1. Judgement
2. Other Arguments
3. Determining if the claim is good
4. Decision & Explanation

The three components of the Teaching Cross-Curricular Argumentation Routine are:

1. Claim, Evidence, Reasoning
2. CCAR Guide, Linking Steps, Decision & Explanation
3. CCAR Guide, Linking Steps, Cue-Do-Review
4. Claim, Linking Steps, Decision & Explanation

In section 5 of the Guides, Judgements, judgement is made on:

1. Evidence, Reasoning, Explanation of Decision
2. Evidence, Reasoning, Other Arguments
3. Claim, Evidence, Other Arguments
4. Claim, Evidence, Reasoning

# Teaching Decision-Making

What is the goal of section 1?

1. To identify a word or phrase that clearly states the issue
2. To identify compromises and/or alternatives
3. To justify the reasoning for the option chosen
4. To present multiple options of the issue to the students

True or false

In section 5, each reason for an option must be numerically ranked.

True     False

Students may work as individuals, pairs, or small groups during the co-construction of the device for some sections. During which section can students work as individuals, pairs, or small groups?

1. Section 1
2. Section 2
3. Section 3
4. Section 4

When exploring an issue in text, what supports might a student use to recognize the issue?

1. Looking for cue words such as preference, alternative, recommended action
2. Looking for cue words such as subject, problem, challenge
3. Researching various viewpoints
4. Ranking the reason of an option

How can the decision-making guide be used to plan out an essay?

1. Using steps 2 - 6 as the body of the essay
2. Using step 7 as the introductory paragraph
3. Using steps 1 - 4 as the introductory paragraph
4. Using step 3 as the conclusion

Which of the following is a correct sequence of the "Do" in the Cue-Do-Review?

1. Decide the issue, enter options, create a list of important information
2. Name reasons for the decision, offer a decision, enter options
3. Identify reasons to support each option, set rank for each reason, enter options
4. Decide the issue, enter options, offer a decision

Which of the following is a justification for exploring reasons for each option (section 4) before ranking the reasons (section 5) of each option?

1. It helps students clarify appropriate compromises or alternatives.
2. It encourages students to identify important information about the issue.
3. It promotes discussion as to whether one reason might be stronger than another.
4. It helps students clarify the issue that is stated in provided text.

# Unit Organizer

According to research, these students benefit from using the Unit Organizer Routine:

1. only students with learning disabilities
2. only high achievers
3. all students who know other Content Enhancement Routines
4. all students regardless of academic proficiency

In constructing a content map, a(n)\_\_\_\_\_\_\_\_\_\_\_ is used to express the relationship between ideas.

1. Geometric shape
2. Unit Schedule
3. Self test Questions
4. Line label/connector

Drafting a Unit Organizer serves what primary purpose:

1. Provides completed unit organizers to give to students
2. Gives students something to do for homework
3. Eliminates the need for reviewing in content in class
4. Gives teachers a way to think deeply about critical content

The purpose of the Cue-Do-Review sequence in the Unit Organizer Routine is to:

1. Draft the unit organizer, make up the linking steps, and give a completed device to students
2. Provide answers to the teachers' questions, have students do the required assignments, and prepare for state tests
3. Get students ready to learn, co-construct the Unit Organizer with the teacher, and review with students
4. Give the teacher a structure, help maintain classroom control, and give a completed device to students

To use the Unit Organizer Routine the way it is intended, means that teachers use it with students:

1. Once during the unit of instruction
2. Regularly and consistently
3. Instead of other Content Enhancement Routines
4. By team teaching with another teacher

The Unit Self-Test Questions in Section 7

1. are formulated after the students learn the important content
2. are made up by the students before their unit test
3. are copied from the state assessment test
4. are for helping students see if they are ready for the unit test

The CRAFT Linking Steps refer to:

1. The instructional sequence used to draw student's attention to the Unit Map
2. The device that is used to "Cue" co-construction of the content of the unit
3. The process a teacher uses during the "Do" phase to co-construct a unit in with students
4. The process for "Review" of the content and relationships on the Unit Organizer

If the student can correctly answer all the Unit Self-Test Questions in Section 7 but still fails the Unit Test, the teacher might want to

1. allow the student to use the Unit Organizer to retake the test.
2. ask the student to study the Unit Organizer more.
3. ask the student why they forgot all of the information.
4. check the test to see if the self-test questions reflect the content on the Unit Organizer.

True or false

Line labels are written so that the students can read the words from the "Name of the Current Unit" through the "Is about Bubble" to the words in a smaller bubble as a complete sentence.

True     False

How does the Unit Map help students to understand the critical content?

1. it shows students how content is sequenced
2. it shows connections and relationships between concepts
3. it clarifies what information is essential
4. all of the above

# Vocabulary LINCing Routine

An effective reminding word may **not...**

1. be a word the student already knows.
2. be a word that sounds like the ending of the new word.
3. be a nonsense word.
4. be a word that sounds like the beginning of the new word.

True or false

An effective LINCing Story always includes the reminding word, links the reminding word to the meaning of the new word, and is short and simple.

True     False

Which of the following would be an effective reminding word for the new term "bauble"?

1. busy
2. trinket
3. bread
4. bull

An effective LINCing Picture ...

1. Contains a part related to the reminding word
2. Contains parts related to the important ideas in the definition
3. Helps you remember the new term’s definition
4. All of the above

The Cue-Do-Review instructional sequence is used to:

1. Draft the LINCing table, make up the linking steps, and promote student participation in the instructional sequence
2. Give the teacher a structure, help maintain classroom control, and order the lessons in the curriculum.
3. Introduce the LINCing Routine, implement the LINCS steps, and check students’ understanding of the information presented, and the process used to analyze a term.

True or false

The LINCS steps are a series of steps that teachers follow to engage students in the process of constructing memory devices.

True     False

True or false

The LINCing story shown below would help the student remember the meaning of "compromise"

New Term:  compromise

Reminding word:  promise

Essential definition:  agreement, but each give up something

LINCing Story:  My brother promised to give me his candy.

True     False

The mnemonic to help teachers and students remember the steps of the routine is:

1. LINCS
2. CHAIN
3. LINKS
4. VOCAB

Successful use of the LINCing Routine is based upon which critical components:

1. LINCS table
2. LINCS steps
3. Cue-Do-Review
4. All of the above

The Vocabulary LINCing Routine utilizes these learning styles to help students memorize new words:

1. kinesthetic and auditory
2. auditory and visual
3. auditory and kinesthetic
4. visual and kinesthetic