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| **sim_2color_sig**  **Needs Addressed by Content Enhancement Routines** | |
| The Course  Organizer  Routine | * Gives students the big picture of the course by focusing on critical content and concepts * Depicts how the course will be organized * Establishes a learning community |
| The Unit  Organizer  Routine | * Gives students the big picture of each unit * Connects learning and shows how critical pieces of information is related * Promotes organization of content for students and teachers |
| The Lesson Organizer  Routine | * Focuses on how teachers can build and introduce a lesson, so students can see the big picture * Helps students understand the main idea of the lesson by: * understanding the relationships between lessons, * understanding how the information is structured, * distinguishing the most important content, and * understanding what they are expected to do |
| The Concept  Mastery  Routine | * Helps students refine their understanding of a specific concept and ability to apply the concept by: * identifying a target concept and its place within a larger framework * exploring students' prior knowledge of the concept, * identifying important characteristics of the concept, * analyzing examples and non-examples, * creating a definition, and * testing more examples and non-examples to determine whether they belong to the concept group |
| The Concept  Anchoring Routine | * Focuses attention on a new concept by likening it to a concept the students already understand * Identifies critical features of each concept and helps make relationships between concepts clear |
| The Concept  Comparison Routine | * Enhances student understanding of relationships among concepts by comparing and contrasting characteristics of two or more concepts * Identifies relevant features of each concept * Prompts analysis of similarities and differences of relevant features |
| The Framing  Routine | * Teaches students to organize information * Helps students focus on the big ideas and important details * Supports transforming abstract ideas into concrete information |
| The Clarifying  Routine | * Focuses on a topic and explores details of the topic, making connections to important ideas and concepts * Identifies clarifiers for a term, accomplishments of a person, or significant facts about an event * Provides a way to “revisit” and solidify student knowledge of terms introduced or taught in a lesson * Promotes higher order thinking by identifying examples and non-examples |
| The Survey  Routine | * Enhances completion of reading assignments * Helps students discriminate important from unimportant information and create an overview of the text |
| The Vocabulary  LINCing Routine | * Helps students remember critical, content vocabulary by making connections that they can relate to the new words |
| The Quality  Assignment Routine | * Promotes understanding of new assignments and provides students with written information to refer to as they complete the assignment by: * improving the quality of assignments given to students * increasing assignment completion rate * improving the quality of work on assignments |
| The Recall  Enhancement Routine | * Helps students focus on, analyze, and recall critical information * Encourages students to record information for later studying and use, and interact with the teacher and other students to identify ways critical information can be assessed and to practice responses |
| The Order  Routine | * Helps students decide what information from a lecture or reading assignment is important to know * Teaches students how to design their own visual organizers to demonstrate what they know |
| The Question  Exploration Routine | * Helps students explore difficult questions through the use of questioning patterns * Teaches students to “unpack” critical questions and organize information by focusing on the big ideas and important details * Can be used as a pre-writing tool for essays |
| The Scientific Argumentation Routine | * Helps students engage in higher order reasoning skills associated with argumentation * Depicts the key elements involved in evaluating a claim based on the strengths of the claim and explain the reasoning that supports the claim |
| Teaching  Cause and Effect Routine | * Helps students engage in higher order reasoning * Describes the components of cause and effect relationships |
| Teaching Decision- Making Routine | * Helps students engage in higher order reasoning and think critically about an issue that has more than one option or more than way to respond to an issue * Helps students learn and acquire life-long decision making skills |