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| **sim_2color_sig****Needs Addressed by Content Enhancement Routines** |
| The CourseOrganizerRoutine | * 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
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| The UnitOrganizerRoutine | * 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
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| The Lesson OrganizerRoutine | * 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
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| The ConceptMasteryRoutine | * 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
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| The ConceptAnchoring 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
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| The ConceptComparison 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
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| 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
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| 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
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| The Survey Routine | * Enhances completion of reading assignments
* Helps students discriminate important from unimportant information and create an overview of the text
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| The Vocabulary LINCing Routine | * Helps students remember critical, content vocabulary by making connections that they can relate to the new words
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| 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
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| 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
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| 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
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| 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
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| 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
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| Teaching Cause and Effect Routine | * Helps students engage in higher order reasoning
* Describes the components of cause and effect relationships
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| 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
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