**Module 6: SIM® Content Enhancement Routines**

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Educators are masters of their content, but what does it mean to enhance that content? Teachers often naturally create enhancers. The handout entitled *Simple Content Enhancers* provides several examples of commonly used enhancers.

But, what is the difference between simple content enhancers and the SIM® Content Enhancement Routines (CER)? Each CER consists of a teaching device or graphic organizer, explicit instruction (linking steps) for teachers to use when presenting the device to students, and the Cue-Do-Review instructional sequence. All of the CER have been successfully field tested in general education classrooms that were academically diverse; CER are research validated.

CER are a way of teaching academically diverse classes in which…

* the content is maintained,
* critical content features are transformed into an understandable and easy-to-learn formats,
* the needs of the teacher and students are valued and met, and
* instruction is completed in partnership with the students.

CER are divided into four areas. The CER brochure describes most of the routines in each area and the research results when the routines were presented consistently and with fidelity.

Content areas have unique text and knowledge structures. Teaching content literacy is about teaching students how to master these structures used in their classes, which can be as foreign to some students as traveling each period to different countries that speak different languages. CER are tools to use to help students learn how to maneuver these different structures.

For examples of CER and how they can help address content literacy and the demands of Common Core State Standards (CCSS), watch the PowerPoint entitled Unit Organizer and Concept Mastery. (To watch videos on these routines, use the following links: <https://vimeo.com/53541915> and <https://vimeo.com/53542150>.)

**Prompts:**

1. After reading the *Simple Content Enhancers* handout, list 2 simple enhancers that you have used as a teacher or found helpful as a student.
2. What instructional sequence is recommended in the *Simple Content Enhancers* handout?
3. Using the CE brochure, list the 4 CER areas and 2 routines in each area.
4. After watching the PowerPoint on Text Structures and Knowledge Structures, use the FRAME handout, which is part of the SIM® Framing Routine, to list at least 1 text structure and 1 knowledge structure for each of the content areas listed. Be sure to complete the “So What” statement. *(Note: You will need to insert textboxes to add information.)*
5. After watching the PowerPoint on the Unit Organizer and Concept Master, list 3 ways that CER address content literacy/CCSS expectations.
6. The *SMARTER Planning Process* handout is a checklist for teachers to use with CER. What are the SMARTER steps listed in this handout? *(Note: For more detailed information about SMARTER, be sure to read the Smarter Planning article.)*