Study Guide

Identifying Critical Content
Classroom Techniques to Help Students Know What Is Important
Identifying Critical Content

After reading pages 5–11, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

The Effective Implementation of Identifying Critical Content

List the behaviors that are associated with identifying critical content.

- ................................................................................................................................................

- ................................................................................................................................................

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- ................................................................................................................................................

Monitoring for the Desired Result

The text lists five examples of ways that teachers can monitor whether students know the content that is important and can distinguish between important and less significant information. List the five examples, placing an asterisk next to any ways that you have used in your classroom. With your book study group, discuss how you used them and whether the use was effective.

1. ................................................................................................................................................

2. ................................................................................................................................................

3. ................................................................................................................................................

4. ................................................................................................................................................

5. ................................................................................................................................................
Scaffolding and Extending Instruction to Meet Students’ Needs

Describe two ways to adapt to meet the needs of your students.

<table>
<thead>
<tr>
<th>Adaptation</th>
<th>Description</th>
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<tbody>
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</table>

### Instructional Techniques to Help Students Identify Critical Content

List the seven instructional techniques that will be covered in this guide.

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________

All of the techniques are similarly organized and include a brief introduction, ways to effectively implement, common mistakes to avoid, examples and nonexamples, ways to monitor, and ways to scaffold and extend. Knowing this, with which technique are you most interested in becoming familiar, and why? Discuss your response with your book study group.
Instructional Technique 1

Verbally Cue Critical Content

How to Effectively Implement Verbal Cueing
List three ways you can verbally cue critical content. Add any additional notes you may need for reference.

1. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

2. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

3. _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Determining If Students Can Identify Critical Content From Verbal Cueing
In the space below, record some ways that you can monitor your students’ understanding of critical content as a result of verbal cueing.
After reading pages 13–20, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Choose one of the ways you read about to verbally cue critical content. Using the standard you recorded above, plan for implementation below.
1. Which way will you verbally cue the critical content? ________________________________

2. Provide a short script for what you might say and do to effectively implement verbal cueing.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

On page 18, the text provides several options to monitor your students’ understanding of critical content as a result of verbal cueing. Using your chosen standard, describe how you would use one of these options in your classroom. Upon determining those who need adjustment of some sort, how would you scaffold or extend instruction to meet students’ needs?

Scaffold

Extend
**Instructional Technique 2**

**Use Explicit Instruction to Convey Critical Content**

**How to Effectively Implement Explicit Instruction**
Summarize your learning of each of the ways to implement explicit instruction.

<table>
<thead>
<tr>
<th>Explicitly Identify the Critical Content</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Model Critical Skills, Strategies, and Processes</td>
<td></td>
</tr>
<tr>
<td>Chunk Critical Content Into Digestible Bites</td>
<td></td>
</tr>
<tr>
<td>Develop Student-Friendly Definitions for Important Concepts</td>
<td></td>
</tr>
</tbody>
</table>

**Determining If Students Can Identify Critical Content From Explicit Instruction**
List the benefits of the following:

<table>
<thead>
<tr>
<th>Unison response</th>
<th>Random questioning</th>
<th>Students sharing thoughts</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
After reading pages 21–28, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section or select a new standard.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Using the standard above, how might you . . . 
explicitly identify the critical content?

model critical skills, strategies, and processes?

chunk critical content into digestible bites?

develop student-friendly definitions for important concepts?

What is one way you can determine if students can identify critical content from explicit instruction, and what is the benefit of the way you have chosen? To the left and right of your response, record one way you could scaffold and one way you could extend for students in need.

Scaffold

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Extend

____________________________________________________________________________

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Instructional Technique 3

Use Dramatic Instruction to Convey Critical Content

How to Effectively Implement Dramatic Instruction
In the graphic organizer below, record the key aspects to remember when planning effective implementation of dramatic instruction and any notes that you will find helpful in future planning.

Determining If Students Can Identify Critical Content From Dramatic Instruction
Choose from one of the three examples of monitoring provided in the text. How have you used or seen someone use the example (or a variation of it) in the classroom?
After reading pages 29–35, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section(s) or select a new standard.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Using the standard above, how could you use dramatic instruction to convey critical content?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Before implementation, use the checklist below to increase effectiveness:

- Choose just one type of dramatic instruction.
- Check alignment with the learning target.
- Rehearse real-world implementation.
- Plan for student summaries.
- Plan for student involvement.

Share one way that you could monitor to determine if students can identify critical content from dramatic instruction. Once you have described a monitoring strategy, share one way you might scaffold and one way you might extend if students show a need.

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Scaffold</th>
<th>Extend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Instructional Technique 4

Provide Advance Organizers to Cue Critical Content

How to Effectively Implement Advance Organizers
Complete the graphic organizer with the steps to effectively implement advance organizers. Add any notes to the box attached to each step. Remember that these are suggested steps and should not be viewed as a checklist. Consider your strengths as a teacher, the needs of your students, and the specific nature of the lesson.

Determining If Students Can Identify Critical Content From Advance Organizers
To know that the advance organizer has achieved the desired result, what do the students need to do?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

What must the teacher do?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
After reading pages 37–45, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section(s) or select a new standard.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Choose one way in which you will define the scope of your organizer. In the space provided below, explain your thinking.

Which steps will you most likely use when implementing the advance organizer? Do not consider this a must-do checklist. Consider your strengths as a teacher, the needs of your students, and the specific nature of the lesson for which you are planning.

On the previous page, we reviewed what the teacher and students must do in order to determine if students can identify critical content from advance organizers. Select one of the examples of monitoring from the text, then describe what your students will need to do and what you will need to do.

<table>
<thead>
<tr>
<th>Which example did you choose?</th>
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</thead>
<tbody>
<tr>
<td>What do your students need to do?</td>
</tr>
</tbody>
</table>

Tell one way you could adapt for a struggling student.

______________________________________________________________________________

Tell one way you could adapt for a high-achieving student.

______________________________________________________________________________
**Instructional Technique 5**

**Visually Cue Critical Content**

**How to Effectively Implement Visual Cueing**
List examples of visual media that can be used to convey critical content to students.

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

What are some suggestions to keep in mind as you plan to implement visual cueing? List the suggestions on the left side of the table. On the right side of the table, provide a brief summary of each.

**Determining If Students Can Identify Critical Content From Visual Cueing**
The only way to determine if your visual cueing is successful is to have students identify critical content. What types of things do you need to plan and/or allocate time for? Record your answers in the graphic organizer below.

Plan to determine if students can identify critical content from visual cueing
After reading pages 47–55, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section(s) or select a new standard.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Select one form of visual media with which you will convey critical content to your students. Describe the media in the box below. Keep your strengths in mind when making this selection.

Share your selection and description with your book study group. Discuss any items that could be controversial, questionable, or easily misinterpreted. Also, test your cue. Do other teachers understand what critical content you are attempting to convey?

Keep in mind that your cue should have a solid connection to the critical content and should not require unrelated prior knowledge for comprehension. How might you connect this cue to the critical content for your students?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Choose one of the examples of monitoring from the text, or determine your own task. Below, record how you will determine if students can identify critical content from visual cueing (your task) as well as what you will need to plan or allot time for.

My task:

What do I need to plan or allot time for?

What will I do for those students who need scaffolding: extending:
Instructional Technique 6

Use Storytelling to Cue Critical Content

How to Effectively Implement Storytelling
For storytelling to convey critical content to students, it must be effective. What are some ways to effectively implement storytelling? Below, record your answers and any additional notes you feel will be helpful.

<table>
<thead>
<tr>
<th>What does the teacher do?</th>
<th>What do the students do?</th>
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</thead>
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Determining If Students Can Identify Critical Content From Storytelling
Review the three examples of determining if students can identify critical content from storytelling. For each of the examples, record what the teacher does and what the students do.

Which task resonates with you the most, and why?

____________________________________________________________________________________

____________________________________________________________________________________
After reading pages 57–63, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section(s) or select a new standard.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Review the standard you have chosen. Create a short story (three to four minutes), or use one from history, literature, sports, science, or entertainment. Use the information in the text to monitor your own work for effective implementation of storytelling.

Choose one way to determine if your students can identify the critical content from your story. Customize one of the examples to align with your story.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How will you adapt your instruction for those who need it?

Scaffold

Extend
### Use What Students Already Know to Cue Critical Content

#### How to Effectively Implement Using What Students Already Know to Cue Critical Content

To use what students already know to cue critical content, plan ahead for what you think they should know as well as how to determine whether they know it. List and provide a summary of each of the four ways described in the text.

<table>
<thead>
<tr>
<th>Way 1</th>
<th>Way 2</th>
<th>Way 3</th>
<th>Way 4</th>
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<tbody>
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#### Determining If Students Can Use What They Already Know to Identify Critical Content

When the content is critical and you want to use what students already know to cue it, you must monitor throughout. What are some monitoring suggestions from the text? Place an asterisk next to those you already use in your lessons.

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- 
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After reading pages 65–73, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to continue to work with the same standard as in the last section(s) or select a new standard.

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To prepare for your lesson, reflect on the questions below. Record your answers in the space provided.

<table>
<thead>
<tr>
<th>What crucial vocabulary and basic facts must the students know to cue critical content?</th>
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</thead>
<tbody>
<tr>
<td>What is the relationship between the concepts within the standard or a specific learning target in the lesson?</td>
</tr>
<tr>
<td>How will you check to determine whether students possess basic skills and processes needed for the lesson?</td>
</tr>
<tr>
<td>Think carefully about the concept you want to teach. What mental model will you describe to your students?</td>
</tr>
</tbody>
</table>

Using the examples provided, explicitly plan to determine if students can use what they already know to cue critical content. Record the task, what you expect from the students as evidence, and what you will do to collect that evidence.

<table>
<thead>
<tr>
<th>Task</th>
<th>Student evidence</th>
<th>Collecting student evidence</th>
</tr>
</thead>
</table>

Plan one technique for scaffolding and one for extending.

<table>
<thead>
<tr>
<th>Scaffolding</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Extending</th>
</tr>
</thead>
</table>
Reflection

Once you have spent some time implementing your new learning in the classroom, return to your book study group and discuss the following reflection questions. In preparation for your discussion, you may find it helpful to record the answers to the reflection questions.

Which technique did you find most effective?

Which technique will require more learning?

Reflect on a time when monitoring allowed you to make a decision to either scaffold or extend a student’s learning.

What impact has identifying critical content had in your classroom?