

Study Guide

Revising Knowledge

Classroom Techniques to Help Students Examine Their Deeper Understanding

Revising Knowledge

After reading pages 5-12, 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 Revising Knowledge

List the six steps to the effective implementation of revising knowledge, and describe each step in your own words.

	Step	Description
1.		
2.		
3.		
4.		
5.		
6.		

Monitoring for the Desired Result

The text lists four ways to tell if your students are deepening their understanding through making additions and deletions of previous knowledge. Record them below.

Revising Knowledge Using the Five Basic Tools

How to Effectively Implement Revising Knowledge Using the Five Basic Tools

List the five basic tools for revising knowledge.

- 1.
- 2.
- 3.
- 4.
- 5.

Before you will be ready to teach your students how to revise their prior knowledge, there are several preparatory steps you must take. What are the seven steps to implementing the basics of revising knowledge?

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

Determining if Students Can Revise Knowledge Using the Basics

The text offers three specific examples of monitoring students' ability to revise prior learning. Record the examples below.

Planning For Revising Knowledge Using the Five Basic Tools

After reading pages 13-26, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below.

Consider the grade level and subject(s) you teach. In the space provided, create a miniature anchor chart that you can use to help your students revise knowledge using the five basic tools.

Using the sequence of learning activities chart and the topic or standard you have chosen, plan your learning activity sequence.

Day	Learning Activity Sequence
Part 1	
Part 2	
Part 3	
Part 4	
Part 5	

Revising Knowledge Using Academic Notebooks

How to Effectively Revise Knowledge Using Academic Notebooks

There are several ways to teach and show your students how to revise their knowledge using academic notebooks. For each way listed in the text, record important information below.

Directly Teach Students How to Revise Prior Knowledge Using Academic Notebooks
Revising Knowledge in Academic Notebooks Using a Student-Led Conference
Revising Knowledge in Academic Notebooks Using Peer Review
Revising Knowledge in Academic Notebooks Using Consult, Compare, and Explain
Revising Knowledge in Academic Notebooks Using Agree/Disagree/Question

Determining If Students Can Revise Knowledge Using Academic Notebooks

Use the graphic organizer to describe ways to determine if students can revise knowledge using academic notebooks.

Desired Result: Students can make additions and deletions to previous learning to deepen their understanding.				

Planning For Revising Knowledge Using Academic Notebooks

After reading pages 27-42, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below. You may choose to continue to work with the same standard or topic as in the last section, or select a new standard or topic.

Based on the standard or topic you have chosen, plan for one of the ways you can have students revise knowledge in academic notebooks. How will you model the method for students? What will be your directions to students?

Plan for monitoring and adapting. In the graphic organizer below, record how you will monitor and adapt based on the results of that monitoring.

How will you monitor?	
How will you scaffold?	How will you extend?

Revising Knowledge Using Content Vocabulary Notebooks

How to Effectively Implement Revising Knowledge Using Content Vocabulary Notebooks

List the twelve ways to process, elaborate, record, represent, and practice content vocabulary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Determining if Students Can Revise Knowledge Using Content Vocabulary Notebooks

In your own words, record the four suggestions for determining if your students can revise their prior learning using content vocabulary notebooks.

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Planning For Revising Knowledge Using Content Vocabulary Notebooks

After reading pages 43-56, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below. You may choose to continue to work with the same standard or topic as in the last section, or select a new standard or topic.

For the purpose of this activity, choose one vocabulary word with which to work.

Use the charts on pages 44-46. Choose one way to introduce the new content term, and one way your students will process, elaborate, record, represent, and practice content vocabulary. Briefly describe your plans below.

Introduce New Content Term
Process, Elaborate, Record, Represent, and Practice Content Vocabulary

Choose one of the suggestions from to determine if students can revise knowledge using content vocabulary notebooks and apply it to the vocabulary word you have chosen. How will you use this in your classroom?

Using the examples from the text, how will you plan to scaffold and extend as necessary?

Scaffold	Extend
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Revising Knowledge Using Visual Tools

How to Effectively Implement Revising Knowledge Using Visual Tools

Record your understanding of the guidelines to keep in mind as you plan for the effective implementation of revising knowledge using visual cues.

Determining If Students Can Revise Knowledge Using Visual Tools

Share some of the ways that effective teachers monitor their students' progress. Record at least three ways from page 66.

Planning For Revising Knowledge Using Visual Tools

After reading pages 57-67, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below. You may choose to continue to work with the same standard or topic as in the last section, or select a new standard or topic.

How will the guidelines provided in this chapter help you to effectively implement revising knowledge using visual cues?

Based on the standard you have chosen, reflect on how you intend to implement revising knowledge using visual tools. Then, choose one of the ways presented on page 66 of the text to monitor student progress. Record how you will implement this monitoring below.

Based on your standard and monitoring choice, how will you scaffold and extend for the students who need it?

Scaffold	Extend

Revising Knowledge Using Writing Tools

How to Effectively Implement Revising Knowledge Using Writing

List the three sets of writing tools.

1. _____

2. _____

3. _____

Determining If Students Can Revise Knowledge Through Writing

Review the ways to keep track of student progress on page 86. In your own words, record the four ways presented in the text.

Planning For Revising Knowledge Using Writing Tools

After reading pages 69-87, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below. You may choose to continue to work with the same standard or topic as in the last section, or select a new standard or topic.

For which of the three sets of writing tools will you plan? Below, describe what you will ask your students to do, or draw an example.

Specifically describe how you will determine if students can revise knowledge through writing. What evidence will help you to keep track of student progress?

Based on your standard and monitoring choice, how will you scaffold and extend for the students who need it?

Scaffold	Extend

Revising Knowledge Using Homework Revision

How to Effectively Implement Assignment Revision

In this technique, students revise their knowledge after receiving feedback on an assignment. In order to be most effective, what should you keep in mind about feedback?

Given the research about feedback, list the features of one effective method of implementation for individual student homework revision below.

Determining If Students Can Revise Knowledge Through Correcting Homework Assignments

Describe at least three ways to determine if students can revise knowledge through correcting homework assignments.

Planning For Revising Knowledge Using Homework Revision

After reading pages 89-97, choose a standard or topic on which to focus your planning. Record that standard or topic on the lines below. You may choose to continue to work with the same standard or topic as in the last section, or select a new standard or topic.

Based on the standard or topic above, choose an assignment to review. Keeping the information from this chapter in mind, how will you implement assignment revision?

Plan for at least one way you will monitor to determine if students can revise knowledge through correcting homework assignments. Using the assignment above, choose one of the options in the text and tell what you will look for when monitoring.

Based on your standard and monitoring choice, how will you scaffold and extend for the students who need it?

Scaffold	Extend