

## Lesson Segments Addressing Content

**Design Question:** What will I do to help students effectively interact with new knowledge?

### 6. What do I typically do to identify critical information?

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

#### Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important.
- Teacher tells students to get ready for some important information.
- Teacher cues the importance of upcoming information in some indirect fashion:
  - Tone of voice
  - Body position
  - Level of excitement

#### Student Evidence

- When asked, students can describe the level of importance of the information addressed in class.
- When asked, students can explain why the content is important to pay attention to.
- Students visibly adjust their level of engagement.

### How Am I Doing?

	<b>4 Innovating</b>	<b>3 Applying</b>	<b>2 Developing</b>	<b>1 Beginning</b>	<b>0 Not Using</b>
<b>Identifying critical information</b>	I adapt and create new strategies for unique student needs and situations.	I signal to students which content is critical versus noncritical, and I monitor the extent to which students are attending to critical information.	I signal to students which content is critical versus noncritical, but I do so in a somewhat mechanistic way.	I use the strategy incorrectly or with parts missing.	I should use the strategy, but I don't.