

# ESSENTIALS FOR ACHIEVING RIGOUR SERIES:

## Recording & Representing Knowledge:

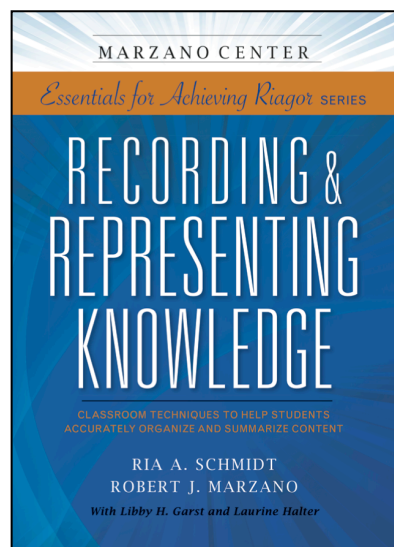
### *Classroom Techniques to Help Students Accurately Organise and Summarise Content*

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**Year Level:** Teachers and Administrators  
**Focus Area:** Classroom Practice and Direct Instruction, Critical and Creative Thinking, Gifted and Support, Graphic Organisers, Professional Development

#### Key Learning

**Area:** Cross-Curricular,  
Mathematics, English, History



#### Summary:

Academic standards call for increased rigour, but simply raising complexity is not enough. Students must know how to effectively interact with new knowledge. To do that, they must be able to summarise what they've read, analyse text for specific characteristics and create organised, succinct written works that demonstrate a deep understanding of the content. As educators develop expertise in teaching these skills, students become adept at recording and representing knowledge, both linguistically and nonlinguistically, helping them retain the critical information.

*Recording & Representing Knowledge: Classroom Techniques to Help Students Accurately Organise and Summarise Content* explores explicit techniques for mastering this crucial strategy of instructional practice. It includes:

- explicit steps for implementation
- recommendations for monitoring students' ability to record and represent knowledge
- adaptations for students who struggle, have special needs or excel in learning
- examples and nonexamples from classroom practice
- common mistakes and ways to avoid them.

The Essentials for Achieving Rigour series of instructional guides helps educators become highly skilled at implementing, monitoring and adapting instruction. Put it to practical use immediately, adopting day-to-day examples as models for application in your own classroom.

#### Other Books in this Series

- *Essentials for Achieving Rigour Complete Series – Set of 10* (LSM2000)
- *Identifying Critical Content* (LSM2786)
- *Examining Reasoning* (LSM4827)
- *Recording & Representing Knowledge* (LSM5329)
- *Examining Similarities & Differences* (LSM5627)
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