

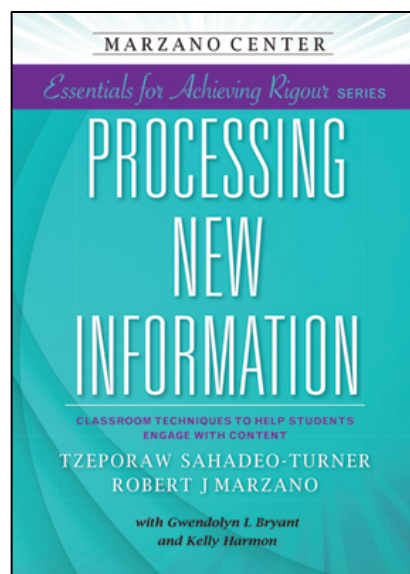
ESSENTIALS FOR ACHIEVING RIGOUR SERIES:

Processing New Information:

Classroom Techniques to Help Students Engage with Content

Tzeporaw Sahadeo-Turner and Robert Marzano with Gwendolyn L Bryant and Kelly Harmon

Date Available:	20 May 2015
ISBN:	978 1 76001 561 9
Code/SKU:	LSM5619
RRP:	\$25.95
Format/Page No.:	B5, 110 pages
Year Level:	F–12, Teachers and Administrators
Focus Area:	Classroom Practice and Direct Instruction, Professional Development
Key Learning Area:	Cross-Curricular



Summary

Can your students encode critical information into their long-term memories?

Academic standards call for increased rigour, but simply raising complexity is not enough. Students must also know how to retrieve critical information and comprehend key features of the content. Teachers must strategically impart the skills students need to authentically engage with content so that they can effectively process the learning and store it for future use.

This revised Australian edition of *Processing New Information: Classroom Techniques to Help Students Engage With Content* explores explicit techniques for mastering a crucial strategy of instructional practice – processing new information. It includes:

- explicit steps for implementation
- recommendations for monitoring to see if students are able to process new information
- 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)
- *Engaging in Cognitively Complex Tasks* (LSM5602)
- *Revising Knowledge* (LSM5640)
- *Processing New Information* (LSM5619)
- *Practising Skills, Strategies and Processes* (LSM5596)
- *Organising for Learning* (LSM5633)
- *Creating & Using Learning Goals & Proficiency Scales* (LSM5626)