

## Teacher Steps for Implementing the Basics of Revising Knowledge

*From: Halter, L., Marzano, R., Ocasio, T., Schmidt, R., and Senn, D. (2015). Revising Knowledge (Essentials for Achieving Rigor series). West Palm Beach, FL: Learning Sciences International.*

Five aspects for revising knowledge are:

1. Reviewing prior understanding of the content
2. Identifying and correcting mistakes
3. Identifying gaps in knowledge and filling in the gaps
4. Deciding where to amend prior knowledge
5. Explaining the reasons behind revising prior learning

<b>Steps to Implement the Basics</b>	<b>Explanatory Note for Teacher</b>
1. Master the 5 aspects as well as the cognitive processes that compromise revising knowledge.	Begin to create scenarios in your mind that you could share with students as examples of how you have revised prior learning about critical content. Or, share an example from your personal life that might resonate with students. Your goal is to help students realize that this is not a mysterious process, but one in which all thinking individuals engage.
2. Develop a set of student-friendly definitions appropriate to the age/grade of your students.	Review these definitions and revise as needed so you are comfortable and fluent in your use of them with students. Your goal is to make the vocabulary of knowledge revision used and understood by students on a daily basis.
3. If appropriate, prepare a wall poster containing the definitions.	Show students the poster and remind them to use it for reference purposes.
4. Directly teach the student-friendly definitions while also briefly modeling what the specific aspect looks like and sounds like.	Deliberately plan a lesson to teach and model the 5 definitions for revising prior learning.
5. Directly teach the meanings, and model the various aspects of the process using familiar critical content that students have already learned.	The reason for using familiar content is to avoid cognitive overload that can occur when students have to mentally toggle back and forth between learning a new process and trying to understand new content.
6. Decide where your students will be recording and representing the new learning that they will ultimately revise during the course of a chapter or unit of instruction or lesson.	You have several options for where students will record or represent new knowledge, including (1) a revision template that you have copied and provided to students or (2) an interactive academic or vocabulary notebook that students have purchased.
7. Make sure that all students have either recorded knowledge (written notes, key words and phrases or sentences), solved problems, and/or represented knowledge (using drawings, pictographs or graphic organizers).	This step in getting ready to teach and model the process of revising prior knowledge presupposes that your students have acquired some experiences and routines relative to making notes or summarizing things that they have learned.