

## Literacy T-Chart – 3-2-1

### CIP 51.0601 Dental Assisting

**Identify multistep procedures and analyze results based on the text.**

| Program Task:                               | PA Core Standard: CC.3.5.11-12.C   |
|---|--|
| 200: Apply principles of infection control. | Description: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |

| Program Associated Vocabulary:   | Reading Associated Vocabulary:    |
|--|-----------------------------------|
| Infection<br>Disinfect<br>Autoclave<br>Asepsis<br>Sharps<br>MSDS<br>OSHA<br>Sterilization<br>Evacuation system<br>Ultrasonic | Analyze<br>Procedure<br>Summarize |

| Program Strategy:  | Literacy Strategy:  |
|--|---|
| <p>Use the 3-2-1 strategy to ensure students can identify steps in a procedure and potential outcomes prior to attempting the procedure.</p> <p>Model using the 3-2-1 strategy with a simple content they should already know, such as the passage below.</p> <p>Handwashing is like a "do-it-yourself" vaccine—it involves five simple and effective steps (Wet, Lather, Scrub, Rinse, Dry) you can take to reduce the spread of diarrheal and respiratory illness so you can stay healthy. Regular handwashing, particularly before and after certain activities, is one of the best ways to remove germs, avoid getting sick, and prevent the spread of germs to others. It's quick, it's</p> | <p><i>Whole Group</i><br/>           Explain to students that developing the ability to identify key information during a process is a critical skill. The 3-2-1 strategy helps students pinpoint elements that they will need to remember and use.</p> <p><i>Guided Practice</i><br/>           Show a brief passage electronically that all students can read, followed by 3-2-1 prompts. Read the passage aloud and model how you locate the answers to the prompts. Use content that students should already be familiar with or a simple recipe so students can focus on the strategy rather than the content. Use prompts such as the following:<br/>           3 – What are the three steps?<br/>           2 – What two cautions are given?<br/>           1 – What is the one primary result that is expected?</p> |

| Program Strategy:   | Literacy Strategy:  |
|---|---|
| <p>simple, and it can keep us all from getting sick. Handwashing is a win for everyone, except the germs. <a href="#">CDC Handwashing Guide</a></p> <p>3-Identify the first three steps of handwashing.<br/>2-Describe two benefits of handwashing.<br/>1-Explain one way handwashing is like a “do-it-yourself” vaccine.</p> <p>Point out that this is a form of summarizing information without writing a paragraph.</p> <p>Provide students with a passage about infection control for dental instruments, like the PowerPoint at <a href="#">Medical Procedures for Cleaning, Disinfecting and Sterilization</a></p> <p>Provide the following prompts:<br/>3 – Identify the three classifications of dental instruments and equipment related to infection control.<br/>2 – Describe two ways that the classifications differ.<br/>1 – Explain the role of RBIs in sterilization.</p> <p>Review answers with students either individually, in teams or with the whole class to ensure maximum understanding of the content before students begin hands-on exploration of sterilizing equipment and instruments.</p> | <p>Point out that this is a form of summarizing information without writing a paragraph.</p> <p><i>Application</i><br/>Provide students with a text that gives a process that students need to apply. After giving them time to read the material, give your prepared 3-2-1 prompts to be completed accurately before they are allowed to perform the procedure.</p> <p>Review answers with students either individually, in teams or with the whole class to ensure maximum understanding of the content.</p> <p>In debriefing, use the following questions:</p> <ul style="list-style-type: none"> <li>• How did you find the answers to the prompts?</li> <li>• Why did the final prompt that asked for one thing take more thinking?</li> <li>• Why is it important to be able to answer questions like these?</li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• Lower level prompts can be answered with just locating information.</li> <li>• Higher levels require some inference or combining information.</li> <li>• If you do not understand the processes and possible outcomes before starting, errors may occur.</li> </ul> |

## Instructor’s Script – 3-2-1

Infection control is a basic skill for dental assisting students. There are multiple processes, depending on the use of instruments and equipment. It is critical that students learn the different categories and processes to ensure safety for their patients. 3-2-1 gives students a scaffold to identify what is important to know.

## Common Mistakes Made by Students

Students often expect to be able to answer questions by quick reading and looking for key words. If 3-2-1 prompts are constructed properly, students will need to make inferences and may have to re-read information to answer the two higher levels of questions. They must still give answers that are grounded in the text.

## CTE Instructor’s Extended Discussion

Much of what dental assistants do with patients can be defined by step-by-step procedures. Students need to learn to follow these steps precisely and efficiently. This strategy provides support for identifying key information to be able to complete these tasks.

Students also need to identify possible outcomes. As they perform procedures on patients, different scenarios arise. They need to anticipate outcomes and be prepared to adjust procedures as needed.

## Sample Questions

### Career and Technical Concepts

| Question   | Answer  |
|--|---|
| <p>According to the passage below, which is <b>NOT</b> a function of RBIs?</p> <p>Rapid biological indicators (RBIs) provide a test to monitor proper functioning of the sterilizer and to ensure that spore producing bacteria are destroyed during the sterilization process.</p> <ul style="list-style-type: none"><li>A. Monitor sterilizer function</li><li>B. Ensure bacteria are destroyed during sterilization</li><li>C. Test instrument uses</li><li>D. Test functions of the sterilizer</li></ul> | <p>C. Test instrument uses</p> <p>A and B are directly stated in passage. D is a paraphrase of initial information.</p> |

### PA Core Reading Concepts

| Question  | Answer   |
|---|--|
| <p>In a jumbled set of directions, processes and results are mixed up. Which of the following would be a result?</p> <ul style="list-style-type: none"><li>A. Mixture changes color.</li><li>B. Add 2 liters of water.</li><li>C. Stir carefully.</li><li>D. Sterilize beakers.</li></ul> | <p>A. (Other three options all begin with verbs for processes that should be completed.)</p> |