

1 Coaching Test Thinkers

If nothing else, children should leave school with a sense that if they act, and act strategically, they can accomplish their goals.

—Peter Johnston (2004, p. 29)

GAME STRATEGY FOR TEACHERS

Understand That . . .

- When students see learning as relevant and meaningful to their lives, they are more likely to transfer the skills to other areas.
- Learners can develop the sense and skills needed to be effective learners and test takers when teachers teach metacognitively and teach for transfer.
- The skills learned in test taking can be transferred to other settings.

Know

- Transfer
- Metacognition
- Scaffold
- Explicit instruction
- Think-alouds

Able to Do

- Explicitly teach strategies
- Talk metacognitively about thinking as students engage with tests
- Show how a strategy transfers from this application to a new application

THE HEAD START

As early as late July, chain stores and office suppliers begin stacking their shelves with school supplies. Notebooks sell for 79¢ and pocket folders for 10¢. Crowds of wise shoppers stock up, but most of these shoppers are teachers buying school supplies for their own students. Some participate in fan-out calling. If anyone sees a great sale, the calling chain goes into action. They want to be prepared. They know the value of a head start because, by October, it is too late. Those same notebooks will cost \$2.99, and pocket folders will cost 79¢.

Likewise, every teacher wants to get a head start on test preparation. The dates for the state-mandated tests or districtwide achievement tests are on school calendars along with teacher conferences and holiday breaks. Every building or district has its own plan for test preparation. Getting a focused and effective head start may be the most important part of that plan.

Look at the challenges facing one teacher and 28 students. It is the end of the first week of school. Shannon, a third-grade teacher, has already created a great classroom community, partially assessed the reading, writing, and math skills of each of her students, established her reading and writing routines, and now she has to prepare her students for the state tests, which are given in October. To complicate matters, by state mandate, Shannon has only the first 14 days of school to show students the test or talk about how to take it. By law, she cannot mention the test or have test-related artifacts on her classroom walls for the 10 days prior to the test. Now pause and imagine 28 third graders who are not quite ready to give up sunshine and grassy days of play. In addition, imagine the range of reading abilities, attention spans, and emotional temperaments in that classroom. How can she develop confident and competent learners and, eventually, test takers? How can she pull out a state test and tell her squirming youngsters that now it is time to learn how to take a test?

What Shannon chooses to do is focus her test preparation on a few effective test-taking strategies and explicitly teach them so her students can use the strategies with increasing confidence, competence, and independence. She will also teach across the year knowing that her third graders will take the same state test next October in fourth grade. Teaching for transfer and independence are at the top of Shannon's planning list. Her plan is part of a grade-level plan that was designed by her building and is supported by her district.

If you are reading this book, you, like Shannon, are facing a state-mandated, high-stakes test at some point in your academic year. You are looking for solutions to the challenges you face as you prepare your

students. You may be a single teacher or a group of colleagues in a book study. You may be a school improvement team looking for strategies and data to accomplish the goals in your strategic plan. In any case, you are ready to learn some powerful and meaningful ways to prepare students for taking tests.

THE TRUTH ABOUT TEST PREPARATION

Why do students study and prepare for tests? To get to the right answer! To pass the test! The more answers students get right, the higher the chance they will pass the test. However, students may not see it that simply. (We may not see it that simply either.) But that is what it is. Testing is the same as any game experience. When the buzzer rings at the end of the game, a score of 67–66 is still a winning score.

Some teachers might argue that it is not enough to just pass. And they would be right. It is not enough. These teachers see a score of 67–66 as barely winning, and it is barely winning, but it is winning. State tests

connected to the No Child Left Behind Act put teachers and schools in a similar dilemma. They ask: How will I coach my struggling students to pass a test that is too difficult for them at this time in their educational lives? If your school or district needs to make annual yearly progress (AYP), passing is in the forefront of your mind. Quality teaching and learning form an effective strategy to ensure AYP; focused test preparation is their partner.

Your students can pass. Test-taking strategies empower all students. Confidence increases motivation to engage with a test. Increasing engagement can impact scores positively. In this way, passing a test is like playing a game, because it requires strategy and the determination to face each challenge as it emerges. James Paul Gee (2004) parallels decoding print to playing a game. He suggests that “A child or an adult is engaging in a ‘game’ whenever they are taking on a specific sort of identity defined by certain ‘moves’: that is, certain sorts of actions and interactions that define them as playing a certain sort of role” (p. 46). If we use this game metaphor, we understand as students take up the role of test taker, they are learning ways to act in the test setting and strategies to interact with the test. Test taking is not a game; it is serious business. But like a game, it

TIME-OUT

Examine Your Test: What challenges will your students encounter on your state test?

Hot down a list of challenges your students may face. How do these challenges become decisions for your test-preparation instruction? Add a list of ways you, your grade-level team, building, or district are addressing these challenges.

4 • Winning Strategies for Test Taking, Grades 3–8

has legal moves and effective strategies. Students can develop the skills and strategies they need to feel competent and confident and not give up. From this perspective, we remind students that tests provide a single snapshot of their abilities on a given day; they do not tell their whole story as learners. We also want to help them see that in learning to take tests they are developing an academic skill, but they are also gaining life knowledge and learning important procedures. Using the practices in this book, we can help students see a connection between the skills they learn in test taking and the skills they will need in life.

This chapter addresses some ideas and strategies to help you get started and to help you build a mindset for making test preparation an engaging and meaningful experience for your students as well as yourselves.

Students who enter the test-taking setting with prior knowledge of how the test works will score significantly higher than students who don't know the test. So it's important for teachers who are preparing students for these tests to have knowledge of the test, its parts, the various demands, and the expectations. Think of the test as a genre like poetry or a textbook. A reader who understands how stanzas and line breaks work will find poetry more accessible. Likewise, a reader who understands how the headings, subheadings, and other textbook features work will find a textbook more accessible. Like any genre, tests are written by test writers who adhere to the expectations of the test genre. If students know how the test genre works, they can take the test more effectively. It seems the best way to learn about tests is to become a student of the test, researching the test content, format, and types of questions or responses and applying strategies to manage these elements.

TEACHING FOR UNDERSTANDING

Teaching for independent performance may be at the heart of all teaching and learning, but it is the key to developing test sense. Here teachers preparing children for a test are like the coach who uses language in conscious ways to name the thinking, processes, techniques, and plans players will use when they are in the midst of the game and alone on the court. The coach knows the player needs his own internal voice to notice and name the action on court and make split-second decisions. Where does the player get this internal voice? The list is long: the coach, other experienced players, time-outs during the game, watching and discussing game videos, and studying professional players. The coach knows becoming an independent player requires learning how to notice and name the actions occurring in a game in order to quickly retrieve the strategies to manage

the action. The coach teaches the strategies, but also the self-assessing moment. The goal is modeling and practicing in situations to build the internal voice. As a result, the player becomes adept at asking a series of questions that enable her response: What do I see? What am I expected to do? How is this like or different from other experiences? What strategy do I know to respond effectively? How will I use or adjust this strategy?

Less is more. Teaching for an effective internal voice requires focus. A focused test-preparation unit with a few instructional practices and a few explicit strategies will translate to test success. The essential instructional practices teachers need to use to develop metacognitive learning that transfer into an internal voice for test success are explicit instruction, scaffolding, modeling, and think-alouds.

Teaching for understanding and transfer is essential to prepare students for a test and to build confident performance in a test setting. In addition, teaching for understanding and transfer develops competent and confident learners who will apply prior learning to a variety of settings and contexts in school and in life. Learning with understanding engages students in active learning, encourages transfer of knowledge, and empowers students.

Transfer

Transfer occurs when students consciously use the strategies and skills they have learned in one setting to perform a task in a new setting. This sounds simple, and it might be for many physical and procedural tasks. If someone shows you how to hit a softball, most likely you can transfer that physical knowledge to hitting a baseball. The ball size and the speed of the pitch may make the task a bit harder, but the task is essentially the same, so you are able to transfer the skill. The National Research Council (2000) lists factors that enable the transfer of learning. To make test preparation effective, keep in mind a few key factors: learning is an active process focused on understanding; memorizing facts and “one-shot” exposures to information does not promote transfer; knowing

TIME-OUT

Examine Your Test: How is the test organized and scored?

Take the test yourself. Become knowledgeable about how the test is constructed and how it is scored. Identify the parts of the test, the numbers and types of questions, and how those questions will be scored. For example, the writing portions of a test will be scored by an adult reader who is looking for specific traits of writing and specific kinds of evidence of thinking. In Chapters 4 and 5, we show you how to study those traits and have students practice test writing, which is its own unique genre of writing.

Studying and analyzing the test with colleagues before you study the test with your students will direct and focus your teaching.

“when, where, why and how to use knowledge” is essential to solving problems; and deliberate monitoring during practice develops evaluation of current understanding in order to develop flexible and adaptive use (p. 236).

Think about your own reading. As effective readers, you transfer knowledge every time you pick up a text. You integrate a complex series of skills and strategies to engage with the text.

Students transfer knowledge of

Procedures to manage a task effectively and efficiently

Skills to decode and comprehend a text or use mathematical concepts and formulas

Strategies for questioning, clarifying, summarizing, elaborating, identifying, or monitoring

Processes that enable generating, revising, or problem solving

For example, you probably scan the text and identify the genre. If it is a science textbook, you know that textbook is harder to read because it is written in a formal style and contains difficult and technical vocabulary. You know to slow down and reread this kind of text. You know that the author will put this vocabulary in boldface and the definition of these boldfaced words will be in the paragraph. You also know textbooks have headings and subheadings that name the focus of the information. You rely on these aids because you know there will be questions at the end of the chapter, and you have learned that the boldface and headings will help you skim for the answers to these questions. Plus

you know that important information is in the graphs, tables, maps, and illustrations. You are a successful textbook reader because you transfer this knowledge and use it to read your social studies, math, or English textbook. Unfortunately, struggling readers do not use and transfer skills like this unless a teaching coach has explicitly taught them to do so.

Similarly, if students are to become successful test takers, they will need to transfer knowledge learned across a school year or accumulated over several years of school to a test setting. They may be asked to read and comprehend a passage and then answer multiple-choice questions. As a result, they must know how to use a series of cognitive skills and strategies that require conscious thinking and decision making as well as the procedural knowledge of reading the questions, matching the question with the blank on the answer sheet, and filling in blanks without smudging the marks.

The day of the test, your students will face unfamiliar reading, but if you have taught them well, the format of the test will be familiar, and they will transfer the skills and strategies taught to this new setting. They will know what is expected of them.

Therefore, teaching students to approach test taking with a level of game sense makes a difference. What is game sense? It is the ability to predict an outcome and develop or adapt strategies to determine a goal, a

course of action, and a process for achieving that goal. Game sense requires the player to assess performance and adjust the course of action in the moment of playing. Game sense comes from being coached before the game by an expert who has played the game and understands the challenges of the game. This coaching focuses on the ability of the player to transfer knowledge and processes from the practice setting to the game setting. The player is, after all, alone in the game setting and dependent on the abilities learned in the practice setting. Game sense is test sense.

Coach students to have test sense by explicitly teaching them the skills, procedures, strategies, and processes that good test takers use. Only through explicit instruction will students own and be able to transfer necessary skills to the test-taking situation.

Explicit Instruction

Instruction focused with the end in mind has explicit goals. Teachers explicitly state the target for the thinking and actions students will acquire. Each lesson contains an explicit teaching point that students enact. A single teaching point is most effective since students are able to understand and use this single strategy immediately. Each lesson offers step-by-step procedures that unpack and name what students need to understand, know, and do. Immediate use and success enables students to integrate that lesson into their test-sense repertoire. Each lesson offers teachers ways to think aloud the thought processes that successful learners use. Organized by an instructional scaffold, students feel safe and successful as they face often-challenging skills. Explicit teaching of test-taking skills creates the metacognitive voice students use to discern and process the demands of a test.

In Figure 1.1, the teacher names the strategy the students will enact as well as the purpose and process for using the strategy. In this sample lesson, the strategies are in boldface and the purpose and process are labeled.

Metacognition

Metacognition is the internal voice students and teachers both use to monitor their thinking. Metacognition enables students to gradually gain confidence as they monitor their own sense making, strategy use, and self-assessment. They can identify their strengths as well as their weaknesses, set goals, and transfer learning (National Research Council, 2000, pp. 235–237).

Learning to transfer skills, strategies, knowledge, and processes to new settings is the goal of any instruction. Metacognitive activities

Figure 1.1 Example of Explicit Instruction: A Single Teaching Point

| | |
|--|---|
| Connects today's lesson with previous learning | |
| States purpose for this strategy | |
| Identifies today's strategy lesson | |
| States purpose and process for today's strategy lesson | <p>Yesterday we examined the essay question and identified key words in the question to help you focus your writing and identify the type of writing you are expected to use in your response. Together, we determined this essay question is expecting you to write a personal narrative to illustrate the idea that lessons you learned can change the way you see something. Today I will show you one strategy to generate a personal narrative in order to respond to this test question about learning a lesson. The strategy is to write about a person that is important to you. Using a person that is important helps you identify several stories. Begin by selecting a person, then list stories that show how that person taught you a specific lesson. This strategy of writing about a person that is important will work with this test question and other questions that are similar to this one.</p> |

encourage students to act in certain ways and take on an identity as a knower and user of strategies and self-regulation. It also encourages them to become aware of their self-talk. A positive internal voice in which students intentionally manage their own learning will impact learning and performance in and out of school. However, it may be the primary goal for successful test taking.

Some students will face reading or writing beyond their current independent level. You have probably watched these students as they rushed through the test or put their head down without finishing. If students enter the test setting with negative self-talk, then the test is a difficult experience, proving once again the students' incompetence. Knowledge about learning and what is being learned, as well as experience with the task, plays a role in developing a metacognitive internal voice. This self-regulatory voice develops over time (National Research Council, 2000, pp. 97–98). Imagine changing that internal voice so your students have an encouraging internal partner, providing the stamina to stay with a difficult task as they apply the strategies they have learned. Although some of your students may not pass the test, metacognition may help them to see themselves as intentional and on some level successful.

Moving From Negative Self-Talk to Metacognition

One morning I observed a teacher as she explained the reading strategy the students would use to mark up a short passage and find the main idea. Students would use this strategy in a few months for a state test. As I listened, my attention was drawn to Matt sitting in the back of the class. Slumped in his chair, his eyes politely looked at the teacher, but his head occasionally shook as if he were saying, “No.” After the brief lesson, I walked up to him, described what I saw, and asked, “What is your head saying?” Matt replied, “I’m afraid to read. I can’t read.”

However, he agreed to read a paragraph aloud with me. I listened to him read slowly, word by word. He self-corrected, reread, and connected the parts of words. He consciously responded to the punctuation as he painstakingly read five sentences with 100% accuracy. Immediately, I complimented the way he read with a high degree of accuracy. I added that it was obvious that he used a variety of strategies, and I listed them. Matt let out an audible sigh of relief. I asked how he learned those strategies. He couldn’t remember. I asked if he remembered or understood what he read. He replied, “I never remember what I read.” I asked what he thinks about when he reads. He said, “Nothing.”

I did not believe his last statement. I did believe he may not be aware of the complex thinking he uses to read. I imagined Matt’s internal voice reinforced his fear of failure. He read slowly because he was telling himself that he might not get the next word right. He anticipated failure even as he was succeeding. He was not aware of the sophisticated combination of strategies he used to read. In Matt’s mind, he approached every page of words empty-handed. As a result, he hated reading and writing. He also hated tests, especially timed tests.

Together we altered the assignment. He would continue his slow reading process that has helped him read so effectively. He would still read and underline sentences that stated the main idea. However, he would read only half of the assignment so he could make time to pay attention to his thinking. I asked him how he thought he might do this. He explained that he would circle the headings that separated the four parts of the reading and find one sentence in each section because often the main idea is in one sentence. I asked him where in the section he expected to find that sentence. He was not sure, but he guessed at the beginning or end. He knew that he could read at least two sections in the time allowed. He decided that he would read the first two, but maybe he could do the others if he focused his reading.

(Continued)

(Continued)

At this point, it seemed clear that Matt’s fear of reading made him unable to recognize what he knew how to do.

I suggested that he pause to make sense at the end of each paragraph and pause again at the end of a section. He might even reread to find the one sentence. He nodded in agreement—his approach was clear. Then I added, “This time, instead of worrying about getting all the words right, pay attention to what you do as you read and if this approach helped. When you finish, we will talk about your findings.”

I thought Matt’s negative self-image as a reader needs to be replaced with a positive, metacognitive voice. When I returned, Matt had almost completed the assignment using his approach. I asked, “So what did you notice as you read?” He remarked that this article was easier than he first thought; and although he was not a good reader, it helped to slow down and worry less. He added that his approach worked. He was right about circling headings and finding one sentence that stated the main idea. This one brief conference did not magically change Matt’s opinion of himself as a reader, create an internal voice that helped him confidently monitor his comprehension, or translate him into a metacognitive learner. However, this conference could be the first step in a year-long journey to focus his attention from reading words to understanding what he did as he read—to become aware and monitor his thinking.

Think-Alouds

One of the most powerful ways to teach students to be metacognitive test takers is to let them see inside the minds of effective test takers. Think-alouds make a teacher’s thinking public; it lets students see the test expert’s internal, metacognitive voice as it manages each test challenge. This modeling demonstrates how an expert automatically retrieves information to solve problems or address challenges (National Research Council, 2000, pp. 237–238) As a result, thinking aloud requires that the teachers slow down and analyze how they employ strategies effectively.

Equally important is providing the opportunity for students to think aloud. Turn-and-talk partnerships provide time for students to try out the thinking a teacher previously modeled. This moment of rehearsal ensures that all students speak aloud their thoughts. At first, turning and talking is unfamiliar or uncomfortable, but as teachers pair explicit teaching with metacognitive thinking aloud, student conversations improve in quality.

Explicitly teaching critical listening also improves conversation quality. After students talk, ask them to explain what their partner said rather than what they themselves said. This simple act of *saying back* the words and thoughts of the partner encourages students to both listen carefully and speak thoughtfully. Later ask students to *talk back* by stating their thoughts or *add on* by extending the thoughts of another student (Calkins, 2001).

Thinking aloud is crucial when test questions require students to make inferences. Inferring combines prior knowledge with information from the text. In a think-aloud, teachers notice and identify important details in a test passage. Then they use prior knowledge to recognize relationships and determine the meaning and purpose of test passages. Figure 1.2 illustrates how an expert test reader thinks aloud as he constructs meaning from a test question. Thinking aloud is especially important in a test setting when time is a factor.

Figure 1.2 Think-Aloud Model

| <i>Text</i> | <i>Teacher Think-Aloud</i> | | | | | | | | | | | | |
|---|----------------------------|--|---|--------|---|--------|---|---------|---|--|---|---|---|
| <p>The following table shows the cost of tickets for a play</p> <table border="1" data-bbox="311 1120 625 1467"> <thead> <tr> <th colspan="2">Play Tickets</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>\$3.50</td> </tr> <tr> <td>2</td> <td>\$7.00</td> </tr> <tr> <td>3</td> <td>\$10.50</td> </tr> <tr> <td>4</td> <td></td> </tr> <tr> <td>5</td> <td>?</td> </tr> </tbody> </table> <p>If the cost of each ticket is the same, what will the total cost of 5 tickets be?</p> <p>A. \$14.00 B. \$14.50 C. \$17.00 D. \$17.50</p> | Play Tickets | | 1 | \$3.50 | 2 | \$7.00 | 3 | \$10.50 | 4 | | 5 | ? | <p>I notice that this table shows the cost of tickets at a glance. It shows the cost of 1, 2 or 3 tickets. Hmm . . . it does not show the cost of 4 or 5 tickets.</p> <p>The question asks me to figure out the cost of 5 tickets. That is why the question mark is in the table, but the price of 4 tickets is blank, so I guess I don't have to figure that amount out.</p> <p>So what are the important pieces of information in the table that will help me figure out the cost of 5 tickets?</p> <p>I know the price of 3 tickets is \$10.50. I need to add the price of 2 tickets to it to determine the price of 5 tickets. I can do this by adding one ticket at a time like the table does it. But the table also shows the price of 2 tickets is \$7.00. So if I add \$10.50 and \$7.00, I will have the price of 5 tickets.</p> <p>Five tickets will be \$17.50. So "D" is the correct answer. Now before I go on, let me double check by adding one ticket at a time. Yes, I am sure I have that right! Next problem.</p> |
| Play Tickets | | | | | | | | | | | | | |
| 1 | \$3.50 | | | | | | | | | | | | |
| 2 | \$7.00 | | | | | | | | | | | | |
| 3 | \$10.50 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | ? | | | | | | | | | | | | |

12 • Winning Strategies for Test Taking, Grades 3–8

Although this math problem is quite simple for many students, the thinking involved to solve it is not. It requires a student to notice the important information in the question and the table to identify the math work required and to determine the answer. For some students, this thinking is automatic. For other students, this thinking must be explicitly taught. The more consciously students think, the more consciously they apply their knowledge of a text as well as math concepts and processes to the next new and different math problem.

This is the challenge and the goal of teaching for understanding. Teachers who think aloud for their students model their own thinking as a knowledgeable adult and expert reader. They ask their students to apprentice themselves into thinking in a similar way through turning and talking. They also know that everyone thinks in a slightly different way, so they focus their think-alouds on specific strategies and processes that are universal and can be used by each learner in a test or be transferred to other settings as well.

Scaffold

The teacher who coaches learning takes a different position in the classroom. This classroom functions around talking and critical listening.

The classroom community includes the teacher, the student learner, and other student learners of varying abilities. All community participants actually coach each other's attempts at learning a skill or strategy as they interact and apply that strategy.

Scaffolding instruction of test taking means teaching students in small, safe steps that build and encourage success. Think of a lesson as flight of stairs. In each lesson, students take small steps that add up to confident use of a strategy. First, the teacher explicitly states the teaching point of the lesson. Then, most often, he demonstrates and thinks aloud to model or show students the concept, strategy, or process he uses and they will use. Second, the students try the teaching point with a partner. As they think aloud

together, they understand the lesson and how to enact it. Third, students try the strategy on their own in independent work. Finally, the teacher asks the

TIME-OUT

How do I think when I take a test?

Select a test question from your state test. With a partner, think aloud how you read the question and how you selected an answer. Have your partner jot notes to capture your thinking. Review the notes and discuss the following questions.

- 1. What did you do in order to think aloud?**
- 2. Was your thinking aloud effective? What made it clear for a student? What needs clarification?**

students to share their work with a partner. Sharing demands that students name and explain what they learned and how they applied it. It also allows for a partner to interact and adjust the thinking or work. In this interaction, getting the right-answer is not as important as knowing how to get the next-answer using the same concept, strategy, or process. This final step transfers the learning into the students' internal, metacognitive voice. Scaffolding instruction enables students to approximate learning as they enact, gain confidence with, and eventually own their own test sense.

DESIGNING THE UNIT AND LESSON ORGANIZATION

A focused test preparation unit may require two to three weeks of classroom instruction prior to the test. By controlling test preparation to a few weeks, teachers engage students in the quality instruction necessary to accelerate learning and create strategic and independent thinkers. After examining your state's test, review and select the strategies that best fit the demands of your state test.

Designing the Unit

Chapters 2 through 5 provide the basic strategies needed for successful test sense in reading, question answering, constructive response, and prompt writing. Review and select the strategies that fit your test.

Each chapter opens with a summary box stating the big ideas in the chapter: what your students will understand, know, and be able to do to respond to the demands of your state test and test setting. These big ideas are explored through analysis of a variety of tests across the nation. The body of each chapter lists key strategies and demonstrates how to use and create a lesson to teach each strategy. For each specific strategy, the following information is provided.

1. Models of questions or prompts from several state tests and commentary to illustrate how this strategy works. This helps you understand the strategy as well as analyze questions to apply the strategy to your test.
2. Step-by-step game plans that walk you through each lesson.
3. Self-assessment moments for you and your students.
4. Text boxes that indicate connections students can make to other content or real life so they can see that test-taking strategies work in other settings.

Lesson Organization

The structure of each lesson or Game Plan Practice Session explicitly teaches a strategy, providing multiple opportunities to rehearse and practice the strategy in a whole group setting, partnership conversations, and self-monitored practice. Each lesson closes with a teacher assessment, student self-assessment, and goal setting to encourage metacognitive thinking and transfer to the test setting. The teacher also charts the teaching point or game strategy taught. Charting creates a public reminder of the teaching points and enables students to read, remember, and use the strategies taught today in future practice with the test or future lessons throughout the year. A daily lesson scaffold is explained in Figure 1.3, Lesson Scaffold.

Figure 1.3 Lesson Scaffold

Game Plan Practice Session

| <i>Parts of Lesson</i> | <i>Purpose of Parts</i> | <i>Method of Support</i> |
|--|---|---|
| Equipment | Materials needed to implement the lesson | Each state has a Web site created by the Department of Education. Released tests and other materials are available for teacher study and use with test preparation lessons. |
| Connection | Teacher states the teaching point of a previous lesson and how it is connected to today's teaching point. | <ul style="list-style-type: none"> • Connects the lessons • Creates a relationship |
| Game strategy: Teaching point | Teacher demonstrates or guides students through the application of the teaching point: skill, strategy, or process. | <ul style="list-style-type: none"> • States explicitly the teaching point • Demonstrates how to use the information, process, skill, or strategy • Explains why the teaching point is important to know |
| Skill practice: Try it in partnerships | Students work in partnerships to try the skill, strategy, or process demonstrated by the teacher. | <ul style="list-style-type: none"> • Rehearses skill, strategy, or process before independent practice • Listens to another student try a skill, strategy, or process • Gains understanding of how and why this teaching point is useful and effective |

| <i>Parts of Lesson</i> | <i>Purpose of Parts</i> | <i>Method of Support</i> |
|---------------------------------|---|---|
| Own it: Independent practice | Individual students use the lesson. | <ul style="list-style-type: none"> • Practices the skill, strategy, or process • Monitors and assesses application of lesson |
| Huddle: Assess and reflect | Students monitor and assess their personal thinking and work through focused, metacognitive conversations in pairs or as a whole class. | <ul style="list-style-type: none"> • Prepares work to present to others • Listens critically to the work of others to understand how they accomplished the task • Reflects on similarities and differences in application of the lesson • Self-assesses today's performance • Sets goals for future use or ways to adjust the skill, strategy, or process for future use |
| Review game strategy: Link | Teacher rephrases the teaching point and its application to today's work and future work. | <ul style="list-style-type: none"> • Names the teaching point and explains it again to adjust for or address students' confusions or successes • Connects the lessons to today's work and future work |