

**Student Scaffolding**

**Directions:** Print out the accountable talk stems and tape them to each student’s desk. During turn and talks and group discussions remind students to use the accountable talk stems as needed to move the discussions forward. Both Accountable Talk Stems tables are the same and were copied for ease of printing.

**Accountable Talk Stems**

<p style="text-align: center;"><b>Agreement</b></p> <ul style="list-style-type: none"> <li>● I agree with _____ because...</li> <li>● I like what _____ said because...</li> </ul>	<p style="text-align: center;"><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>● I disagree with _____ because...</li> <li>● I’m not sure I agree with what _____ said because...</li> </ul>
<p style="text-align: center;"><b>Clarification</b></p> <ul style="list-style-type: none"> <li>● Can you give me an example?</li> <li>● Can you explain your response more, please?</li> <li>● What is your evidence to support your response?</li> </ul>	<p style="text-align: center;"><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>● In paragraph _____ it said...</li> <li>● According to the text...</li> <li>● I know because...</li> </ul>
<p style="text-align: center;"><b>Confusion</b></p> <ul style="list-style-type: none"> <li>● I don’t understand _____.</li> <li>● I’m confused about _____.</li> </ul>	<p style="text-align: center;"><b>Extension</b></p> <ul style="list-style-type: none"> <li>● I would like to add on to what _____ said...</li> </ul>



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### Test-Taking Strategies

**Directions:** Print out the test-taking strategy mnemonics and tape to each student’s desk. Remind students to use these strategies as needed to answer multiple-choice questions and short-response questions on their classwork. Both sets of test-taking strategies are the same and were copied for ease of printing.

**Multiple-Choice Questions**

**R**ead the question  
**A**nnotate the question and answer choices  
**C**onnect to prior knowledge  
**E**liminate at least two answer choices  
**S**elect the best answer

**Short-Response Questions**

**R**estate the question  
**A**nsWER the question  
**I**nclude evidence from texts or prior knowledge  
**D**escribe how your evidence supports your answer



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**Jigsaw Activity Groups**

**Directions:** Print and cut out the group cards below. Assign each student a distinct letter and number for their groupings during the jigsaw activity. Hand each student their card as they walk in at the beginning of class. Have the students sit in their letter groups first.

\*\*If you would like to make the letter groups smaller, you can break them up by number as well (A1-4, A5-8, B1-4, B5-8, etc.).

<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>A6</b>	<b>A7</b>	<b>A8</b>
<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>	<b>B7</b>	<b>B8</b>
<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>C7</b>	<b>C8</b>
<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>D5</b>	<b>D6</b>	<b>D7</b>	<b>D8</b>

