



Teaching Moves Toolkit

Note: This document is neither exhaustive nor aligned directly to the rubrics, standards, or taxonomies of one partner organization. This is the general toolkit that Jounce uses as a starting point for developing excellent teaching moves and coaching on these moves.

The language can be adapted – and the moves expanded – to match the tools used by specific partner organizations. In the past it has been adapted to align with the TNTP Core Rubric, the Danielson Rubric, the Get Better Faster Rookie Teacher Scope and Sequence, KIPP Fundamentals of Effective Teaching, an Achievement First Arc of the Year, the KIPP Philadelphia teaching rubric, the Belmont Charter Network teaching rubric, and many other models used by partner schools or networks to define effective teaching.

Teacher Content Understanding (Goal: Teachers develop habits of mind that allow them to efficiently internalize content and curricula)	
Name, Description/Steps	Nuances, Rationale, Examples
<p>80-90-100 Understanding</p> <p>Treat initial “exemplar response” as an “80% answer,” in order to push teacher understanding well beyond, anticipate misconceptions and close non-examples, and prepare to use precise explanations, questioning, and feedback.</p>	<ol style="list-style-type: none"> 1. Identify a central or culminating question for the unit, module, or individual lesson. 2. What is the 80% understanding? <ul style="list-style-type: none"> • Note: this is NOT about grading; it is not the 80% response <i>for that grade level</i>; it is the 80% response for a college-educated adult and content expert. 3. Multiple steps toward 100% response (i.e. “What’s the 90% answer?” OR “What’s the 81% answer?” depending on how much precision and complexity is provided in the 80% answer.) <ul style="list-style-type: none"> • Guide teacher toward additional precision and complexity at each level, with: <ul style="list-style-type: none"> ○ Use the words... ○ What is unexpected about this content? ○ When is that <i>not</i> true? ○ Include evidence or examples (for instance...) ○ Include a different kind of representation or strategy ○ Use the structure... (cause-effect, compare-contrast, sequence, etc.) ○ How can the explanation of this content be more <i>precise</i>? ○ What is the <i>gray area</i>? ○ Use an analogy ○ Include a “what if?” or “if not...” ○ Include a definition ○ What is the non-example? <i>Close Non-example?</i>
<p>Concept/Fluency Multiplier</p> <p>Rapidly generate student at-bats that fall into the categories of building fluency or deepening conceptual understanding.</p>	<p>Rationale: We transfer information to long-term memory in one of two ways: through rehearsal or through making meaning. Fluency drills cement understandings through rehearsal; conceptual questioning cements understandings through making meaning.</p> <ol style="list-style-type: none"> 1. Identify key student understandings (possibly through the 80-90-100 process). <ul style="list-style-type: none"> • Separate actions/questions into two categories: fluency and concept 2. Fluency Drills: List as many fluency drills as possible that may be relevant to parts of the bigger understanding – 20-30 drills is a good target. <ul style="list-style-type: none"> • Students can do more than 10 reps in less than 2 minutes; definitional, procedural, computational fluency; tasks should include rapid repetition to build automaticity • Not ‘mixed review’ – each “drill” should require a very similar process to build pattern recognition 3. Conceptual Questioning: List 5+ questions under each question type below: <ul style="list-style-type: none"> • What’s Happening (open ended); Play Dumb; Magnitude Questions; Simpler Versions; Represent It/What Does This Represent (real world, visual, numerical, algebraic); What If; Use These Words

Teacher Content Understanding, Cont'd

Name, Description/Steps	Nuances, Rationale, Examples
<p style="text-align: center;">Use These Words</p> <p>Prepare to provide scaffolds or push rigor through questioning and feedback by deepening/broadening understanding of the exemplar response.</p>	<ol style="list-style-type: none"> 1. Give Question 2. Give Constraint <ul style="list-style-type: none"> • Number of words/Frame parts (1 word; 2 words; sentence starter and 1 word; sentence starter and 2 words; sentence frame; sentence bridge; sentence ender) • Types of Words (content words; connecting words; verbs; adverbs; adjectives) 3. Rigor Up/Scaffold Down 4. Ask for the Exemplar
<p style="text-align: center;">Ends-in-Mind</p> <p>Recognize the "mini-understandings" that must be gained by students at each step in a lesson. Internalize a lesson, recognizing that it is a ladder building step by step toward the ultimate learning goal (defined by objective and assessment) – "see the ladder" in Great Minds internalization protocol.</p>	<ol style="list-style-type: none"> 1. Identify the lesson-level "End-in-Mind" through objective, assessment and module review. 2. Select key moments throughout the lesson – "what do students need to understand <i>here</i> that they didn't yet need to understand previously?" 3. Iterate – repeat statement of "End-in-Mind" to increase precision and rethink the exact understanding with each rep.
<p style="text-align: center;">Exemplar-Component</p> <p>Recognize components in any exemplar response in order to both deepen/broaden understanding of exemplar response and be prepared to set parameters/criteria for success for students, give targeted feedback in the moment, and ask targeted questions in the moment.</p>	<ol style="list-style-type: none"> 1. Provide exemplar response; improve exemplar response (shortened 80-90-100) if needed. 2. Break exemplar repeatedly into various (arbitrary) number of components, to develop skill of thinking of exemplar response in terms of components. For example, components might be the R, A, C, E of an open-response paragraph, but the A could be separated into 3 components based on the parts of the answer and the C could be separated into three components to ensure a piece of evidence for each claim in the answer.
<p style="text-align: center;">Execution As Planning</p> <p>Practice certain execution skills with the content of a lesson or unit to deepen understanding of that content.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • Practicing Level 3 and Level 2 Feedback Drills to build content knowledge, for example, give a specific STEP bottom line, reading or writing continuum level, etc. and practice Level 3 (individualized) and Level 2 (batch) feedback you are likely to give with that content. • Think Aloud - using think aloud moves to facilitate extremely intentional close reading of a text (by teachers) to develop the skill of recognizing every instant of inference, misconception, word play, humor, missed references, background knowledge, etc. • Problem Solving • Use These Words

Strong Student Habits

(Goal: Students build automatic habits that maximize time and focus)

Name, Description/Steps	Nuances, Rationale, Examples
<p>See The Room</p> <ol style="list-style-type: none"> 1. Face Up to as many students as possible as you move (including walking backwards, squatting down, standing behind students, moving struggling students to a side row). 2. Head on a Swivel 3. Stand and Scan Every Minute 	<ol style="list-style-type: none"> 1. See eyes, pencils, etc. (earliest indicators) 2. Step forward and re-freeze to intensify scan 3. Do not move to circulate until all students are <i>actively</i> on-task (pencils moving), not just passively compliant. Applies to entry and beginning of independent or pair work. 4. After every check-in, consequence, or narration, take one big step away from student, and scan every set of eyes and every pencil before moving again
<p>80-90-100 Task Planning</p> <ol style="list-style-type: none"> 1. Describe procedure/routine in detail 2. Zoom in: 10 second increments 3. Materials 4. Student and Teacher Movement 5. "What ifs..." anticipation 	<ol style="list-style-type: none"> 1. Teacher and student materials (How will they have them before they need them? Desk set up? Page set up?) 2. Time (How long will this take? How will you know when...) 3. Movement and position (Teacher and student) 4. Directions (What will you say?) 5. Thinking and Doing Tasks 6. What ifs...
<p>Observable Directions</p> <ol style="list-style-type: none"> 1. Use "I should see..." and "I should hear..." to describe exactly what you want students to do with their eyes, bodies, hands, voices 2. Exaggeratedly Scan while standing still <p>When I Say Go Directions</p> <ol style="list-style-type: none"> 1. When I say go... 2. Observable Direction (See Above) 3. Build Suspense 4. Cue, Exaggerated Scan 	<ol style="list-style-type: none"> 1. Sharp change of volume, pace, body 2. Lean in, get quieter 3. Downward inflection, urgent tone 4. Self-interrupt for urgency 5. Emphasis on standing still when scanning, stepping forward but staying silent to intensify scan, using non-verbals during scan 6. Use "every" or "all." I should see "every" set of eyes. Or Every pencil.
<p>Self-Interrupt</p> <ol style="list-style-type: none"> 1. Mid-Word 2. Freeze Your Body 3. Full Scan 4. Lean in/Get quiet 	<ol style="list-style-type: none"> 1. Wait for a word you can cut mid-word 2. Use for urgency immediately after a direction and scan 3. Square up, formal pose when you freeze 4. See every eye when you scan 5. One word at a time, very slow, mini-self interrupts and scanning during Lean in/Get quiet
<p>Standardized Correction</p> <ol style="list-style-type: none"> 1. Name ("Sarah") 2. Correction ("Warning") 3. Observable Direction ("Hands are still") 	<ol style="list-style-type: none"> 1. Drop the tone: quick and quiet 2. No engage: move eyes away from student consequenced right away. The goal is not a stare down, or even to immediately change the behavior, but to show that the behavior will be consistently addressed in a standardized manner. SMILE! 3. Lengthen the ladder: don't put yourself in a position to hesitate about consequencing because you want to avoid moving to the next level of consequences – it is okay to give multiple "warning" level consequences. Addressing the behavior immediately and 100% of the time is much more important "moving up the ladder."

Strong Student Habits, Cont'd

Name, Description/Steps	Nuances, Rationale, Examples
<p style="text-align: center;">Deposit</p> <ol style="list-style-type: none"> 1. Personalized - <u>to</u> student, not <u>about</u> student (differentiates from positive narration, which is about the student and to the other students) 2. Positive 3. Communicates "I care about you, I believe in you, I appreciate you" in 5 seconds or less 	<ol style="list-style-type: none"> 1. Compliments and Noticings – academic or non-academic (nice shoes! Did you get a hair cut? Great details on number 2) 2. Assistance – "let me help you..." 3. Acknowledge Corrected Behavior – "great job fixing..." , "Yes, John!"
<p style="text-align: center;">Proactive Observable Direction</p> <ol style="list-style-type: none"> 1. One OD at a Time, Fewest Words ("Bodies still") 2. Frequent (Proactive, not in response to behavior) 3. Quick scan 	<ol style="list-style-type: none"> 1. After every page or every sentence (read-aloud) 2. After every student response (class questioning) 3. After every new movement (i.e. "Hands up! ... Hands folded.") 4. Purposeful scan – scan for eyes, start at the back 5. With or without a self-interrupt 6. Focus on hands and bodies directions
<p style="text-align: center;">Narration</p> <ol style="list-style-type: none"> 1. Name 2. Is/Has 3. Observable Direction ("Josh is moving his eyes across the page") 	<p>* Use as maintenance to continue positive student behavior, as a counterbalance to public consequences, and as a momentum builder during transitions; NOT as a "fix" for poor behavior.</p>
<p style="text-align: center;">Multiple Moments of Compliance (rapid Do It Again)</p> <ol style="list-style-type: none"> 1. Suspenseful Tone (slowww-SHARP) 2. Full Scans 3. Sharp model 	<ol style="list-style-type: none"> 1. Vary length of each direction is and number of directions 2. Use "Show me..." and "Prep Your Answer" 3. Apply tone, scan, hands/body in other situations (fluency)
<p style="text-align: center;">Catchphrase</p> <ol style="list-style-type: none"> 1. List all observable student actions 2. Practice Bullet Pointing (count on fingers) 3. Practice Clarifier Catchphrase 	<p>Drill to practice speaking in bullet points instead of paragraphs</p> <p>Example:</p> <p>(Bullet Pointing) "Getting your word sort envelope out of your bag; emptying the envelope silently on the desk; placing the categories at the top; folding your hands silently for next direction.</p> <p>(Clarifier Catchphrase): Envelopes out; envelopes empty; categories; hands folded."</p>
<p style="text-align: center;">Habits Messages</p> <ol style="list-style-type: none"> 1. "This is who we are" - identity 2. "Every detail matters to us" (attention to detail is motivating – it creates challenge) - challenge 3. "You didn't even need me to tell you..." - ownership 	<ol style="list-style-type: none"> 1. Identity: "In this class we.../At this school we..." - getting kids to own their detail orientation, like a sports team is proud that every player touches the line when they run sprints, etc. 2. Challenge with Detail-Orientaion: being extremely detailed about expectations (which way is the pencil facing when you put it down, etc.) adds challenge and builds the idea of "we can do something few can." "Now we're going to move much faster" or "Now you'll have to work through a distraction" or "Now we have to maintain those habits while your brain does harder work." 3. "I don't even have to tell you": investing students in their own ownership of the habits, they don't need the teacher to remind them. "I'm not going to say anything - you already know exactly what to do when you finish writing." <p><i>*Note: you will still tell them exactly what to do, at least at first: "I don't even have to tell you. You already know as soon as the timer goes off we fold our hands perfectly, put the pencil exactly at the top of the name tag...you don't even need my reminder"</i></p> <p><i>*Note: this is NOT "I shouldn't have to tell you this" after it's been done wrong, this is building them up before the signal.</i></p>

Strong Student Habits, Cont'd

Name, Description/Steps	Nuances, Rationale, Examples
<p data-bbox="305 254 620 285">Signal and Scan Progression</p> <ol data-bbox="185 321 789 575" style="list-style-type: none"><li data-bbox="185 321 789 384">1. Hyper-detailed Vision (use 80-90-100 Task Planning plus rehearsal) – develop ‘productive paranoia’<li data-bbox="185 384 789 478">2. Habit Building Skills and Clear Directions – practice “teaching the procedure” while keeping all students fully engaged<li data-bbox="185 478 789 575">3. Signal and Scan transition – work to remove all teacher language down to a signal and a scan for every transition and routine.	<p data-bbox="816 254 1490 317">School/coach can provide the routine or procedure, but still run through vision drills – coach gives the 80, work up from there.</p>

Every Student Thinks

(Goal: Every student thinks about every question or task)

Name, Description/Steps	Nuances, Rationale, Examples
Cold Call	
<ol style="list-style-type: none"> 1. Pose Question with Curiosity 2. Narrate Think Time 3. Build Suspense with Trackkkk... (or Eyesss Onnnn...) 4. Sharp "Name", Step Back, Scan Away 	<ol style="list-style-type: none"> 1. NTT (narrated think time)- exaggerated eye contact with movement, sentence starters, suspense 2. MMC for tracking 3. Follow Ups to Class 4. Start with a question word ("No Release") 5. Avoid "Opt out language" such as "who can tell me...," or "raise your hand if you know... "
Turn and Talk	
<ol style="list-style-type: none"> 1. Pose Question with Curiosity 2. Narrate Think Time 3. Observable Direction ("When I say go, I should see heads turn to a partner, and hear whispers right away...") 4. Pause for Suspense, Sharp Cue 5. Stand and Scan for five seconds 	<ol style="list-style-type: none"> 1. NTT- exaggerated eye contact with movement, sentence starters, suspense 2. Square up, stand still for ODs 3. Fast, audible out-cue that requires verbal response ("duh-duh-duh-duh-duh....DUH-DUH) 4. TT (turn and talk) chains – "I heard" and a rigor push (like UTW) in between
Stop and Jot	
<ol style="list-style-type: none"> 1. Pose Question with Curiosity 2. Narrate Think Time 3. Observable Direction ("When I say go, I should see eyes on the page, and I should see pencils moving right away...") 4. Pause for Suspense, Sharp Cue 5. Stand and Scan for five seconds 	<ol style="list-style-type: none"> 1. NTT- exaggerated eye contact with movement, sentence starters, suspense 2. Square up, stand still for ODs 3. Fast, audible out-cue that requires verbal response ("duh-duh-duh-duh-duh....DUH-DUH) 4. SJ (stop and jot) chains – "I heard" and a rigor push (like UTW) in between
Call and Response	
<p>Question-Think-Respond</p> <ol style="list-style-type: none"> 1. Pose Question with Curiosity (question must have an answer that is one clear word, set of words, or phrase) 2. Narrate Think Time 3. Short Verbal and Physical Cue ("Readyyyyy, CLASS?" with lean forward and hand to ear. Two word cue.) <p>Phrase Repeat</p> <ol style="list-style-type: none"> 1. Emphasize Repeatable Phrase ("We are going to find the <u>SQUARE ROOT.</u>") 2. Short Verbal and Physical Cue ("find WHAT?" or who, when, where, with lean forward and hand to ear. Two word cue.) <p>Fill-In</p> <ol style="list-style-type: none"> 1. Paraphrase or Change Sentence Order (Parallel lines never touch. Lines that never touch can be called ____?) 2. Use same verbal and physical cue, leaving out word <p>I Say, You Say</p> <ol style="list-style-type: none"> 1. Longer Sentence 2. Exaggerated, 2-Part Cue (point to self "My turn", point to students "Say it") 3. Rhythmic tone (Sing-song or rhythm for the part you want repeated) 	<ol style="list-style-type: none"> 1. Match physical cue to verbal cue 2. If all students don't respond crisply, the correct response is an immediate redo [quick model ("Sounds like ____"), Restate phrase or question. Redo Verbal and Non-verbal cues). No additional words, lecturing, scolding.] <ol style="list-style-type: none"> 1. Use to build fluency: vocabulary, procedure steps, sentence formation 2. Reversal CR (check for understanding) 3. Rollback CR (longer phrase fluency)

Data Collection and Feedback

(Goal: Improve quality of thinking *before* discussion)

Name, Description/Steps	Nuances, Rationale, Examples
<p>Three Level Feedback</p> <ol style="list-style-type: none"> 1. Far Feedback 2. Close Feedback 3. Individualized Feedback 	<ol style="list-style-type: none"> 1. Feedback you can SEE from one position in the room (i.e. "Pencils moving") – same as "Proactive Observable Directions" 2. Feedback you can give to ALL students but can only SEE from close-up (i.e. "Five complete sentences for each response.") 3. Feedback that depends on the work being done by individual students (i.e. "Use, ', because' and give evidence")
<p>Level 2 Feedback</p> <p>Proactive reminders and reactive feedback with the goal of <i>improving student thinking before discussion or modeling</i>. Goal is to keep the cognitive lift on students as long as possible by providing necessary scaffolds or pushes in the form of feedback <i>rather than</i> resorting to "going over" or calling on students to share what they did, which takes the work entirely off students who were not initially successful. Goal is to maintain <i>productive</i> struggle without falling into unproductive struggle or over-scaffolding.</p>	<p>"Level 2 Feedback" is simply the whole set of teacher moves to influence thinking of the whole group during individual or partner/small group practice time. Includes:</p> <ul style="list-style-type: none"> • Naming Laps ("As I come around this time, I'm marking for...") • Parameters and CFS ("Be sure to... Be careful not to...") • Directing toward a resource • "Planting seeds" ("I notice Jarrett is using X strategy...interesting") • Naming Error ("If you have...then...") • Use These Words/Strategy ("Be sure to use the word 'decompose' in your response") • Quantity / Quality / Content bar
<p>Level 3 Feedback</p> <p>Same goals as above for L2 Feedback, but individualized. The key is that this is <i>not</i> the same as conferring. Statements are directive, not inviting conversation. This does <i>not</i> mean you are taking the work off students. In fact, it can put more of the load on students and decrease dependence on teacher, by saying things like, "What's does this box represent? Label and explain – I'll come back."</p>	<p>"Level 3 Feedback" is simply the whole set of teacher moves to influence thinking of individuals during individual or partner/small group practice time. Includes:</p> <ul style="list-style-type: none"> • Prompting • Use These Words/Strategy • Directing toward a resource • Naming Error ("If you have...then...")
<p>Intentional Laps / Aggressive Monitoring</p> <ol style="list-style-type: none"> 1. Name the Lap "As I come around this time, I'm looking for..." "As I come around this time, I'm marking for..." 2. Stick to your Path Avoid wandering and build sense of consistent accountability by following the same path each time; start your lap with highest level and/or fastest working students so that you can collect data immediately and get a sense of trends immediately (i.e. if your three highest students aren't getting it, pull back together immediately; if your three lowest aren't getting it, the others may be). Split the room (two clear paths) with co-teacher. 3. Every Desk Give quick feedback to every student on the path, aligned to the named lap 	<ol style="list-style-type: none"> 1. Lap 1 (access/engage lap): get to your highest kids first to ensure they are able to access information/skill, get to your lowest kids to identify small group - if high kids aren't accessing, <i>either</i> Level 2 Feedback ("Planting Seeds" - suggest an approach) or pull the group back together for modeling/reteaching, fluency drills, or concept questioning. 2. Lap 2 (conceptual/expand lap): 3rd level feedback, fluency practice, small group work, show call - purposeful collection of student data to inform strategies and vocabulary to be modeled with "Show Call" or prompted with NTT questioning 3. Link "Named Laps" to End-in-Mind or Exemplar-Component teacher intellectual prep work

Prompting, Questioning, Modeling, Explaining

Name, Description/Steps	Nuances, Rationale, Examples
<p style="text-align: center;">Think Aloud</p> <p>Use standard “think aloud” or “read aloud” moves with more intentionality, in order to always be able to explain:</p> <ul style="list-style-type: none"> • I paused here because I wanted my students to be thinking that... • I used technique X and not technique Y to point them toward that thinking because... 	<ol style="list-style-type: none"> 1. Pause and Wonder (“Hmmm, ohh,” [pause]) 2. Repeat: Repeat a key word or phrase for emphasis <ol style="list-style-type: none"> a. (“...the trial.” [pause]. “hmm. Trial?”) 3. Clarification: provide information or definition; provide summary or inference; provide analysis (“So ‘electrifying’ means really exciting,” “Ohhh, I get it, so he was running away...” “That must be a metaphor...”) <ol style="list-style-type: none"> a. Definition Structure: Repeat, ‘which means,’ definition. For example: “isolate, which means to get by itself.” b. Punctuation Clarity: “Oh, there’s an exclamation point, so I should be excited when I read.” c. Summarize Clarity: “Ok, so now he is searching for his missing dog...” d. Inference Frame Clarity: “Ahh. The text says ‘he smiled,’ which tells me he is feeling happy, because I know that when people smile it often means they are happy, so this must be when he goes from being sad to happy” e. Character Information Clarity: “Remember, Winn-Dixie is usually a very loyal dog.” f. Pronoun Clarity: Clarify the meaning of a pronoun as you read, such as: ‘After he – “When it says “he,” it means Gerald” – After he got to the store...’ 4. Rhetorical Question: raise the question, but don’t answer or ask students <ol style="list-style-type: none"> a. (“Why would he say that?...lets find out! Who is going to help him?” “Why would the author choose that word?”) 5. Authentic Question: question for students to answer, using TT, CR, SJ, CC. Start with a question word, no filler language (i.e. “What...” instead of “So I have a question for you...”) <p><i>Note: Can apply across any content, including thinking through a math problem.</i></p> <p><i>Note: Practice each skill in isolation (despite feeling unnatural) to build automaticity before putting them together.</i></p>
<p style="text-align: center;">Problem Solving Modeling</p> <ol style="list-style-type: none"> 1. Read the problem 2. What do we need to find out? 3. How can we represent what we already know? 4. Students try, teacher evaluates 5. Complete the modeling <ul style="list-style-type: none"> OR Ask scaffolding questions OR Build needed fluency 	<ol style="list-style-type: none"> 1. What’s happening? Why would this happen? 2. Compare to a non-example <ul style="list-style-type: none"> • what’s different than we might expect? • what do we NOT need to know? • what CAN’T be the answer? 3. Check – does my representation include all the information? Annotate <i>in order</i> to create the representation 4. Students use the representation to attempt to solve the problem; teacher circulates and provides feedback 5. Identify student need, and choose one of three instructional responses

Prompting, Questioning, Modeling, Explaining, Cont'd

Name, Description/Steps	Nuances, Rationale, Examples
<p style="text-align: center;">Fluency Break</p> <p>Quickly build the necessary fluency that is preventing students from using their cognitive space and energy on the concept at hand.</p>	<p>See Concept/Fluency Multiplier</p>
<p style="text-align: center;">Conceptual Questioning</p> <p>Use a set of questioning techniques that ensure teacher is pushing for conceptual understanding.</p>	<p>See Concept/Fluency Multiplier</p>
<p style="text-align: center;">Stamp Understanding</p> <p>Clearly state, in precise language, the understanding students must have at this moment in a lesson (i.e. the "End-in-Mind")</p>	<ol style="list-style-type: none"> 1. "Put a bow on" the understanding that students have reached through their independent/paired/group work and/or through questioning and class discussion <li style="text-align: center;">OR 2. Stamp a necessary understanding clearly and move forward with lesson to maintain pacing (i.e. avoid getting bogged down with a concept that requires a re-teach).
<p style="text-align: center;">Show Call</p>	<ol style="list-style-type: none"> 1. Pull and prepare for questioning <i>before</i> bringing class/group back 2. Use conceptual questioning or general prompting moves
<p style="text-align: center;">General Prompting</p> <p>Using universal prompts and "stock questions" has the benefit of increased fluency for the teacher (because they can practice when/how to use this limited set of prompts) and is more likely to keep the cognitive load on students longer, because teacher is unable to provide excessive scaffolds by tailoring a question or prompt to exactly the response they hope to elicit from a student.</p>	<p>One example is practicing repeatedly with the STEP assessment prompts. Math modification shown in parentheses:</p> <ol style="list-style-type: none"> 1. Restate the Question 2. "Tell Me More" 3. "What makes you Think That" 4. "What In the Story (text) makes you think that?" (What in the problem...) 5. "Why is that Important?" (What does this represent?) <p>See: QuestioningPrompting.ThreeColumnPrompting</p>
<p style="text-align: center;">Use These Words</p>	<ul style="list-style-type: none"> • Use-These-Words Questions: "How do you know what to do next? Use the word 'proportional' in your answer." • Use An Example: "Pick two numbers. Use those two numbers as examples to show why your claim is true." • Use This Structure: For example, teacher draws a venn diagram, or provides 3 boxes for 3 steps • Use This Frame: "Start with, 'Doors opening means...'" <ul style="list-style-type: none"> ○ The text says...This tells me...because I know..., and so... ○ ...which is why... ○ Although...still... ○ ..., and so... ○ ..., and therefore... ○ ..., and yet... ○ Despite... • Magnitude Words: "Will it be more or less? A lot more or just a little more? Why?"