

From: Linda Howard, PreK-6 Literacy Instructional Specialist
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 RE: Lesson Plans for Teaching Test-Taking Strategies

I've developed and used the following lesson plans to support using the Weekly Selection Tests as a teaching tool, as I work with classroom teachers. The lessons explicitly teach test-taking strategies.

TEST-TAKING STRATEGIES

Objectives	Resources	Suggested Instructional Strategies	Suggested Test-Taking Strategies
<p>Lesson One (45 min.)</p> <ul style="list-style-type: none"> To model test-taking strategies and To familiarize your students with this type of test to help them understand the demands of it. 	<ul style="list-style-type: none"> Chart paper with test-taking strategies pre-recorded (see suggested instructional strategies) One copy of the Weekly Selection Test for each student An overhead copy of the Weekly Selection Test 	<ol style="list-style-type: none"> Briefly discuss with your students the way this test supports them as readers. For example, the format is the same each time. Each subtest tells the reader what they're being tested in, e.g. comprehension and vocabulary. Once readers are familiar with the format, display the test-taking strategies chart. Treat each strategy one at a time for students to practice, whole class while you model on the overhead. For example, if the first strategy on the chart says to read the first question and ask, "what do I understand about the question", have the students practice this strategy. Then turn and discuss with another student. Go on to the next strategy, e.g. read all the answer choices and decide which choice is the best response. Turn to a partner and discuss. As a whole class decide which answer is the best choice and use the text to verify the answer. 	<ul style="list-style-type: none"> Understand what the question asks of the reader Choose the best answer and eliminate the worst answer choices Reread (directions, question, text) Use what you do know in the answers (to make a reasonable choice) For main idea, read the passage and figure out the main idea for yourself, then respond Use the text, including the glossary (for ORQ) Highlight important details in the question Use R.E.A.L. Go back to check your work, if you have time Ask your students what strategies (other than what's listed) they use and add them to the chart

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		<ol style="list-style-type: none"> 3. Repeat this process with the rest of the strategies on the chart. 4. At the end of the lesson, do a "Ticket to Leave" summarizer. Each student shares aloud a test-taking strategy which he/she used effectively. 	
<p>Lesson Two (45 min.)</p> <ul style="list-style-type: none"> • Continue using test-taking strategies • To allow students to practice individually 	<ul style="list-style-type: none"> • Chart paper with test-taking strategies pre-recorded • One copy of the Weekly Selection Test, per student 	<ol style="list-style-type: none"> 1. Review the test-taking strategies from Lesson One. Students will practice using these strategies on an individual basis on either subtest as you do an informal assessment of who's using the strategies and how. 2. Once everyone completes the task, go over answers as a whole class. 3. Ask students to add to the chart any strategies they used to help them be successful. 4. The last five minutes of the lesson, have students respond in a Learning Log to <i>What helped me to learn in today's class?</i> 	
<p>Lesson Three (45 min.)</p> <ul style="list-style-type: none"> • Continue using test-taking strategies by answering constructed-response questions. 	<ul style="list-style-type: none"> • An overhead copy of the constructed-response questions from a Weekly Selection Test. • One copy of the questions, per student • An overhead of R.E.A.L. or copied onto chart paper 	<ol style="list-style-type: none"> 1. As a whole class, use the chart as a teaching tool. Have students practice each step. 2. Initially, prompt the class to generate responses or provide a model on the overhead 	

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		<ol style="list-style-type: none">3. You can also have the students work in small groups and then compare their answers to the text, highlighting how they used evidence in the text to answer the question.4. Use this technique for as many of the questions as time allows.5. For an extension lesson, groups can write their own questions, trade them with another group, and then explain how the responses do or do not answer the questions.6. R.E.A.L. can also be used to answer short-answer questions. Explicit teaching to address the demands of the question is recommended and it's critical that your students understand what the question is asking.	

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