**THE STUDY SCRIPT PLAN**

 **Learners Do Not View This Plan Until The Teacher Chooses To Share It With The Students.**

The Study Script provides guidance for the brain to expand working memory capacity. When observing a journey through ghostly learning levels, it appears linear while they are later synchronized simultaneously.

 **The Educator’s Assignment IS your Theme.**

**RULES Recall identify Interpret Solve Organize**

 **The The Key Nature’s Nature’s The Answer**

 **Theme Concepts Question Question To Nature’s**

 **Of The Theme Found In The Existing In Questions**

 **(Assignment) Theme (Assignment) The Theme**

**Nature’s Questions Are Always The Same. 1) What am I required to learn about the Theme? 2) Why do I learn about this Theme?**

**Instructors will guide learners to visualize the Study Script to engage in Madeline Hunter’s ‘anticipatory set’ that excites the brain’s prefrontal lobe (Executive Function). Volition ignites by an electric storm of neurons and synapses. “With guidance from the Study Script, it is safe to attempt to learn this Theme.” Any mindful focus on attention will change brain neurochemistry according to brain science.**

 **PROCESS CLARIFICATION BUILDING BLOCKS**

 **ADDITIVE 1**

**PRODUCTION KNOW COMPREHEND APPLY ANALYZE SYNTHESIZE (ALL RUBRICS - LAWS)**

**RULES Recall identify Interpret Solve Organize (ALL PRODUCTION RULES)**

**CIRCLE Remember Recognize Describe Prove Formulate**

**YES / NO Y/N Y/N Y/N Y/N Y/N (INTERVENTION – YES / NO)**

**Did Read CLARIFY WHAT WHERE WHY COMPOSE**

**Did not Read WHO WHEN WHICH**

**Cannot Read The seven Ws are all “habits of the mind” established very early in the neocortex of an English speaking child, with the exception of WHOM.**

 **The Lower Elementary school teacher will NOT require the STUDY SCRIPT, but will use the 7 W “habits of the mind” to initiate critical thinking in young children.**

 Thad Polk at the University of Michigan clarifies in his text, The Learning Brain (2018), *"People with greater working memory capacity tend to perform better in a wide range of cognitive tasks, such as reading comprehension, reasoning, and standardized tests. In addition, working memory capacity is one of the best predictors of performance on IQ tests (p. 170).*

"Without some way of specifying what the question is, the quantum process seizes up like a stuck gear and grinds to a halt" (Schwartz and Begley (2002, p. 282).

In other words, a learner’s brain cannot find meaning without decoding the transitive verb standard: Who, Whom, What. A simple rule to clarify meaning.

 ***FINAL TEACHER FORMATIVE ASSESSMENT***

 **RUBRICS (LAW) *KNOWLEDGE COMPREHENSION APPLICATION ANALYSIS SYNTHESIS***

 **PRODUCTION  *INSTRUCTOR’S THEME = (ASSIGNMENT)***

 **RULES Recall identify Interpret Solve Organize**

 **Choose One Remember Recognize Describe Prove Compose\***

 **YES / NO Y/N Y/N Y/N Y/N Y/N**

**TEACHER *FOR ADD “mind habits” ADD “mind habits” ADD “mind habits” Acceptable 7 Ws***

**INTERVENTION  *CLARITY FOR ACCURACY FOR ACCURACY FOR ACCURACY THEME-BASED***

 ***WHO? WHAT? WHERE? WHEN? WHY? WHICH? LITERACY ESSAY\****

***ANY ‘NO’ CIRCLED, REQUIRES A TEACHER OR PEER INTERVENTION.***  ***SYNTHESIS RESULTS USING ALL OF BLOOM’S TAXONOMY.***

These composite ADDITIVES complete the embedded formative assessment unseen by the learner in the Study Script. The student later learns to use this process to monitor team and individual learning success. Students may use this Study Script Plan after mastering or at least exploring the Study Script a dozen times for any subject matter. ***Cursive writing is critical for note-taking which improves brain development of memory.***

**What is this formative assessment? *A pathway between teaching and learning designed to improve instructional quality and student achievement***. (Wiliam, D. (2018)

**BEST PRACTICE:** Use a team of **three learners** when classroom numbers fit. Use a team of two when numbers require it.  **Avoid teams of four or more.**

**Student REMINDER: Add to your Study Script notes at any time. Remember to plug in learned discoveries over time into your original notes.**

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