

Strategic Tutoring Strategies

Paragraph Writing: Source: <http://ku-crl.org/downloads/paragraph_bkmk.pdf>

SCRIBE

- Set up a diagram
- Create the title
- Reveal the topic
- Iron out the details
- Bind it together with a clincher
- Edit your work



Reading Comprehension - Answering questions at the end of a passage

Survey, Size-Up, and Sort-Out

Survey: (learn the main ideas and organization of the chapter)

1. Read the chapter title
2. Read the introductory paragraph
3. Review the chapter's relationship to other chapters by looking at the table of contents
4. Read the major subtitles
5. Look at the illustrations/pictures and read their captions
6. Read the summary paragraph
7. Paraphrase all of the information gained in the process



Size-Up: (gain specific information and facts without reading)

1. Read each question to determine which facts appear to be most important to learn
2. Place a checkmark (✓) next to question that can be answered without reading
3. Look for textual cues (bold print, subtitle, colored print, etc)
4. Make the cue into a question (i.e. the vocabulary word is *hypothesis*, the question could be "What is an hypothesis?")
5. Skim through the surrounding text to find the answer
6. Paraphrase the answer to yourself

Sort-Out: (test themselves over the material presented in the chapter; read and answer each question)

1. Think about which section of the chapter the answer would most likely be found
2. Skim through the section to find the answer
3. If the answer was not located, think of another section it may be in
4. Skim that section for the answer

Continue this process until the answer is found.

Source: Schumaker, J.B., Deschler, D.D., Alley, G.R., Warner, M.M., & Denton, P.H. (1982). Multipass: A learning strategy for improving reading comprehension. *Learning Disability Quarterly*, 5(3), 295-304.

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Word Identification**DISSECT****D**iscover the content**I**solate the prefix**S**eparate the prefix**S**ay the stem**E**xamine the stem**C**heck with someone**T**ry the dictionary**RULES**

1. Stem begins with:

VOWEL – separate first 2 letters from the stem and pronounce

CONSONANT – separate the first 3 letters from the rest of the stem and pronounce

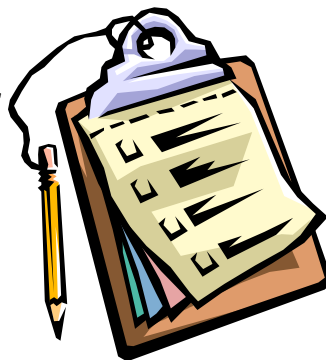
2. If the first rule cannot be used, take off first letter – use rule 1 again

3. If two vowels appear together

Make both vowel sounds

Make one vowel sound

Source: Lenz, B. K., & Hughes, C. A. (1990). A word identification strategy for adolescents with learning disabilities. *Journal of Learning Disabilities, 23*(3), 149-158, 163.

Assignment Completion**PROJECT****P**repare your forms (i.e. assignment sheet)**R**ecord and ask (ask questions about the assignment if you have them)**O**rganize**B**reak the assignment into parts**E**stimate the number of study sessions**S**chedule the sessions**T**ake your materials home**J**ump to it**E**ngage in the work**C**heck your work**T**urn in your work

Source: Hughes, C.A., Ruhl, K.L., Schumaker, J.B., & Deshler, D.D. (2002). Effects of instruction in an assignment completion strategy on the homework performance of students with learning disabilities in general education classes. *Learning Disabilities Research & Practice, 17*(1), 1-18.

Reading Comprehension1. **RIDER****R**ead (read the first sentence)**I**mage (try to make an image/picture in your mind)**D**escribe (describe the image)**E**valuate (evaluate image for completeness)**R**epeat (read the next sentence and repeat RIDE)2. **RAM****R**ead the passage. Ask "Wh" questions as you read to help yourself keep reading

Answer your questions as you read

Mark your answers with the appropriate symbol (create symbols for each of the "Wh" questions: who, what, where, when, why)

Source: Clark, F. L., Deshler, D. D., Schumaker, J. B., Alley, G. R., & Warner, M. M. (1984). Visual imagery and self-questioning: Strategies to improve comprehension of written material. *Journal of Learning Disabilities*, 17(3), 145-149.

Test Taking

PIRATES



Prepare to succeed (scan the test to determine types of questions, number of sections, rank sections from easiest to hardest)

Inspect the instructions (read the first set of instructions and underline words that suggest how and where to indicate the answer)

Read, remember, reduce (read the question, remember or associate what you studied, and eliminate obviously incorrect answers)

AnsWER or abandon (answer the question if you are sure, or abandon and return to the question later if unsure)

Turn back (return to the beginning of the test to answer abandoned items)

Estimate (make a wise guess for the correct answer)

Survey (scan the test to make sure all questions are answered)

Source: Hughes, C. A., Deshler, D. D., Ruhl, K. L., & Schumaker, J. B. (1993) Test-taking strategy instruction for adolescents with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 1(3), 188-89.

Understanding and Retention of Conceptual Information

1. CONCEPT

Convey the concept (name the concept)

Offer overall concept

Note the key words

Classify characteristics (fill in Concept Diagram)

Explore examples

Practice with new examples (ask students to decide if new concepts are examples or non-examples)

Tie down a definition (construct a definition from completed Concept Diagram)

2. ORDER

Open your mind and take notes

- Recognize the structure
- Draw an organizer
- Explain it to someone else
- Reuse it (use organizer as a study guide)

3. COMPARING

- Communicate targeted concepts
- Obtain the overall concept
- Make a list of known characteristics
- Pin down like characteristics
- Assemble like categories
- Record unlike characteristics
- Identify unlike categories
- Nail down a summary
- Go beyond the basics



Source: Bulgren, J., & Scanlon, D. (1997). Instructional routines and learning strategies that promote understanding of content area concepts. *Journal of Adolescent & Adult Literacy*, 41(4), 292-302.)