

Strategic Tutoring: Transferring Phase

The following checklist is a tool to serve as a reminder of what needs to be accomplished during this phase.

TRANSFERRING PHASE

- _____ 1. Celebrate strategy mastery and progress toward becoming a strategic learner.
- _____ 2. Ask the student to compare current performance to performance before learning the strategy.
- _____ 3. Develop a plan for using the strategy in other settings.
 - a. Identify specific settings/classes.
 - b. Identify specific assignments and due dates.
 - c. Identify dates and times to work on assignments.
 - d. Identify dates to review results of usage.
- _____ 4. Follow up on student use of the strategy.
- _____ 5. Provide feedback if necessary.

STRATEGIES FOR YOUR TEACHING TOOLBOX

PREP: An approach to reading a passage

The PREP Strategy

Preview the reading

- Read the introduction
- Read the questions at the end of the passage
- Skim for highlighted, capitalized, bolded, italicized words
- Look at charts, graphs, & pictures
- Make predictions about the content

Read key paragraphs

- Identify paragraphs with key words/ideas related to chapter questions or key vocabulary
- Paraphrase the paragraphs
- Read a paragraph
- Ask yourself, “What is the main idea and important details?”
- Put the main idea and details into your own words.

Express ideas in writing

- List key words and important phrases

- Write answers to chapter questions

Prepare study cards

- Transfer hard-to-remember information to study cards.

On the FRONT of the card:

1. Write a key word, phrase or big idea
2. Frame it with a question

On the BACK of the card:

1. Write a definition for the key word, phrase, or big idea
2. Frame it with a question

- Practice asking and answering the questions on the study cards

MAP/DATE: An approach for reading comprehension

The MAP Strategy: To Remember the Key Elements in a Short Story

Make mental pictures of the setting, characters and action

Add details to the pictures

Put all the pictures together (setting, characters and action)

The DATE Strategy: To Make Mental Pictures of Characters

Design their size and shape

Add clothes

Tell about their personality

Enter other details

ASK IT/TAM: Approaches for answering reading comprehension questions

The ASK IT Strategy: The Self-Questioning Strategy Step Sequence

Attend to clues as you read

Say some questions

Keep predictions in mind

Identify the answers

Talk about the answers

Schumaker, J. B., D.D. Deshler, S.M. Nolan, & G.R. Alley. (1994). The self-Questioning strategy. Lawrence: The University of Kansas Center for Research on Learning.

The TAM Strategy: To Make a Prediction*

Think about information in the reading
Attach what you know
Make your best guess

*This Finishing-Touch Strategy might be taught to a student who has trouble doing the predictions step in the ASK IT Strategy.

SURVEY, SIZE-UP, and SORT OUT: Answering questions at the end of a textbook passage

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

1. Read the chapter title
2. Read the introductory paragraph
3. Review the chapter in relation to others 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 seem 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)

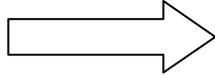
1. Think about which section of the chapter the answer would most likely be found
2. Skim through the section to find the answer
3. If the answer was not located, think of another section it may be in
4. Skim that section for the answer

Continue this process until the answer is found.

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.

DISSECT: Rules for Pronunciation

Discover the content
Isolate the prefix
Separate the prefix
Say the stem
Examine the stem
Check with someone
Try the dictionary



1. Stem begins with a
 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

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.

PIRATES for 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)

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