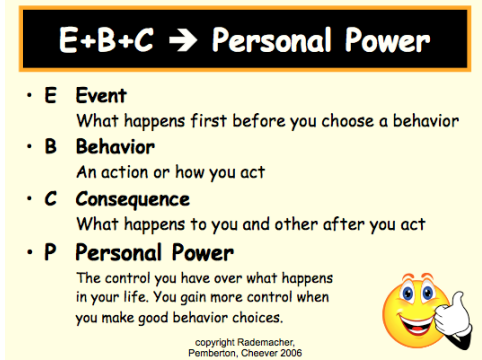
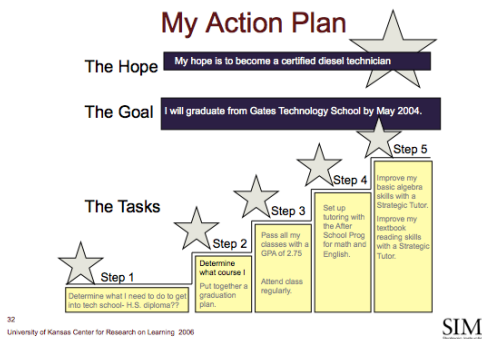
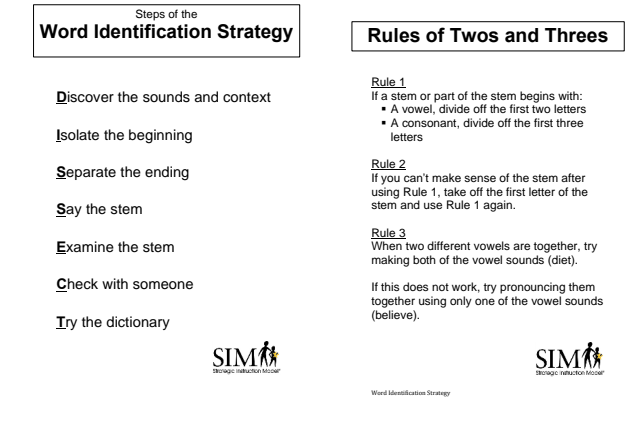

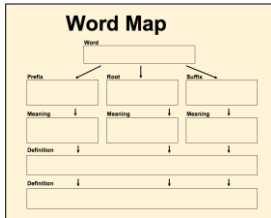




	Learning Strategy	Purpose and Impact	Sample Posters (mnemonics)
Interaction and Community Building	Community Building Series <ul style="list-style-type: none"> <li>Talking Together</li> <li>Following Instructions Together</li> <li>Organizing Together</li> <li>Taking Notes Together</li> <li>Focusing Together</li> </ul>	To build a classroom learning community and give students strategies for managing their behavior.  Students in experimental classes reduced the number of off-task behaviors during independent work sessions from a mean of 21 to a mean of 4.5 during a 45 minute period.*	 <p><b>E+B+C → Personal Power</b></p> <ul style="list-style-type: none"> <li><b>E Event</b> What happens first before you choose a behavior</li> <li><b>B Behavior</b> An action or how you act</li> <li><b>C Consequence</b> What happens to you and other after you act</li> <li><b>P Personal Power</b> The control you have over what happens in your life. You gain more control when you make good behavior choices.</li> </ul> <p>copyright Rademacher, Pemberton, Cheever 2006</p> <p><b>The RULES Strategy</b></p> <p><b>R</b>ead or write the instructions</p> <p><b>U</b>nderline the action words</p> <p><b>L</b>ocate materials</p> <p><b>E</b>xplain/review with your partner</p>
Building Motivation	Possible Selves	To build student motivation for school by helping them to set a goal and put a plan in place to meet that goal.  Students scored significantly higher on measures of goal identification.*	 <p><b>My Action Plan</b></p> <p>The Hope: My hope is to become a certified diesel technician</p> <p>The Goal: I will graduate from Gates Technology School by May 2004.</p> <p>The Tasks:</p> <ul style="list-style-type: none"> <li>Step 1: Determine what I need to do to get into tech school-H.S. diploma?</li> <li>Step 2: Put together a graduation plan.</li> <li>Step 3: Pass all my classes with a GPA of 2.75</li> <li>Step 4: Set up tutoring with the After School Prog for math and English.</li> <li>Step 5: Improve my basic algebra skills with a Strategic Tutor.</li> <li>Improve my textbook reading skills with a Strategic Tutor.</li> </ul>
Reading Strategies	Word Identification Strategy	To give students a strategy to decode multisyllabic words.  Students on average reduced errors from 20 to 3 words on a 400-word passage. Comprehension increased from 40 percent to 70 percent on grade level passages.*	 <p>Steps of the <b>Word Identification Strategy</b></p> <ul style="list-style-type: none"> <li><b>D</b>iscover the sounds and context</li> <li><b>I</b>solate the beginning</li> <li><b>S</b>eparate the ending</li> <li><b>S</b>ay the stem</li> <li><b>E</b>xamine the stem</li> <li><b>C</b>heck with someone</li> <li><b>T</b>ry the dictionary</li> </ul> <p><b>Rules of Twos and Threes</b></p> <p><b>Rule 1</b> If a stem or part of the stem begins with:  <ul style="list-style-type: none"> <li>A vowel, divide off the first two letters</li> <li>A consonant, divide off the first three letters</li> </ul> </p> <p><b>Rule 2</b> If you can't make sense of the stem after using Rule 1, take off the first letter of the stem and use Rule 1 again.</p> <p><b>Rule 3</b> When two different vowels are together, try making both of the vowel sounds (diet).            If this does not work, try pronouncing them together using only one of the vowel sounds (believe).</p>


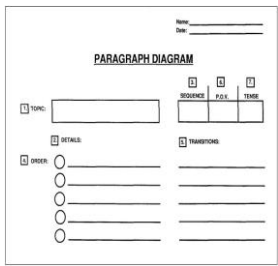

## Quick Reference Guide


	Learning Strategy	Purpose and Impact	Sample Posters (mnemonics)
Reading Strategies	Fundamentals of Paraphrasing and Summarizing	<p>To give students the fundamental skills they need to be able to identify and paraphrase main ideas and details, then create a summary.</p> <p>As these are foundational skills to paraphrasing, the results are reported below.</p>	<div> <div> <b>The TM-to-D Process</b> <ol style="list-style-type: none"> <li><b>Find the TOPIC (T)</b> Q: What is this paragraph about? A: This paragraph is about _____. (in one or two words)</li> <li><b>Find the MAIN IDEA (M)</b> Q: What does this paragraph tell me about the topic? A: It tells me _____.</li> <li><b>Find the DETAILS (D)</b> Q: What information in this paragraph tells me more about the main idea? or Q: What's one piece of information that's related to the main idea? A: One detail is _____. A: Another detail is _____.</li> </ol> </div> <div> <b>The D-to-MT Process</b> <ol style="list-style-type: none"> <li><b>Find the DETAILS (D)</b> Q: What are several pieces of related information? A: The details are: _____.</li> <li><b>Think of the MAIN IDEA (M)</b> Q: What phrase or statement can I use to summarize or group these details? A: The paragraph tells me that _____.</li> <li><b>Think of the TOPIC (T)</b> Q: What is this paragraph about? A: This paragraph is about _____. (in one or two words)</li> </ol> </div> </div>
	Paraphrasing Strategy	<p>To help students increase their comprehension of written material by identifying the main ideas and details, then translating them into their own words.</p> <p>Student comprehension rates on grade-level materials increased from an average of 48% to 84%.*</p>	<p>Steps for Paraphrasing</p> <p>Step 1 <b>Read</b> a paragraph.</p> <p>Step 2 <b>Ask</b> yourself, "What were the main ideas and details in this paragraph?"</p> <p>Step 3 <b>Put</b> the main ideas and details into your own words.</p>
	Inference Strategy	<p>To give students a systematic process to create answers to inferential questions.</p> <p>Student comprehension scores on grade level passages increased from an average of 32% to 82% after instruction.*</p>	<p>STEPS FOR THE INFERENCE STRATEGY</p> <p><b>I</b>nteract with the questions and the passage</p> <p><b>N</b>ote what you know</p> <p><b>F</b>ind the clues</p> <p><b>E</b>xplore any supporting details</p> <p><b>R</b>eturn to the question</p>

## Quick Reference Guide

	Learning Strategy	Purpose and Impact	Sample Posters (mnemonics)
Reading Strategies	Self-Questioning Strategy	<p>To help students create their own motivation for reading by creating questions, making predictions, and paraphrasing answers.</p> <p>Students averaged gains of 40 percentage points in reading comprehension of grade-level materials*</p>	<p><u>Self-Questioning Strategy Steps</u></p> <p>A tend to clues !!!!!! S ay some questions K eep predictions in mind I dentify the answers T alk about the answers</p> 
	Word Mapping Strategy	<p>To give students a way to predict the meaning of unknown words.</p> <p>Students increased from 5% to 73% Correct Meanings on vocabulary tests and were able to predict meaning for 51% of the words as compared to 16%.*</p>	<p><b>Word Mapping Strategy</b></p> <p>M ap the word parts A ttack the meaning of each part P redict the word's meaning S ee if you're right!</p> 
Writing Strategies	Fundamentals in the Sentence Writing Strategy	<p>To give students a foundation in the basic concepts and terms associated with writing a complete simple sentence.</p> <p>As these are foundational skills to sentence writing, the results are reported below.</p>	<p><b>The \$PENS\$ Strategy</b></p> <p>P ick a formula E xplore words to fit the formula N ote the words S earch and check</p> <p><b>Search &amp; Check Step</b></p> <p>M ark out imposters –infinitives –prepositional phrases</p> <p>A sk “Is there a verb?”</p> <p>R oot out the subject (ask, “Who or What ____?”)</p> <p>K ey in on the –beginning –ending –meaning</p>  

## Quick Reference Guide

	Learning Strategy	Purpose and Impact	Sample Posters (mnemonics)
Writing Strategies	Proficiency in the Sentence Writing Strategy	<p>To give students a strategy for writing simple, compound, complex, and compound-complex sentences.</p> <p>Students increased from writing an average of 65% complete sentences before instruction to 88% complete sentences after instruction.*</p>	<p><b>The PENS\$ Strategy</b></p> <p><b>P</b>ick a formula</p> <p><b>E</b>xplore words to fit the formula</p> <p><b>N</b>ote the words</p> <p><b>S</b>earch and check</p> 
	Paragraph Writing Strategy	<p>To give students a strategy for writing sequential, expository, descriptive, and compare/contrast paragraphs.</p> <p>Students earned an average of 71 percent of the points available after instruction as compared to an average of 40 points before instruction.*</p>	<p><b>Steps for Writing a Paragraph</b></p> <p><b>S</b>et up a diagram</p> <p><b>C</b>reate the title</p> <p><b>R</b>eveal the topic</p> <p><b>I</b>ron out the details</p> <p><b>B</b>ind it together with a clincher</p> <p><b>E</b>dit your work</p> 
Study Strategies	LINCS Vocabulary Strategy	<p>To give students a strategy for memorizing vocabulary words and their definitions.</p> <p>Students with disabilities average scores on post tests increased to 77% correct answers after instruction from an average of 53%.*</p>	<p><b>An Overview of the LINCS Strategy</b></p> <p>Step 1: <b>L</b>ist the parts</p> <p>Step 2: <b>I</b>dentify a Reminding Word</p> <p>Step 3: <b>N</b>ote a LINCing Story</p> <p>Step 4: <b>C</b>reate a LINCing Picture</p> <p>Step 5: <b>S</b>elf-test</p> 

	Learning Strategy	Purpose and Impact	Sample Posters (mnemonics)
Study Strategies	Paired Associates Strategy	<p>To give students an approach to remembering pairs or groups of information that are important to learn.</p> <p>Students average scores on post-tests increased to 76% correct answers from pretests of 22% correct.*</p>	<p><b>Steps for Creating Memory Devices</b></p> <p>Step 1: <b>C</b>reate a picture</p> <p>Step 2: <b>R</b>elate something</p> <p>Step 3: <b>A</b>dd boxes</p> <p>Step 4: <b>M</b>ake a code</p> 
	Essay Test Taking	<p>To give students a strategy for analyzing an essay question or prompt, organize their ideas, and write their response to meet the requirements.</p> <p>Students earned higher rating on essay answers and essay test taking behaviors increased from 5 percent to 85 percent.*</p>	<p><b>Steps of the Essay Test Taking Strategy</b></p> <p><b>A</b>nalyze! The Action! Words!</p> <p><b>N</b>otice! The Requirements!</p> <p><b>S</b>et! Up! An Outline!</p> <p><b>W</b>ork! In! Details!</p> <p><b>E</b>ngineer! Your! Answer!!!!</p> <p><b>R</b>eview! Your! Answer!.....!</p> <p>Leads to! Best! Effort! Final! Draft!</p>
Strategies for Improving Performance	Test-Taking Strategy	<p>To give students an approach to taking classroom tests.</p> <p>Students gained an average 10% increase on answering test questions correctly.*</p>	<p><b>The Steps of the Test-Taking Strategy</b></p> <p>Step 1: Prepare to succeed</p> <p>Step 2: Inspect the instructions</p> <p>Step 3: Read, remember, reduce</p> <p>Step 4: Answer or abandon</p> <p>Step 5: Turn back</p> <p>Step 6: Estimate</p> <p>Step 7: Survey</p>

### For All Learning Strategies

What to look for during instruction:

- ⑧ Teacher leads review of the strategy steps
- ⑧ Teacher models the use of the strategy while “thinking aloud”
- ⑧ Teacher talks with students about the different places/situations where the strategy can be used

Red Flags:

- ⑧ Teacher hands out Learning Sheets as a packet
- ⑧ Students do not have the steps of the strategy memorized before they are asked to use the steps
- ⑧ Teacher does not follow instructional sequence as provided in the instructor’s manual