



# Learning Strategies 2.0

Amy Havard

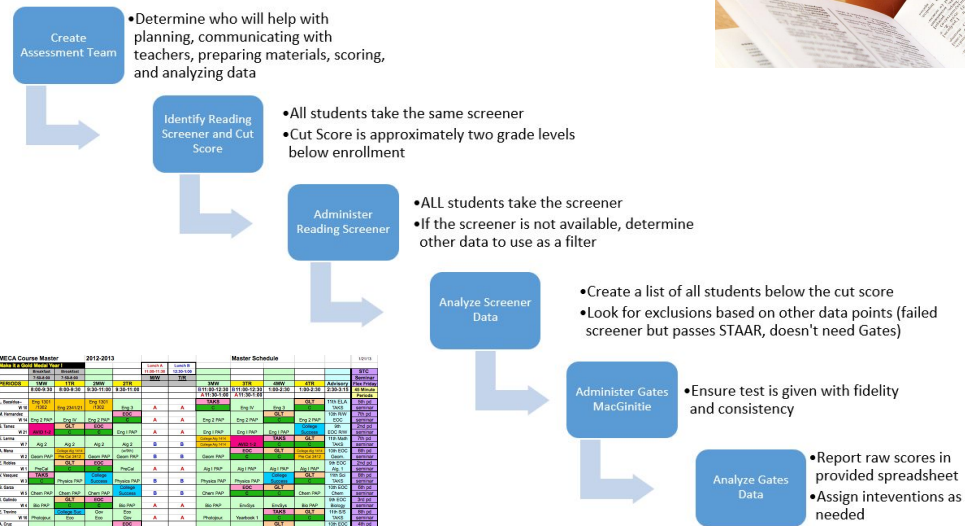
Project Manager for *RAISE<sup>up</sup> Texas*

Austin, TX

# Who needs the help?



## Identify Struggling Readers Pre-Test (May or Sept)





MECA Course Master		2012-2013		Master Schedule		100%	
Course	Prerequisites	Grade	Section	Teacher	Room	Day	Time
English I		9	101	Mr. Smith	101	Mon	8:00-9:00
English I		9	102	Ms. Jones	102	Tue	8:00-9:00
English I		9	103	Mr. Brown	103	Wed	8:00-9:00
English I		9	104	Ms. Green	104	Thu	8:00-9:00
English I		9	105	Mr. Black	105	Fri	8:00-9:00
English II	English I	10	201	Mr. Smith	201	Mon	8:00-9:00
English II	English I	10	202	Ms. Jones	202	Tue	8:00-9:00
English II	English I	10	203	Mr. Brown	203	Wed	8:00-9:00
English II	English I	10	204	Ms. Green	204	Thu	8:00-9:00
English II	English I	10	205	Mr. Black	205	Fri	8:00-9:00
English III	English II	11	301	Mr. Smith	301	Mon	8:00-9:00
English III	English II	11	302	Ms. Jones	302	Tue	8:00-9:00
English III	English II	11	303	Mr. Brown	303	Wed	8:00-9:00
English III	English II	11	304	Ms. Green	304	Thu	8:00-9:00
English III	English II	11	305	Mr. Black	305	Fri	8:00-9:00
English IV	English III	12	401	Mr. Smith	401	Mon	8:00-9:00
English IV	English III	12	402	Ms. Jones	402	Tue	8:00-9:00
English IV	English III	12	403	Mr. Brown	403	Wed	8:00-9:00
English IV	English III	12	404	Ms. Green	404	Thu	8:00-9:00
English IV	English III	12	405	Mr. Black	405	Fri	8:00-9:00

# Let's Work Together



# What best practices can we integrate?

## The Daily Five

1. You read to yourself 
2. You read to/with someone else 
3. You listen to reading 
4. You write 
5. You do word work 

**Stations**



# Integrating CERs!

**The Unit Organizer**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

4 BIGGER PICTURE Habits of Literacy

2 LAST UNIT /Experience Possible Selves

1 CURRENT UNIT Word Mapping

3 NEXT UNIT /Experience

5 UNIT MAP

6 UNIT SCHEDULE

Launch UO
WM Pretest
WM Notes #1
Prefix #1
WM Notes #2
Suffix #1
WM Notes #3
Morphemes #1
WM Notes #4
MAPS
Memory table
Word Parts Table
Post Test

Word Bank: Morphemes, Inflectional suffixes, Derivational suffixes, tricksters.

7 UNIT SELF-TEST QUESTIONS

- What strategies do readers use to understand new words? 0 1 2 3 4
- What strategies help me learn and remember new vocabulary? 0 1 2 3 4
- Why is it important for me to use the MAPS strategy to improve my reading? 0 1 2 3 4
- How can applying the MAPS strategy improve my reading and my writing? 0 1 2 3 4

8 RELATIONSHIPS

Isolate
Separate
Analyze
Apply

NAME \_\_\_\_\_ DATE \_\_\_\_\_

4 BIGGER PICTURE Learning Strategies

CURRENT UNIT Self Questioning

3 NEXT UNIT /Experience Inference Strategy

FRAME Routine

Locating Key Topic Details & Main Idea

ing through a passage in order to locate the most important information.

is about...

Main Idea Finding the Main Idea

Essential Details

or pieces of information that are 1 to and support in idea

Def: General subject covered in the paragraph.

locate:

- Ask-What is the paragraph about?
- Look at the 1<sup>st</sup> sentence, and last sentence
- repeated words

What info in the graph supports Main Idea for ideas related to topic and important details about the topic.

(What's important to understand about this?)

s important to be able to locate information relevant to the author's main purpose to fully understand

Extend Understanding: What I read.

Write your own story or report and have a partner locate your main idea and details.

self-quest within my text books books.

what I read in passages and actively interact with what I read

my prediction questions.

for answers to questions as I read.

answers to questions in a passage.

questions in my mind.

actively workin through passage asking myself q to help me be a better reader by

creating

predicting

searching

answering

reviewing

practicing

-Visuals:

-Print Type:

-Use accurate statements

-Include new info

-Makes sense

M So what?

We use the ASK-IT Steps because...

Extend understanding

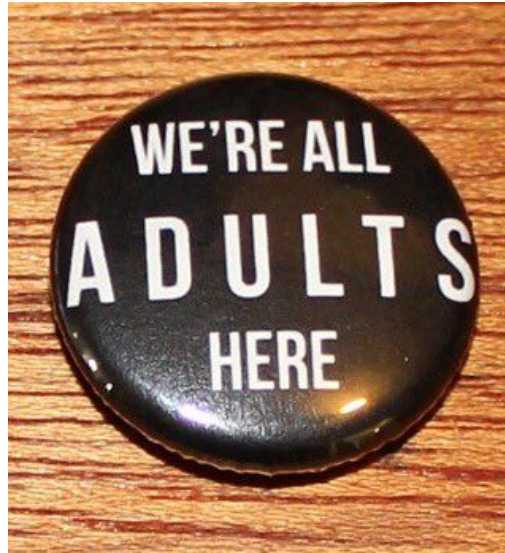
Talk about the Answer

Discuss and reflect on where you found evidence for your answer

# Station Overview

- Describe
- Verbal Practice
- Controlled Practice
- Word study

# Station Purpose



- Choose what to look at
- Discuss what you see
- Decide what to use
- You may choose where to start!

# Our structure...



<b>C</b>	Conversation	Partner voice
<b>H</b>	Help	Partner first, then facilitator
<b>A</b>	Activity	Review, discuss, plan
<b>M</b>	Movement	Limited during station, rotate when directed
<b>P</b>	Participation	Partners, please!
<b>S</b>	Success!	Success!



# Station Logistics (for Adults)



minutes per station



minute left = clean and reset



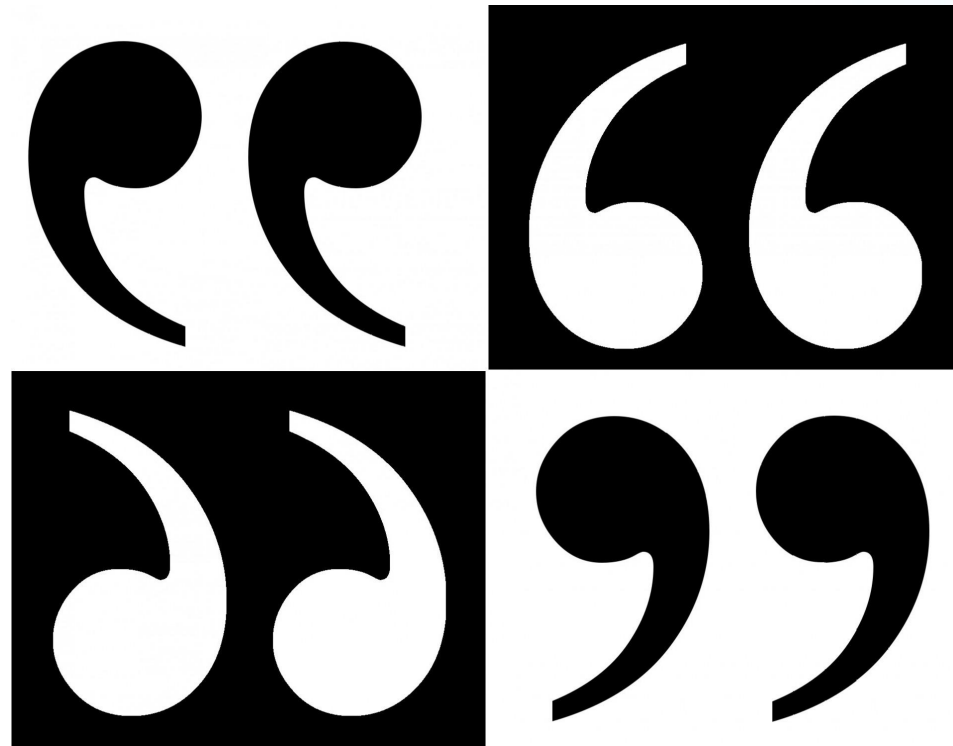
minute transition



# Questions?



# What do our teachers say?





# Thanks!

Amy Havard

Project Manager for *RAISE<sup>up</sup> Texas*

[ahavard@e3alliance.org](mailto:ahavard@e3alliance.org)

Please email if you have questions or to share ideas!