

## **Strategic Tutoring: Transferring Phase**

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*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

##### **P**review 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

##### **R**ead 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.

##### **E**xpress 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

**M**ake mental pictures of the setting, characters and action

**A**dd details to the pictures

**P**ut all the pictures together (setting, characters and action)

The DATE Strategy: To Make Mental Pictures of Characters

**D**esign their size and shape

**A**dd clothes

**T**ell about their personality

**E**nter other details

**ASK IT/TAM: Approaches for answering reading comprehension questions**

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

**A**ttend to clues as you read

**S**ay some questions

**K**eep predictions in mind

**I**dentify the answers

**T**alk 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\*

**T**hink about information in the reading  
**A**ttach what you know  
**M**ake 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)

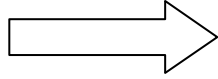
1. Think about which section of the chapter the answer would most likely be found
2. Skim through the section to find the answer
3. If the answer was not located, think of another section it may be in
4. Skim that section for the answer

***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**

**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



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**

**P**repare to succeed (scan the test to determine types of questions, number of sections, rank sections from easiest to hardest)  
**I**nspect the instructions (read the first set of instructions and underline words that suggest how and where to indicate the answer)  
**R**ead, remember, reduce (read the question, remember or associate what you studied, and eliminate obviously incorrect answers)  
**A**nsWER or abandon (answer the question if you are sure, or abandon and return to the question later if unsure)  
**T**urn back (return to the beginning of the test to answer abandoned items)  
**E**stimate (make a wise guess for the correct answer)  
**S**urvey (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.