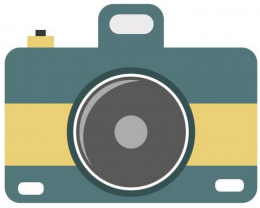
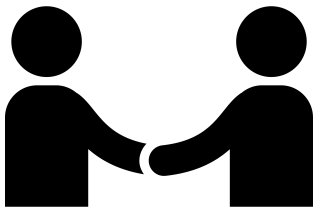
Learning Strategies Lead to Success

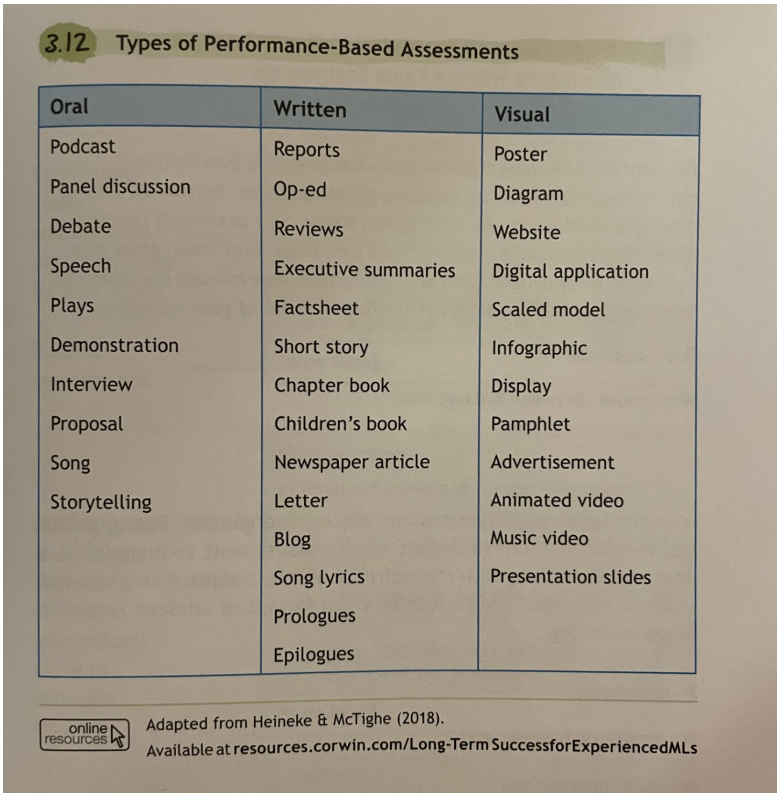
Strategy Name	Description	Examples
Active Prior Knowledge	Think about what you know about the topic. Connect the new information to something from background knowledge.	• Make an analogy, metaphor, or simile to describe new learning. • Link the task, text, or information to something you've done before. • Make a personal connection to the new information.
Visualize 	Use images (real or mental) to learn new information, solve a problem, or remember key concepts.	• Make a mental movie while reading a story. • Draw a math problem. • Google an image of a new vocabulary word. • Add pictures to a graphic organizer.
Cooperate 	Take with a peer to synthesize new content, solve a problem, or practice a skill.	• Read a text with a partner, and discuss each section. • Worth with a team to complete a task. • Ask a peer questions about the content, text, vocabulary or grammar. • Read a peer's example work.
Use Resources	Use dictionaries in any language, videos, images, calculators, and other tools to comprehend new information, problems, or texts.	• Watch a YouTube video to build background. • Use a calculator to check math solutions. • Look up unknown words in an online dictionary.

Strategy Name	Description	Examples
Take Notes	Write or draw ideas and concepts while listening, reading, or working in teams.	• Complete a Venn diagram to compare and contrast ideas. • Use a variety of graphic organizers. • Write notes and questions in the margins of the text. • Use Cornell Notes to study for a test. • Draw sketchnotes during or after a lesson with key ideas.
Summarize	Make a mental, oral, or written summary of main ideas during a pause in listening or reading.	• Tell a partner what you understood in the lesson so far. • Write a one-sentence summary of the paragraph or page. • Draw or sketch to summarize key ideas of the lesson.
Monitor Comprehension	Notice what you do or do not understand when listening or reading. Notice when comprehension breaks down and what causes it.	• Make notes about what you do and do not understand. • Highlight specific words or phrases you do not understand. • Ask clarifying questions.

Huynh, T. (2023). *Long-term success for experienced multilinguals*. Corwin Sage.

Assessment Strategies

Strategy Name	Description	Examples
Formative Assessments	Assessments that occur during learning to gain feedback of understanding to help adapt teaching.	● Observations ● Think-Pair-Share ● Exit Tickets ● Bell Ringers ● Socratic Seminar
Summative Assessments	Assessments that occur at the end of a unit to gain insight into knowledge and strategies acquired.	● Exam ● Quiz ● Project Based Learning ● Performanced Based Learning
Performance Based Learning	End of unit assessment that requires student to apply content skills and knowledge to produce a product	See image below



3.12 Types of Performance-Based Assessments

Oral	Written	Visual
Podcast	Reports	Poster
Panel discussion	Op-ed	Diagram
Debate	Reviews	Website
Speech	Executive summaries	Digital application
Plays	Factsheet	Scaled model
Demonstration	Short story	Infographic
Interview	Chapter book	Display
Proposal	Children's book	Pamphlet
Song	Newspaper article	Advertisement
Storytelling	Letter	Animated video
	Blog	Music video
	Song lyrics	Presentation slides
	Prologues	
	Epilogues	

online resources

Adapted from Heineke & McTighe (2018).
Available at resources.corwin.com/Long-Term SuccessforExperiencedMLs