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Learning Strategy: WORD IDENTIFICATION

Learning Strategy - Instruction and Coaching Log Sheet Specialist Level 3

1. Describe the teacher or group of participants taking part in your instruction of the learning strategy - Grade level(s), content area(s), etc.	I have two classes of Xtreme Reading students: (remediation) 6th - 10 students 7th - 5 students
2. Describe some of the successes of your instruction. What went well and why?	Students really enjoyed the fact that it is truly a "dissect"ing strategy. We even developed a RAP to help us remember steps in the process. And after mastering it themselves, students then taught their parents/guardians the WORD ID strategy!
3. What were some of the challenges you encountered during your instruction of the learning strategy? Any suggestions for next time?	While dissecting the words into their respective morphemes, ^{is fun for students} it is still somewhat difficult to get students to <u>transfer knowledge</u> of the individual word parts into other words. As with WORD MAPPING... TIME to master the material is a luxury.
4. How did you solve problems and issues that came up during the implementation of the learning strategy?	Due to the attendance issue previously mentioned, I have begun to <u>partner students</u> in different ways to help in keeping pace with the necessary information, assignments, & practice strategies.
5. What recommendations would you make for the next time the teacher(s) implements the learning strategy?	I would move more quickly into the Self-Questioning Strategy & tie the DISSECTing of words into the questioning process. PACING is key in the Xtreme program → and sometimes adjustments need to be made with the <u>pacing guide</u>.