

LEARNING STRATEGIES IN THE CLASSROOM

from *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*
 (Chamot & O'Malley)

Metacognitive Strategies		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Planning		
Advance Organization	Preview Skim Gist	Previewing the main ideas and concepts of a text; identifying the organizing principle.
Organizational Planning	Plan what to do	Planning how to accomplish the learning task; planning the parts and sequence of ideas to express.
Selective Attention	Listen or read selectively Scan Find specific information	Attending to key words, phrases, ideas, linguistic markers, types of information.
Self-management	Plan when, where, and how to study	Seeking or arranging the conditions that help one learn.
Monitoring		
Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension during listening and reading.
Monitoring Production	Think while speaking Think while writing	Checking one's oral or written production while it is taking place.
Evaluating		
Self-assessment	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task.

Cognitive Strategies		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Resourcing	Use reference materials	Using reference materials such as dictionaries, encyclopedias, or textbooks.
Grouping	Classify Construct graphic organizers	Classifying words, terminology, quantities, or concepts according to their attributes.

Cognitive Strategies		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Note-taking	Take notes on idea maps, T-lists, etc.	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
Elaboration of Prior Knowledge	Use what you know Use background knowledge Make analogies	Relating new to known information and making personal associations.
Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading.
Deduction/Induction	Use a rule/Make a rule	Applying or figuring out rules to understand a concept or complete a learning task.
Imagery	Visualize Make a picture	Using mental or real pictures to learn new information or solve a problem.
Auditory Representation	Use your mental tape recorder Hear it again	Replaying mentally a word, phrase, or piece of information.
Making Inferences	Use context clues Guess from context Predict	Using information in the text to guess meanings of new items or predict upcoming information.

Social/Affective Strategies		
STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Question of Clarification	Ask questions	Getting additional explanation or verification from a teacher or other expert.
Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback.
Self-Talk	Think positive!	Reducing anxiety by improving one's sense of competence.