

Connectors

line labels stating the relationship between two or more ideas

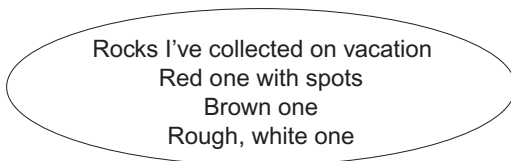
—Keith Lenz, KU-CRL research scientist

Descriptive structures

1. Explanation

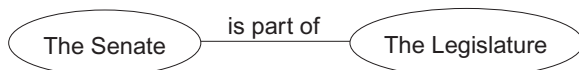
Clustering: Single group of information categorized by common relationships

___ is similar to ___
 ___ works like ___



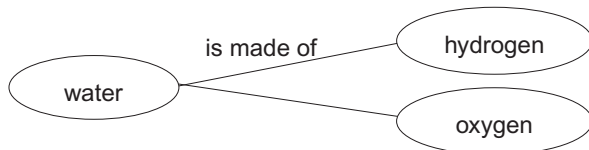
Parts: Arrangement of items that make up a whole

___ is a part of ___
 ___ makes up ___



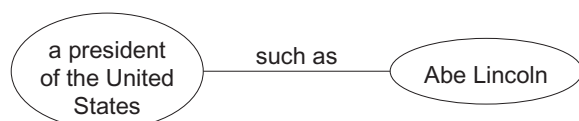
Characteristics: List of qualities that define an item

___ defines ___
 ___ is made of ___
 ___ is ___



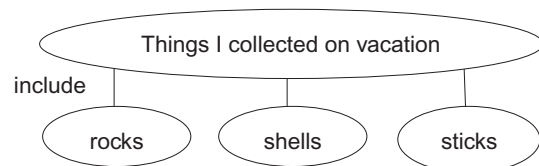
Examples: Representatives of a group or topic (May include nonexamples for contrast)

___ is an example of ___
 ___ is not an example of ___
 ___ such as ___

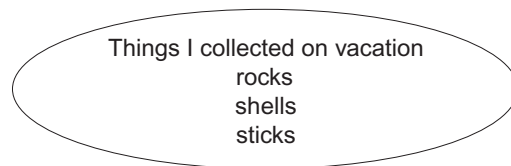


Hierarchy: 2 or more groups of information categorized by levels of specificity, importance, etc.

___ is related to ___
 ___ is categorized with ___
 ___ includes ___



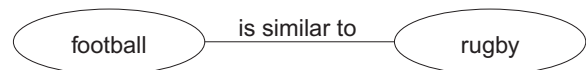
Collection: Single group of items that belong together, but that are not related in any of the above or more specific ways.



2. Comparison

Comparison: Identification of similarities among topics

___ is the same as ___
 ___ is similar to ___
 ___ parallels ___



Contrasting: Identification of differences among topics

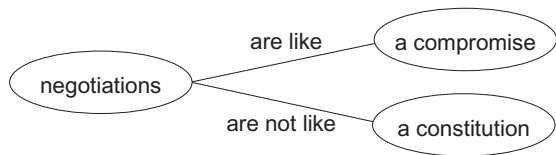
___ is different from ___
 ___ contrasts ___
 ___ versus ___



Connectors, continued

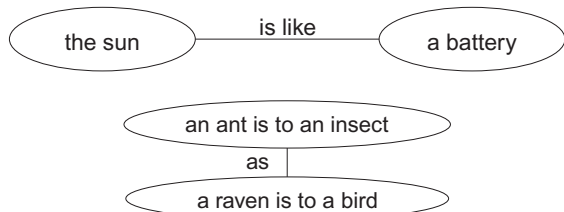
Comparing and contrasting: Identification of both similarities and differences among topics

___ is like ___ and not like ___
 ___ parallels ___ and contrasts ___

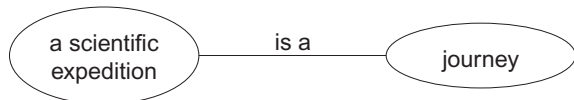


Analogy: Correspondence in some way(s) between items otherwise dissimilar

___ is to ___ as ___ is to ___
 ___ is like ___



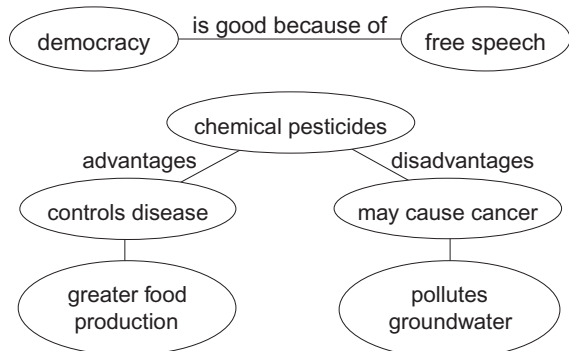
Metaphor: Corresponds in all conceptual ways between items otherwise factually dissimilar



3. Deliberation

Pros and cons: Lists of advantages and disadvantages of a topic

___ is good because ___
 ___ is bad because ___
 ___'s advantages are ___
 ___'s disadvantages are ___

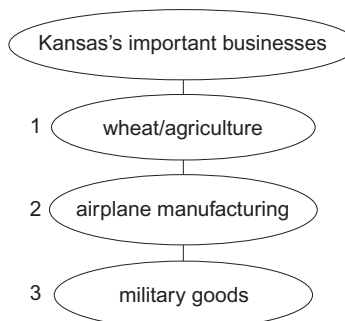
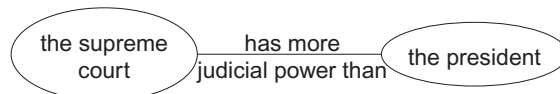


Sequential structures

1. Order

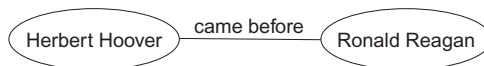
Rank: Information organized according to some comparative value (e.g., size, priority, importance)

___ is larger than ___
 ___ is more colorful than ___
 ___ is most important ___



Time: Unrelated events that do not influence each other's place in time

___ came before ___
 ___ came after ___



2. Process

Timing: Related events organized according to time

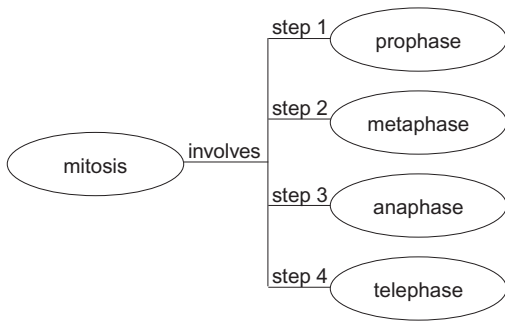
___ comes before/after ___
 ___ follows ___
 ___ precedes ___



Connectors, continued

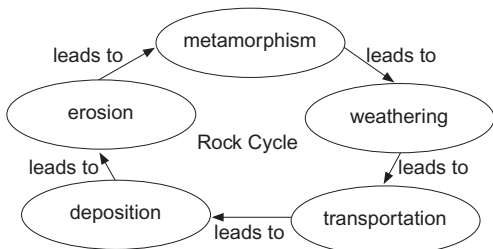
Steps: Steps of a process organized according to their occurrence

___ is the first step of ___
 ___ is the last step of ___



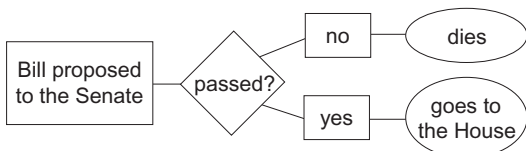
Cycle: Shows process or series that repeats itself

___ returns to become ___
 ___ is once again ___
 ___ becomes ___ becomes ___
 ___ causes ___ causes ___
 ___ leads to ___ leads to ___
 ___ then ___ then ___ then ___

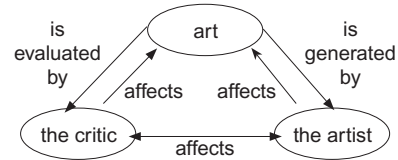


Flowchart: Shows the progression of steps, events, etc., in which the order is determined by decisions or outcomes at each step

___ causes ___ which causes ___
 ___ which causes ___
 ___ leads to ___ which leads to ___ which leads to ___



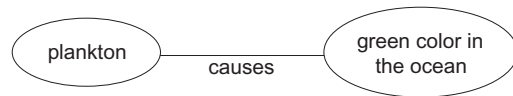
Feedback loop: Shows a process or series that may return to the beginning (or some previous step) depending on any one intermediate outcome in the chain of events



3. Causality

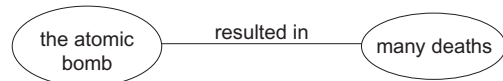
Cause and effect: Shows an outcome and what led to that outcome

___ causes ___
 ___ affects ___
 ___ results in ___



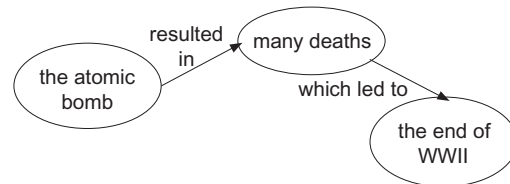
Occurrence and consequence: Shows an event and the result of that event

___ caused ___
 ___ resulted in ___



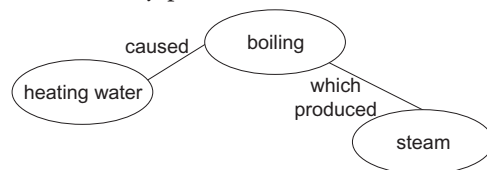
Cause-effect-consequence: A chain of causality showing a final outcome (consequence), an intermediate force (effect), and the initial reason for the chain (cause).

___ causes ___ because of ___
 ___ is caused by ___ which is necessary because of ___



Causal timeline: A timeline indicating events in the order they influence one another

___ first caused ___, which then caused ___
 ___ lastly produces ___

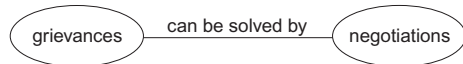


Connectors, continued

4. Problem and Solution

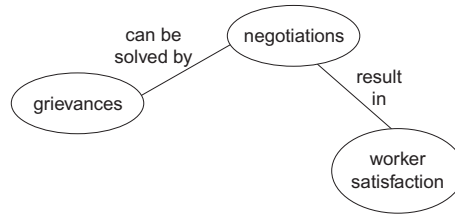
Problem and Solution: Identification of a challenging situation and its resolution (actual or potential)

_____ could be/is solved by _____
 _____ resolves _____



Problem, solution, and results: Potential or actual challenge(s), resolution(s), and implications of the resolution(s).

_____ solves _____ which causes _____
 _____ is solved in _____ which results in _____



Summer institute set

The University of Kansas Center for Research on Learning is sponsoring a summer institute in California that will introduce teachers to key components of the Strategic Instruction Model.

The *Promoting Content Literacy through the Strategic Instruction Model* summer institute will take place June 17-21 in Sacramento, California.

Teachers who attend the institute are asked to bring key instructional materials for one of their courses (such as textbooks, worksheets, and assignments). Teachers will be introduced to Strategic Instruction Model principles and then will develop a set of materials for a course and a key unit. Participants will learn how to embed and support the development of reading strategies during group content-area instruction.

Institute facilitators and SIM Trainers Cathy Spriggs and Peggy Graving-Reyes plan to address the following critical questions during the week:

- How do I target content that will lead to content mastery and literacy improvement across my entire course? (*SMARTER Planning for Smarter Teaching* and *Creating and Living with Critical Course Questions*)
- How do I target content that will lead to content mastery and literacy

improvement for my unit and day-to-day group instruction? (*The Unit Organizer Routine*)

- How do I develop vocabulary and address varying levels of background knowledge that affect content mastery and literacy improvement across my classes? (*The Concept Mastery Routine* and *The Vocabulary Routine*)
- How do I embed strategies into my content-area instruction that will improve important reading and thinking skills required for literacy? (*The Paraphrasing Routine* and *The Framing Routine*)
- How do I integrate my teaching routines and efforts to teach strategies into text-based chapter reading assignments? (*The Survey Routine*)

This summer institute will count as an update training session for certified SIM Trainers.

The cost for the institute is \$750, which includes continental breakfast, lunch, and materials. Payment is due by May 10, 2002.

For more information and a registration form, contact Janet Roth at KU-CRL, jroth@ukans.edu or (785) 864-4780 or visit our web site at www.ku-crl.org.



SIMTRAINER-L

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SIMville

SIMville is the first place to look for training and classroom activities. From the Center's web site,

www.ku-crl.org

click on "SIM Trainer Resources." When you select the log on option, you will be asked for a password. Type "strategic" in the box (do not type the quotation marks). The password is case-sensitive, so you must use all lowercase letters. Click on the "OK" button. To bypass the password screen in the future, bookmark the first SIMville page.

New on SIMville:

- Updated directory information form
<http://www.ku-crl.org/trainers/forms/directory.html>
- 2002 International SIM Trainers' Conference information, including registration form, call for presentations, preconference information
<http://www.ku-crl.org/trainers/updates/conference.html>