Connectors

line labels stating the relationship between two or more ideas

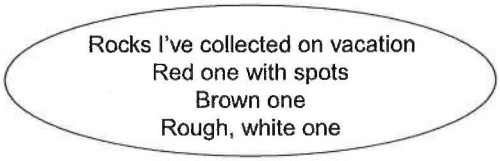
—Keith Lenz, KU-CRL research scientist

Descriptive structures

1. Explanation

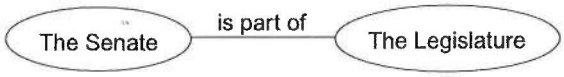
Clustering: Single group of information categorized by common relationships

____ is similar to ____
____ works like ____



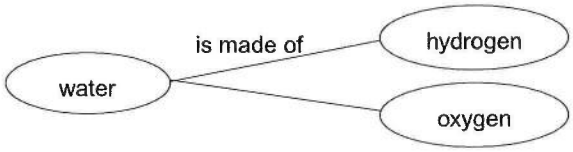
Parts: Arrangement of items that make up a whole

____ is a part of ____
____ makes up ____



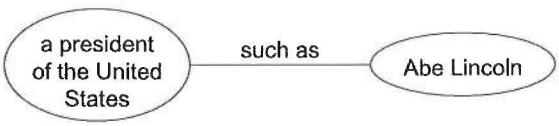
Characteristics: List of qualities that define an item

____ defines ____
____ is made of ____
____ is ____



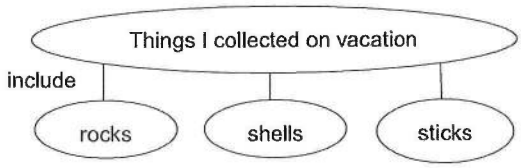
Examples: Representatives of a group or topic (May include nonexamples for contrast)

____ 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 ____

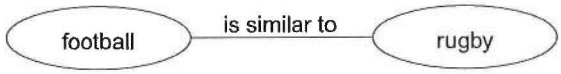


Collection: Single group of items that belong together, but that are not related in any of the above or more specific ways.

2. Comparison

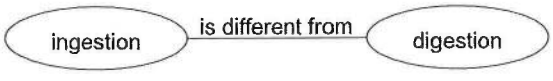
Comparison: Identification of similarities among topics

____ is the same as ____
____ is similar to ____
____ parallels ____



Contrasting: Identification of differences among topics

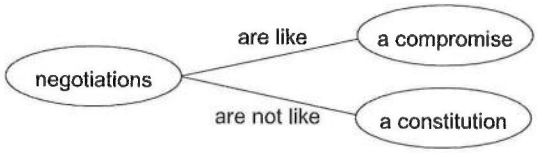
____ is different from ____
____ contrasts ____
____ versus ____



Connectors, continued

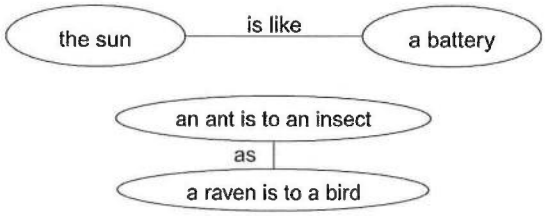
Comparing and contrasting: Identification of both similarities and differences among topics

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

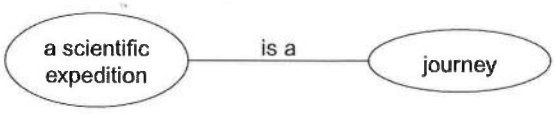


Analogy: Correspondence in some way(s) between items otherwise dissimilar

____ is to ____ as ____ is to ____
____ is like ____



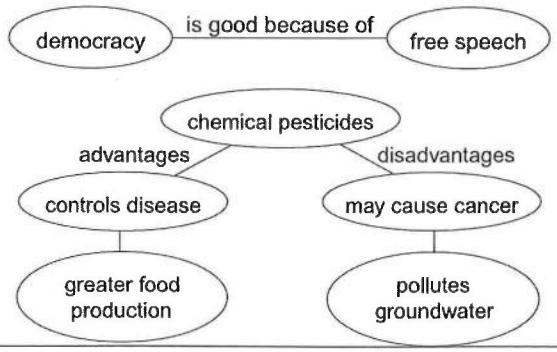
Metaphor: Corresponds in all conceptual ways between items otherwise factually dissimilar



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 ____

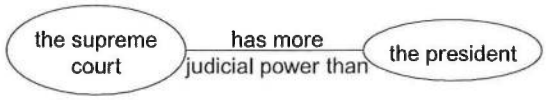


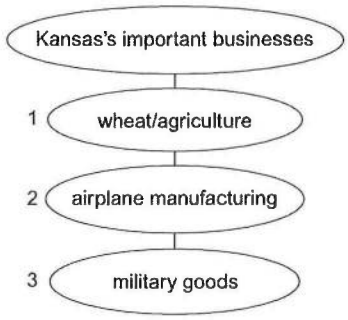
Sequential structures

1. Order

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

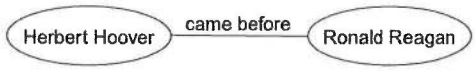
____ is larger than ____
____ is more colorful than ____
____ is most important ____





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

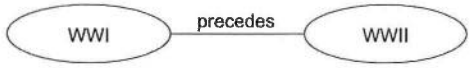
____ came before ____
____ came after ____



2. Process

Timing: Related events organized according to time

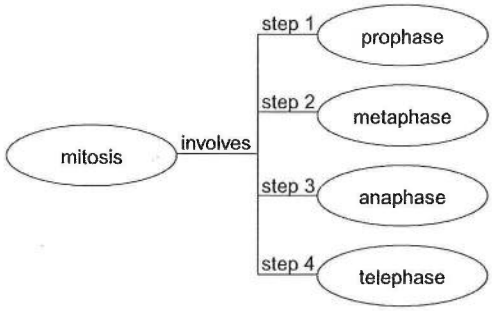
____ comes before/after ____
____ follows ____
____ precedes ____



Connectors, continued

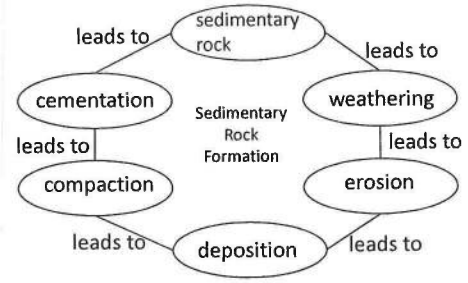
Steps: Steps of a process organized according to their occurrence

____ is the first step of ____
____ is the last step of ____



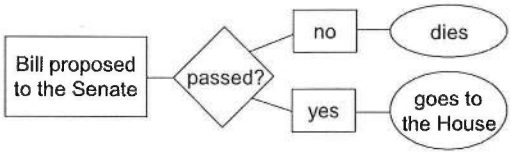
Cycle: Shows process or series that repeats itself

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

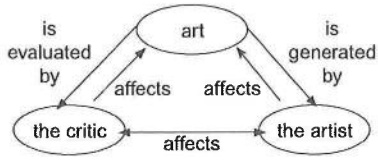


Flowchart: Shows the progression of steps, events, etc., in which the order is determined by decisions or outcomes at each step

____ causes ____ which causes
____ which causes ____
____ leads to ____ which leads to ____ which leads to ____



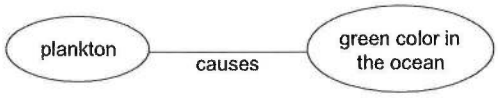
Feedback loop: Shows a process or series that may return to the beginning (or some previous step) depending on any one intermediate outcome in the chain of events



3. Causality

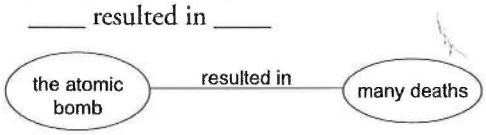
Cause and effect: Shows an outcome and what led to that outcome

____ causes ____
____ affects ____
____ results in ____



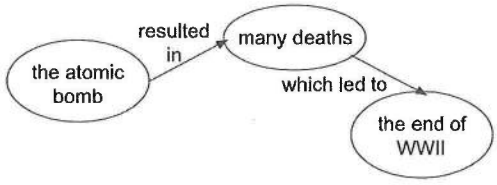
Occurrence and consequence: Shows an event and the result of that event

____ caused ____
____ resulted in ____



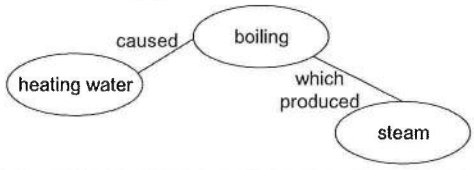
Cause-effect-consequence: A chain of causality showing a final outcome (consequence), an intermediate force (effect), and the initial reason for the chain (cause).

____ 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 ____



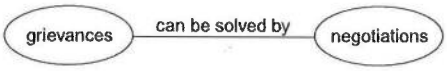
Connectors, continued

4. Problem and Solution

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

____ could be/is solved by ____

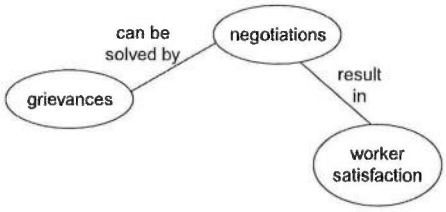
____ resolves ____



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.

E-SIMville

SIMTRAINER-L

To engage in discussions for SIM Trainers, subscribe to our e-mail discussion list. Send an e-mail message to

listproc@ukans.edu

In the body of the message, type

sub SIMTRAINER-L Your Name

Replace "Your Name" with your name. Note that SIMTRAINER-L is all one word; do not type any spaces in the list name. Do not type anything in the subject line of the message.

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**