How the Strategic Instruction Model (SIM) Can Support AVID

AVID: The foundational philosophy of AVID is to ensure that all students become capable, confident, independent learners who can succeed in post-secondary education and in life. In particular, AVID strives to provide a pathway to college for students who might not otherwise have gone. Students who participate in the AVID elective are likely to be students who have not historically participated in more rigorous learning programs. AVID seeks to support them in engaging is rigorous coursework that demands higher-order thinking thus preparing them for success in college.

AVID and SIM: Often, though, students have not mastered all the requisite academic skills needed to immediately engage in this rigorous coursework. This can cause students, and often teachers, to question the ability for success. What is needed to build confidence and belief in the ability for success is a way to support students' development of the requisite skills and to scaffold student thinking and participation in rigorous learning tasks. The **Strategic Instruction Model (SIM)** is a series or research validated instructional routines (Content Enhancement) and strategies (Learning Strategies) that can provide this support and scaffolding.

Outlined below are some specific examples of how SIM can support AVID's WICOR Strategies:

AVID Component	SIM Supports
W -Writing: Students use the writing process which includes: Prewrite, Draft, Respond, Revise, Edit, and Final Draft	**Framing, Concept Mastery, Concept Comparison, Question Exploration** and other routines help students organize critical content during the first phases or writing. **SIM Writing Strategies** support students in writing at a mastery level by giving them structured ways to approach different types of sentences, paragraphs, and essays as well as monitoring errors.
I – Inquiry: Through Socratic Seminars, skilled questioning, writing questions, etc., students uncover their own understanding through deep interaction with content.	**Content Enhancement Routines** prepare students to organize their thinking to answer and ask questions and participate in discussions and debates. In particular, the **Unit Organizer Routine** provides an overall map of critical unit content, providing students with the big picture as well as content relationships that help scaffold inquiry. The **Concept Mastery Routine** can be used in an inquiry format where students look for patterns in characteristics to define concepts and identify examples and non-examples.
C- Collaboration: Students engage with other to deepen their learning and develop skills in group problem-solving.	**Community Building and Cooperative Learning Strategies** teach students strategies for participating in discussions, cooperative groups, etc. Many of the **Content Enhancement Routines** (concept routines, Frames, Question Exploration) can serve as scaffold to support the high level discussion required for true collaborative learning.
O-Organization: Interactive Notebooks, designed to help students organize and explore the hierarchy of information so it can be accessed during learning tasks and deepen comprehension.	The **Course & Unit Organizer Routines** support students in tracking relationships between chunks of content in and across units as well as monitoring their progress in terms of course and unit progress. The **Framing Routine** teaches students how to identify and differentiate between key topics, main ideas and essential. The **Paraphrasing Strategy** teaches students learn how to find the main ideas and key details in text and put those into their own words - prerequisite skills often needed to take Cornell Notes well.
R- Reading: **SQ3R**: Survey, Question, Read, Recite, Review	The **Survey Routine** teaches students to how to complete the steps of **SQ3R** by surveying a chapter looking at: title, how the chapter is related to other chapters and the unit, the introduction, main headings, and the summary. The **Fundamentals of Paraphrasing and Summarizing** builds students' skill in identifying and paraphrasing main ideas and details as they read.