

This document connects the practices recommended in “Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide”* (2008, Institute of Education Sciences) to specific Strategic Instruction Model® interventions.

CONNECTING THE DOTS



Recommendation 1: Provide Explicit Vocabulary Instruction

How: Make it a part of not only reading and language arts but also content classes

Why: Strengthens independent skills of constructing meaning of text

Actions	SIM Interventions	
<ul style="list-style-type: none"> • Dedicate class time regularly • Repeat exposure—orally and in written context • Provide opportunities for students to use vocabulary • Instruct vocabulary strategies for independent student use 	Learning Strategies <ul style="list-style-type: none"> • Fundamentals of Paraphrasing and Summarizing • Inference • LINC'S Vocabulary • Paired Associates • Paraphrasing • Word Mapping Content Enhancement Routines <ul style="list-style-type: none"> • Clarifying • Concept Anchoring • Concept Comparison • Concept Mastery 	<ul style="list-style-type: none"> • Course Organizer • Framing • Lesson Organizer • ORDER • Quality Assignment • Question Exploration • Recall Enhancement • Survey • Unit Organizer • Vocabulary LINCing Reading Program <ul style="list-style-type: none"> • STRUCTURE Your Reading

Recommendation 2: Provide Direct and Explicit Comprehension Strategy Instruction

How: Instruct in routines and procedures to make sense of text; model and provide explanations; provide opportunities for active participation

Why: Improve students' reading comprehension to make sense of text

Actions	SIM Interventions	
<ul style="list-style-type: none"> • Have available a variety of texts of varying reading levels • Model content-specific strategies • Clarify the goal, not just the process • Frontload and teach the strategy with the content in mind 	Stages of Acquisition and Generalization Learning Strategies <ul style="list-style-type: none"> • Fundamentals of Paraphrasing and Summarizing • Inference • Paraphrasing • Self-Questioning • Visual Imagery • Word Identification Content Enhancement Routines <ul style="list-style-type: none"> • Clarifying • Concept Anchoring 	<ul style="list-style-type: none"> • Concept Comparison • Concept Mastery • Course Organizer • Framing • Lesson Organizer • ORDER • Question Exploration • Recall Enhancement • Survey • Unit Organizer Reading Program <ul style="list-style-type: none"> • STRUCTURE Your Reading

*Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE#2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/www>.

Connecting the Dots is based on work by Patricia Sampson Graner, Center for Research on Learning director of professional development, and Diane Gillam, SIM Professional Developer and project coordinator for the Center.

Recommendation 3: Provide Opportunity for Extended Discussion of Text Meaning and Interpretation

How: Focus conversations to build deeper understanding of author's meaning, reasoning, or conclusions and to build higher-order thinking skills

Why: Improves students' reading comprehension and making sense of text

Actions	SIM Interventions	
<ul style="list-style-type: none">• Develop questions that link the content (units, lessons, course)• Model through think-aloud process how to explain positions, reasoning, counterargument• Recognize good reasoning• Establish a safe, supportive setting that invites discussion	Learning Strategies <ul style="list-style-type: none">• Community Building Strategies• Cooperative Thinking Strategies• Inference• Paraphrasing Content Enhancement Routines <ul style="list-style-type: none">• Clarifying• Concept Anchoring• Concept Comparison• Concept Mastery	<ul style="list-style-type: none">• Course Organizer• Framing• Lesson Organizer• ORDER• Quality Assignment• Question Exploration• Recall Enhancement• Survey• Unit Organizer• Vocabulary LINCing

Recommendation 4: Increase Student Motivation and Engagement in Literacy Learning

How: Build student confidence in ability to comprehend and learn from content-area texts; praise effort, not knowledge

Why: Focus students on authentic, personally meaningful learning goals

Actions	SIM Interventions	
<ul style="list-style-type: none">• Provide informational feedback• Give students voice and choice• Set high performance goals connecting instructional practice and student performance• Connect students with an adult at the school	Learning Strategies <ul style="list-style-type: none">• Fundamentals of Paraphrasing and Summarizing• Inference• Paraphrasing• Self-Questioning• Visual Imagery• Word Identification Cue-Do-Review Instructional Sequence Content Enhancement Routines <ul style="list-style-type: none">• Clarifying• Concept Anchoring• Concept Comparison	<ul style="list-style-type: none">• Concept Mastery• Course Organizer• Framing• Lesson Organizer• ORDER• Quality Assignment• Question Exploration• Recall Enhancement• Survey• Unit Organizer• Vocabulary LINCing Other SIM Interventions <ul style="list-style-type: none">• Learning Expressways• Possible Selves• Self-Advocacy

Recommendation 5: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

How: Develop literacy profile through diagnostic tests to select intervention

Why: Accelerate literacy development of at-risk students through identification of strengths and challenges

Actions	SIM Interventions	
<ul style="list-style-type: none">• Follow the program: explicit steps, guided instruction, student interaction, self-regulation, and transfer• Explicitly use graphic organizers• Implement less intensive strategies in content areas and scaffold use• Access resources	Learning Strategies <ul style="list-style-type: none">• Fundamentals of Paraphrasing and Summarizing• Inference• Paraphrasing• Self-Questioning• Visual Imagery• Word Identification	SIM experts and materials Use of materials with fidelity