

# Strategram™

## Strategic Instruction Model

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## Miracles happen every day SIM success stories

**W**hen her superintendent's office issued a request for success stories to illustrate its "Miracles Happen Every Day in Fairfax County Public Schools" slogan, **Mindy Panzer** immediately thought of Strategic Instruction Model successes. Mindy is a SIM Professional Developer and a teacher at Lake Braddock Middle School in Burke, Virginia. Here is the story she shared of one of her "miracles."

I am a special education teacher at Lake Braddock Middle School, where I teach basic skills and eighth-grade science. One of the true benefits of being in a secondary school is being able to stay in touch with my students as they move through their high school years. I love when students come back down to the middle school halls to visit.

About four years ago, I had a GT/LD young man in one of my basic skills classes who was depicted as a thorn in everyone's side. I will refer to him as Jay. I was warned that his parents made teachers' lives miserable. His grades were mediocre at best; his motivation to achieve—low; but, of course, his level of hyperactivity—high. His learning disability affected his written expression. I worked with Jay's parents to come to understand him and to cut the apron strings a bit, and I worked hard with Jay to get him to accept responsibility for his actions.

The miracle, I think, came when I

decided to take part in a basic skills initiative that year. The goal was to bring a curriculum to basic skills classes. I learned to teach learning strategies to my basic skills students. These strategies are field-tested and researched for years, and before they are ever released for teacher use, students have to show a marked improvement in their achievement.

The first strategy I taught was *Proficiency in the Sentence Writing Strategy*. Jay was taught to apply this strategy to his writing. He made immense progress. The reason I share this with you is that he came by to see me in September. I realize that he has had many learning experiences along the way, but I would like to think I ignited the spark way back in eighth grade and the strategies gave him the initial fuel. He now has a 3.5+ GPA in high school here at Lake Braddock. He not only made so much progress that he no longer needs basic skills, but now as a senior he is taking three AP classes, one of which is English!

I see miracles all the time in my special education students' achievement. In 1999, before I taught strategies, only 54 percent of my basic skills students passed the writing SOL, and I consider myself a pretty good teacher. The year that I had Jay, which was my first year of teaching these strategies, 75 percent of my basic skills students passed the writing SOL. I guess that year represented my learning curve, because since that year, 90 percent to 100 percent of my students with learning disabilities

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in basic skills have passed the writing SOL. I had an MR student in one of my basic skills classes, and although he did not pass the SOL, he progressed from writing individual words as his sentences to writing small paragraphs! That was a true miracle, also.

Our children can learn!

*Thank you to **Joan Fletcher**, Independent Consultant, Oakton, Virginia, for sharing Mindy's story with *Strategram*.*

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### **Bilingual Students' Successes with SIM**

SIM Professional Developer **Pam Nehring** has taught Strategic Instruction Model interventions successfully in the second largest school district in the country—Los Angeles. Pam taught at LA's Belmont High School, which she described as a typical inner-city school, with a large new immigrant population, multiple ethnicity, multiple languages, and urban poverty. About 10 percent of the school's students receive special education services.

"In my case, I teach students who are in the resource specialist program," Pam said. "That means they spend 50 percent of their day in general education, generally history and science and PE. They're with me for English and another special education teacher for math. They are predominantly second language learners.

"I use the Strategic Instruction Model in my classroom and as I've gotten better at it and as I've been including more strategies and Content Enhancement

Routines, my students made some really significant gains in state test scores.

"Some students showed 20-point gains; two showed 30 or more point gains. I can credit all of this to teaching the Strategic Instruction Model."

During the 2003 International SIM Conference, Pam shared the structure she uses during her classes (see the box below for the SIM components Pam has implemented in her classroom).

"I really do have them busy every moment in a very strategic model," she said. "The key piece is that I teach the *Sentence Writing Strategy*. I believe the *Sentence*

*Writing Strategy* is the key to building literacy for second language learners."

Pam described a process in which she encourages students to use the *Framing Routine* to develop each paragraph in a multi-paragraph essay.

"We take five days to write the rough draft of the multiple-paragraph essay," she said, "but the end results are so satisfying.

"I just know that by following the Strategic Instruction Model, my students have grown significantly. By using the routines, and particularly the *Sentence Writing Strategy*, students can have really significant growth."

### **SIM Components in Pam's Classroom**

- Course Organizer Routine
- SLANT
- Portions of the Assignment Completion Strategy
- Organizing Together
- Talking Together
  
- Fundamentals in the Sentence Writing Strategy (fall semester)
- Proficiency in the Sentence Writing Strategy (spring semester)
- Word Identification Strategy
  
- Framing Routine (perfect for scaffolding instruction for English language learners)
- Vocabulary LINCing Routine
- Course Organizer Routine
- Unit Organizer Routine
- Survey Routine

# Combining strategies & daily oral language sessions

**Kim Wilson**, resource teacher at Northeast Community Schools in Gooselake, Iowa, combines the use of the *Sentence Writing Strategy* and the *Error Monitoring Strategy* during Daily Oral Language (DOL) sessions with middle school students.

As students have instruction for simple, compound, and complex sentences, Kim has them generalize this information to their DOL lessons by identifying the sentence type of each sentence. Then they analyze each sentence and the errors it contains using the *Error Monitoring Strategy*.

The process includes reading the sentence, finding errors, and then recording the errors as rules on individual sheets according to grammar, capitalization, overall appearance, punctuation, and spelling. This is simply called GCOPS. Kim has a poster on the

wall with each area (G, C, O, P, S) and bullets under the title depicting questions to ask, such as “Is the first word in the sentence capitalized?”

Once the students identify the error in the DOL sentence, they discuss the error and the rule that has been broken. Then, they record the error on a master list of rules, which consists of a chart such as the one depicted below.

As the year progresses, rules are collaboratively developed by students and teacher using principles taught in the *Error Monitoring Strategy* and DOL answer key. Students review each error and identify new rules to be added. This approach allows students to practice and generalize skills each day. Generalization is automatic. Their test scores have increased greatly on the Iowa Test of Basic Skills and general

education curriculum.

Kim has taught at Northeast Middle School in Gooselake for about 20 years. She has been instructing students in Strategic Instruction Model Learning Strategies for 16 years with great success. Most of her instruction is given intensively during the seventh and eighth grades for reading and writing. By the time most of the students with learning disabilities reach the 11<sup>th</sup> grade, they are successful in general education language arts classes. Kim has been integral in teaching all language arts staff in the middle school and high school about the SIM writing strategies.

*Contributed by Bev Mommsen, Special Education Consultant, DeWitt, Iowa*

GCOPS Rule #	Capitalization Name of Rule	Name _____ Example
1	Capitalize first word in a sentence	George ate an apple.
2		
3		

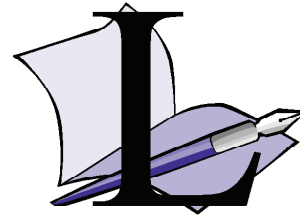
# SLANT I Am

*By Joanne Mckeen and Krista Cooper  
Williams Intermediate, Davenport, Iowa*

You can teach SLANT anywhere  
You can teach it with great care.



You can teach it in any class  
You can teach all kids to pass.



You can teach it with a book  
Or with a teacher's dirty look.

You can teach it in special education  
You can teach it in general education.



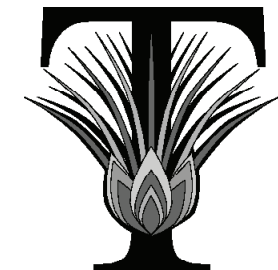
You can teach SLANT anywhere.

You can teach it with the Civil War  
Or you can teach it with folklore.



You can teach it with math facts  
Or you can teach it while playing a sax.

You can teach it in mainstream  
It will make the kids all scream.



You can teach it in resource  
The kids will love that, of course.

And when you teach SLANT you will find  
THAT NO CHILD WILL BE LEFT BEHIND.

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*Thanks to Bev Mommsen, Special Education Consultant,  
DeWitt, Iowa, for sharing this with Strategram.*

# Strategic Instruction Model Institutes 2004

## **Teaching Content to All: Effective College Teaching**

June 1-5, 2004 (noon Tuesday-noon Saturday)  
\$800 (U.S.)

This four-day institute prepares college and university faculty members to infuse explicit Content Enhancement Teaching Routines into new or existing courses. Through this institute, participants will add a research-validated collection of tools to their arsenal, tools designed to ensure that *all* students master critical ideas and concepts of any content course. Participants will explore several routines in depth, practice developing and using elements of the routines, and receive valuable feedback on their efforts. In addition, participants will leave the institute with a comprehensive selection of sample syllabi, books, and teaching resources to support their continued efforts to implement Content Enhancement Routines in their courses. This institute is designed for all college and university faculty who are engaged in teacher preparation, interested in honing their teaching skills, or new to the profession of teaching university students. Teams of individuals from the same institution are encouraged to apply.

**Applications are due by April 2, 2004.**

- This course was formerly titled *Pedagogies for Academic Diversity in Secondary Schools*

## **Strategic Instruction Model (SIM) Institute: Level I**

June 16-19, 2004 (Wednesday a.m.-Saturday p.m.)  
\$600 (U.S.)

This four-day, in-depth introduction to the Strategic Instruction Model focuses on several components of the Learning Strategies Curriculum that can be used to boost student performance in the key areas of reading, writing, and test taking. In addition, participants will learn one teaching routine that can be used to organize and present critical content information in a learner-friendly fashion. This institute is designed for teachers who work with students who are at risk for school failure, including those who have mild disabilities.

Included SIM components:

- SLANT: A Strategy for Class Participation
- Sentence Writing Strategy
- Word Identification Strategy
- Test-Taking Strategy
- Paraphrasing Strategy
- Self-Advocacy Strategy

**Registration is due by May 2, 2004.**

## **Strategic Instruction Model (SIM) Institute: Level II**

June 16-19, 2004 (Wednesday a.m.-Saturday p.m.)  
\$600 (U.S.)

This four-day institute offers advanced instruction in Strategic Instruction Model components that help students build the skills necessary to read and write effectively and improve their performance on assignments. In addition, participants will learn a few teaching routines that can be used to organize and present critical content in a learner-friendly fashion. The institute is designed for teachers who are familiar with SIM and its instructional procedures and who have implemented SIM components with students who are at risk for school failure.

Participants will choose from a list of SIM components that may include:

- Error Monitoring Strategy
- Paragraph Writing Strategy
- Visual Imagery Strategy
- Self-Questioning Strategy
- LINC'S Vocabulary Strategy
- FIRST-Letter Mnemonic Strategy
- Self-Advocacy Strategy
- Assignment Completion Strategy

**Registration is due by May 2, 2004.**

## **Strategic Instruction Model (SIM) Institute: Writing Strategies**

June 21-25, 2004 (noon Monday-noon Friday)  
\$450 (U.S.)

This four-day institute provides all the tools teachers need to integrate SIM's research-based writing curriculum into their instruction. The institute's interactive sessions are designed to be relevant for

instructors at almost all levels (third grade to post-secondary) in both general education and special education settings. Participants will have time each day to practice and plan how to incorporate writing strategy instruction into their work.

Included SIM components:

- Sentence Writing Strategy (both Fundamentals and Proficiency)
- Paragraph Writing Strategy
- Error Monitoring Strategy
- Theme Writing Strategy
- InSPECT Strategy

**Registration is due by May 2, 2004.**

### ***Strategic Instruction Model (SIM) Institute: Content Enhancement***

June 29-July 1, 2004 (Monday a.m.-Thursday p.m.)

\$600 (U.S.)

This hands-on institute offers a lifeline for instructors struggling to teach large amounts of content to academically diverse classes. Through four days of sessions, participants will learn to use a variety of Content Enhancement Routines to make the content of their classes more accessible for students without diluting it. All teachers—both general education and special education—can benefit from a solid understanding of routines that cover such topics as course and unit planning, learning concepts and vocabulary words, understanding reading assignments, improving the quality of assignments, and understanding and remembering key information.

**Registration is due by May 2, 2004.**

### ***Potential SIM Professional Developers Institutes for Learning Strategies and Content Enhancement***

July 26-30, 2004 (Monday a.m.-Friday p.m.)

\$750 (U.S.)

The two five-day SIM professional development institutes will be conducted simultaneously, using the Content Literacy Continuum as the unifying framework.

***Instruction in specific Content  
Enhancement Routines and Learning  
Strategies will not be offered during this  
week; the focus will be on the professional  
development process!***

**Participants for these institutes will be selected through an application process.**

#### **Eligible Applicants:**

1. Are experienced SIM teachers, administrators, coordinators, or university personnel who have previously received professional development in Content Enhancement Routines or Learning Strategies and have implemented routines or strategies successfully with students
2. Have the energy and spirit required to be good professional developers
3. Have effective communication skills in teaching adults and working with administrators
4. Most critically, have administrative support for their participation in acquiring training/instruction, attending update sessions to maintain their professional developer status, finding time and resources required to deliver instruction to others, and gaining widespread, long-term implementation success.

**Applications must be postmarked by April 16, 2004**

For more information about these institutes, contact CRL, (785) 864-4780.

More information about Strategic Instruction Model components is available on our web site: **[www.kucrl.org/sim](http://www.kucrl.org/sim)**.

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## Issue 1

**In Focus:** *Creating strategic schools.* Julie Tollefson, Communications Director, Center for Research on Learning. Describes multiyear projects to implement SIM at Summit School, a private school in Illinois, and at Woodstock Elementary School in California.

**In the Classroom:** *Recall Enhancement device example.* Margaret Conrad Nickell, SIM Professional Developer, Murray, Kentucky.

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## Issue 2

**In Focus:** *Research based? SIM is!* Don Deshler, Director, Center for Research on Learning. Describes instructional principles associated with the Strategic Instruction Model that are in alignment with legislative and policy changes.

## Issue 3

**In Focus:** *Learning Express-Ways.* Keith Lenz, Research Associate, and Patricia Graner, Doctoral Fellow, Center for Research on Learning; and Gary Adams, Professor, George Fox University. Describes a package of tools to help establish healthy communication patterns and build productive academic relationships within a classroom.

**In the Classroom:** *Sentence Writing graphics.* Yolonda G. Butler and Nellie Gonzalez, Orange County Public Schools,

Orlando, Florida. Offers graphic ideas for use with the *Sentence Writing Strategy*.

## Issue 4

**In Focus:** *Creating an organized, emotionally safe classroom.* Sue Vernon, Director of Research & Development, Edge Enterprises; and Jean Schumaker, Associate Director, Center for Research on Learning. Describes the Community Building Series, including *Organizing Together* and *Taking Notes Together*, which provides instructional options for creating emotionally safe classes.

**In the Classroom:** *Bookmark this idea for fun.* David Wallace, SIM Professional Developer, Maquoketa, Iowa. Offers bookmarks for the *Word Identification* and *Paragraph Writing* strategies.

**In the Classroom:** *Fundamental cue cards.* Bev Simpkins, strategies teacher at Cobb Middle School, Tallahassee, Florida. Shares two cue cards for the *Fundamentals in the Sentence Writing Strategy*.

**In the Classroom:** *Writing strategy extension activities.* Glenda Fries, language arts teacher at Chase Middle School, Topeka, Kansas. Shares a sample of activities to accompany writing strategy instruction.

## Issue 5

**In Focus:** *Course Organizer Routine: A clear road map for the journey.* Keith Lenz, Center for

Research on Learning. Describes the Course Organizer Content Enhancement Routine.

## Issue 6

**In the Classroom:** *SIM in the Classroom: Ideas presented during 2003 conference.* Describes a variety of ideas for SIM instruction, including

- *4Teachers Tools*, Erica Schaapveld, Center for Research on Learning's ALTEC division
- *Using Color to Teach Main Ideas & Teamwork*, Sue Woodruff, Muskegon, Michigan
- *Teaching Sentence & Paragraph Writing in General Education*, Bev Colombo, St. Louis, Missouri, and Kim Toebe, Ballwin, Missouri
- *Books, Games, & Comics to Teach Strategies*, Barb Glaeser, California State University at Fullerton
- *Content Enhancement & Powerof2.org: The Perfect Match*, Helen Barrier, Roanoke, Virginia

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