

Strategram™

Strategic Instruction Model

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CRL Research Update

In recent months, several new CRL projects have received funding. One new project that will be of interest to the SIM Professional Development Network is *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*. A much too common refrain from policy makers, parents, educational practitioners, researchers, and employers is the deplorable state of literacy achievement for far too many of our country's adolescents. The fact that 26 percent of our adolescents read below basic level is fast becoming common knowledge and is consistently discussed in the media, research literature, professional conferences, and in a variety of political venues. Adolescents from specific minority groups, those who live in poverty, and those with disabilities are even more disadvantaged in terms of literacy attainment.

This multi-year project will build on CRL's strengths in analysis of secondary school setting demands, analysis of adolescent characteristics, and design of instructional interventions for use with adolescents who struggle in learning. The project's overarching goal is to significantly close the gap between current and expected performance on outcome measures of reading proficiency, including measures of adequate yearly progress (AYP) called for by *No Child Left Behind*. The focus of the project is on high school adolescents with limited reading proficiency, including those with high incidence disabilities, who fall within this range of performance.

The population from which participants will be sampled include 9th- and 10th-grade students from two Kansas City, Kansas, high schools. The study will include a population in which 65 percent of the students receive free or reduced lunch. Additionally, 47 percent of the students are African American and 22 percent are Hispanic. Six percent of the student population has been classified as having a learning disability in the area of reading. Finally, 73 percent of the students read at the unsatisfactory or basic levels, according to the Kansas State Assessments administered in the spring of 2003.

Students will receive instruction in strategies for increasing reading motivation, decoding, word identification, and fluency. Additionally, reading comprehension strategies for vocabulary, paraphrasing, summarizing, generating questions, inferencing, and recognizing text structures will be taught. Cooperative learning activities will be used to extend student practice and feedback opportunities.

The strategies will be developed and "bundled" in two main packages. The first bundle, called "The Bridging Program," will include decoding, word identification, vocabulary, and fluency strategies. The second bundle, called "The Comprehension Program," will include additional vocabulary strategies and four to six specific comprehension strategies. Both strategy programs will make up the core curriculum in a four-semester high school reading class.

Mike Hock is the principal investigator



on this project, Irma Brasseur is project coordinator, and collaborators include Don Deshler, Jean Schumaker, Barbara Ehren, and Keith Lenz.

Look for more information as this project proceeds over the next few years.

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Other new projects under way in CRL's four divisions include the following:

- ***Evaluating the Effort of KVLN: The Kentucky Virtual Leadership Network.*** CRL's ALTEC division has undertaken this activity in response to a request from the Kentucky Department of Education to design an evaluation program for the Kentucky Virtual Leadership Network, KVLN, an administrator leadership initiative funded by the Bill and Melinda Gates Foundation.
- ***Building the Scientific and Programmatic Foundations for Assessing Reading Comprehension with Computerized***

Adaptive Tests. This proposal is a joint initiative between CRL and KU's Center for Educational Testing and Evaluation. The primary outcome of this project will be to carry out the basic science necessary to develop and field test a reading comprehension computer adaptive test (CAT) that can be used to accurately and regularly measure student progress toward improved reading proficiency.

- ***Advanced Technologies for Using Assessment Data to Improve Student Achievement.*** This project of CRL's e-Learning Design Lab addresses a major challenge for teacher education programs: Ensuring that their graduates will successfully implement national and state policies on testing and curriculum standards. The project aims to integrate teaching analytical and interpretive skills relative to test data and policies with the acquisition of

advanced technology skills.

- ***Preparing Students for College Attendance and the Workplace by Supporting After-School and Summer Academic Enrichment Programs in Math, Science, Reading, and Technological Literacy.*** This partnership with SBC continues the work of the Pathways to Success (GEAR UP) project under way in Topeka (Kan.) Public Schools. The plan is to provide an academic safety net for students who are at risk for failure in seventh-grade mathematics. The project will provide Strategic Tutoring at three Topeka middle schools for students who are likely to be unsuccessful. The goal is to help more students develop necessary mathematics skills and, ultimately, stay in school and be academically successful. Jim Knight is project director, and Mike Hock is Strategic Tutoring expert for this project.

Now appearing on kucrl.org

You can find a wealth of information about CRL and SIM on our web site, www.kucrl.org. Examples:

- The **SIM Archives** section contains a transcript of an interview with Randy Sprick, the keynote speaker at the 2004 SIM Conference: www.kucrl.org/archives/classroom/sprick.html.
- The **Press Room** contains many of the materials prepared for Don Deshler's visit with Laura Bush and, later, President Bush this past spring.

The Press Room includes articles about adolescent literacy and SIM, a SIM Q&A fact sheet, SIM success stories, and information about the Content Literacy Continuum.

www.kucrl.org/pressroom/

- The downloads section of the site offers teacher ideas, materials related to SIM and No Child Left Behind, SIM handouts, and PowerPoint presentations given by CRL staff: www.kucrl.org/downloads/

Combining strategies & routines to support writing instruction

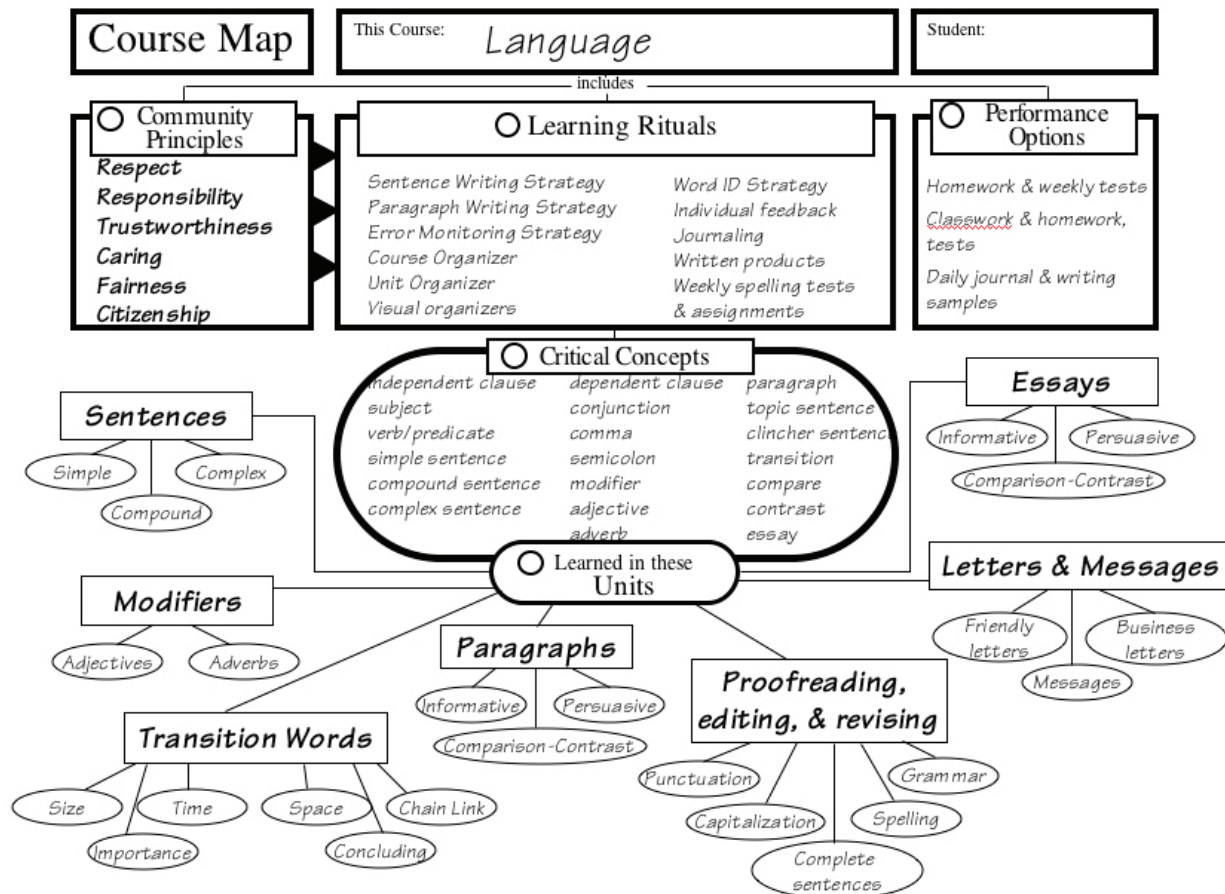
Roberta Churchill is a teacher of the hearing impaired for Clinton Community Schools in Iowa. Roberta has used the *Sentence Writing Strategy* and *Paragraph Writing Strategy* for several years.

Roberta often is assigned to teach students in grades k-12, depending upon the needs of the students with hearing impairments. Some of her students need full-time programming, while others only require small-group instruction for about one hour a day. Often times, her students struggle with language. Roberta has found that teaching them

Learning Strategies from the reading and writing strands helps to improve their skills.

A few years ago, after SIM Professional Developer Beverly Mommsen introduced Roberta to Content Enhancement Routines, Roberta decided to incorporate the routines with the strategies she used with her students. The following pages show examples of the series of Content Enhancement devices Roberta developed to support language instruction at Lyons Middle School in Clinton, Iowa.

Submitted by Beverly Mommsen



Roberta's Course Map depicts the instructional plan for her Language course. The "Learning Rituals" section of the map incorporates the Learning Strategies and Content Enhancement Routines that will be used in the course.

In the Classroom

The Unit Organizer and Lesson Organizer expand on the sentence writing instruction Roberta has planned.

NAME _____
DATE _____

④ BIGGER PICTURE
Communicating in standard English

② LAST UNIT/Experience <i>Capital letters & punctuation</i>	① CURRENT UNIT <i>Writing 3 types of sentences</i>	③ NEXT UNIT/Experience <i>Writing paragraphs</i>
⑧ UNIT SCHEDULE 2qt. <i>Simple sentences</i> 3qt. <i>Compound sent.</i> 4qt. <i>Complex sent.</i>	⑤ UNIT MAP <div style="text-align: center; margin-bottom: 10px;"> Is about... Writing different types of sentences for more effective communication. </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 5px;">Simple sentences</p> <ul style="list-style-type: none"> — Capital letter — 1 independent clause — 4 formulas <ul style="list-style-type: none"> • SV • SSV • SVV • SSVV — End punctuation </div> <div style="width: 30%;"> <p style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 5px;">Compound sentences</p> <ul style="list-style-type: none"> — Capital letter — 2 or more independent clauses — 2 formulas <ul style="list-style-type: none"> • I, & I • I; I — Coordinating conjunctions — End punctuation </div> <div style="width: 30%;"> <p style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 5px;">Complex sentences</p> <ul style="list-style-type: none"> — Capital letter — 1 independent clause & 1 dependent clause — 2 formulas <ul style="list-style-type: none"> • D, I • I D — Subordinating conjunctions — End punctuation </div> </div>	⑥ UNIT RELATIONSHIPS parts formulas steps punctuation
⑦ UNIT SELF-TEST QUESTIONS How do I write simple sentences? How do I write compound sentences? How do I write complex sentences? How do I use all three types of sentences in one piece of writing to make my writing interesting and effective?		

The Teaching Device: The Lesson Organizer

DATE: _____ NAME: _____

④ UNIT or BACKGROUND
Writing 3 kinds of sentences

simple sentences

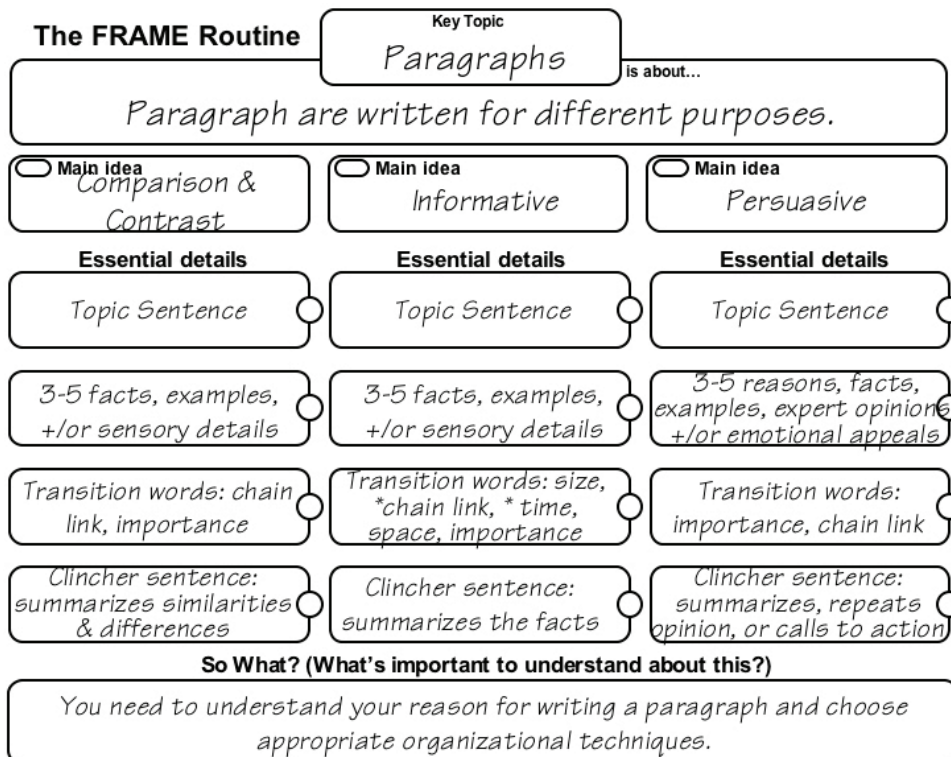
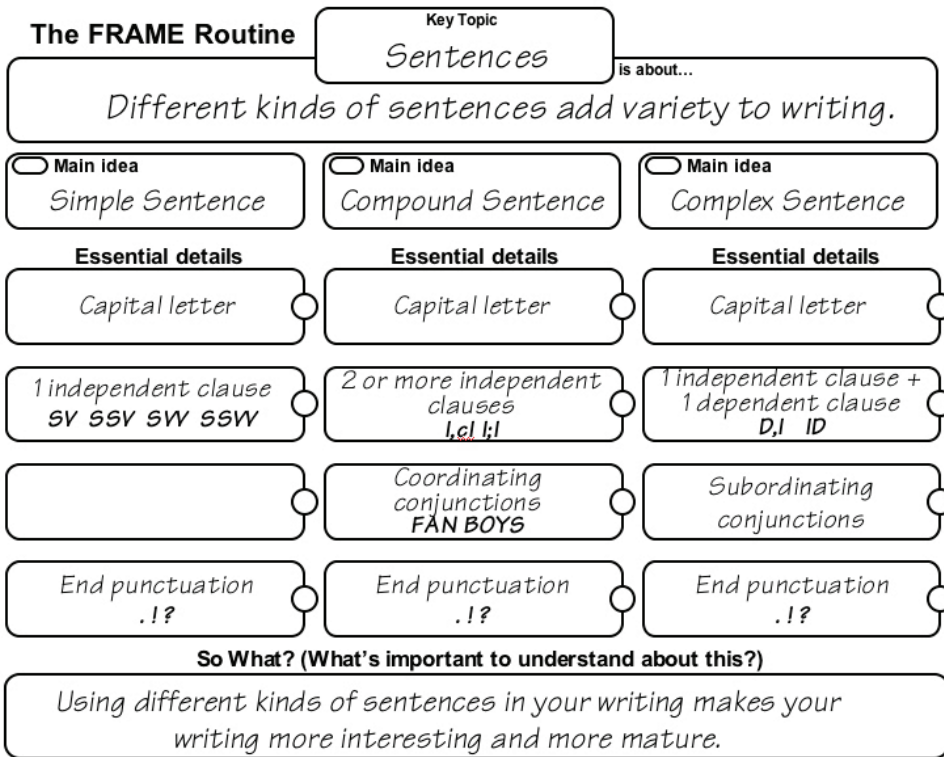
compound sentences

complex sentences

② Relationships <i>time-sequence, cause-effect, compare-contrast</i>	① LESSON TOPIC <i>Complex Sentences</i>	③ Task-Related Strategies <i>Writing standard English Sentences; understanding relationships; PENG Sentence Writing Strategy</i>
⑤ Lesson Map <div style="text-align: center; margin-bottom: 10px;"> is about... showing an independent-dependent relationship of ideas in writing </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 5px;">ID (independent clause dependent clause)</p> <p style="font-size: small; text-align: center;">such as</p> </div> <div style="width: 45%;"> <p style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 5px;">D,I (dependent clause, independent clause)</p> <p style="font-size: small; text-align: center;">such as</p> </div> </div>		
⑥ Challenge Question ⑦ Self-test Questions What are two ways to write complex sentences? How do I choose/use subordinating conjunctions in a complex sentence? How do I punctuate complex sentences?		
⑧ Tasks Write a paragraph including two different kinds of complex sentences.		

In the Classroom

Two frames examine aspects of writing different kinds of sentences and paragraphs.



Quote, unquote

CRL Director Don Deshler spent the spring semester of 2004 on sabbatical. Here are quotations from some of the writing that shaped his thinking, especially relative to the Strategic Instruction Model, during that time.

“The hardest work is figuring out what to do in a world of infinite choices. Making the complex clear always helps people work smarter. In today’s info-saturated world, what you know is power only if you know how to use it to help you juggle the too many things that were all due yesterday. Simplicity is the art of making the complex clear and can give us power to get things done. It is the power to do less (of what doesn’t matter) and to do more (of what does matter).”

—Jensen, B. (2000). *Simplicity*. New York: Perseus Publishing

“Positive deviance is a very empowering approach (and it’s one that individuals with lots of degrees on their walls may find difficult to implement). Positive deviance inquires into what’s working and how it can be built upon to solve very difficult problems. It requires that experts relinquish their power and believe that solutions already reside within the system. Our role is to help people discover their answers.”

—Sternin, J. (2004). *From the inside out: Learning from the positive deviance in your organization*. Washington, DC: ASCD.

“In life there are glass balls and rubber balls. The trick is knowing which is which. Family, friends, and health are glass balls. Those you just can’t drop.”

—Becky Roloff

“There is no royal road to the summit...I fall, I stand still, I run against the edge of hidden obstacles, I lose my temper and find it again and keep it better. I trudge on, I gain a little, I feel encouraged, I get more eager and climb higher and begin to see the widening horizon. Knowledge is happiness, because to have knowledge—broad, deep knowledge—is to feel the great heart throbs of humanity through the centuries; and if one does not feel in these pulsations a heavenward striving, one must indeed be deaf to the harmonies of life.”

—Keller, H. (1903). *The story of my life*. New York: Harper

“Energy is simply the capacity to do work. Our most fundamental need as human beings is to spend and recover energy. Performance problems can be traced to an imbalance between the expenditure and the recovery of energy. To the degree that we build our lives around continuous work performance is compromised over time. Cultures that encourage people to seek intermittent renewal not only inspire greater commitment, but also more productivity. Periods of recovery are intrinsic to creativity and to intimate connection. Sounds become music in the spaces between the notes, just as words are created by the spaces between the letters. It is in the spaces between work that love, friendship, depth, and dimension are nurtured. Without time for recovery, our lives become a blur of doing unbalanced by much opportunity for being.”

—Loehr, J. & Schwartz, T. (2003). *The power of full engagement*. New York: Free Press.

“Hedgehogs aren’t stupid. Quite the contrary. They understand that the essence of profound insight is simplicity. They aren’t simpletons; they have piercing insight that allows them to see through complexity and discern underlying patterns. Hedgehogs see what is essential and ignore the rest.”

—Collins, J. (2001). *Good to great*. New York: Harper

“Many of society’s casualties are men and women who assumed they had chosen a path in life and found that it disappeared in the underbrush. We tend to hold onto the continuity we have, however profoundly it is flawed. Being successful as a banker, military leader, or teacher means that one has relearned one’s craft more than once. One has learned how to effectively bridge discontinuity. Fluidity and discontinuity are central to the reality in which we live.”

—Bateson, M. C. (1989). *Composing a life*. New York: Plume/Penguin

“Our relationships, connections, and bonds with others improve when we master the ‘bid’—the fundamental unit of connection. A bid can be a question, a gesture, a look, a touch—any single expression that says, ‘I want to feel connected to you.’ A response to a bid is a positive or negative answer to somebody’s request for emotional connection. Good relationships are grounded in dozens of ordinary, day-to-day exchanges of emotional information and interest that we call bids. And what happens when we fail to respond positively to one another’s bids for emotional connection? Such failure is rarely malicious or mean-spirited. More often we’re simply unaware or insensitive to other’s bids for our attention. Still, when such mindlessness becomes habitual, the results can be devastating.”

—Gottman, J. (2001). *The relationship cure*. New York: Crown.

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Editor

Julie Tollefson

Consulting Editors

Keith Lenz

Don Deshler

Jean Schumaker

Graphic Designer

David Gnojek

www.kucr1.org

The University of Kansas
Center for Research on Learning
Joseph R. Pearson Hall
1122 West Campus Road, Room 521
Lawrence, Kansas 66045-3101
1-785-864-4780

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