*S*trategram™

SIM in action: Classroom tips & ideas

This issue of *Strategram* brings together many great classroom ideas from SIM Teachers and Professional Developers:

• On page 2, **Ben Tickle**, a SIM Professional Developer from Pulaski, Va., describes how to make re-usable Content Enhancement devices out of colorful card stock.

• On page 3, **Mabel C. Norton**, a SIM Professional Developer from Christchurch, Va., describes how she combines the *Paraphrasing Strategy* and the *Framing Routine* to help students learn to take notes as they read textbooks for their general education classes.

• On pages 4 and 5, we reproduce several rubrics developed by SIM Teacher **Gene Stevens** of Fairfax County, Va., and submitted by **Cynthia Alexander**, SIM Professional Developer Apprentice, Fairfax Station, Va.. The rubrics, developed for use with the *Paragraph Writing Strategy*, can be used by students or teachers to check that all requirements for the paragraph are met.

• **Pat Parrott**, **Donna Schwab**, and **Barbara Scott**, SIM Professional Developers in the Chesterfield County Public Schools, Chesterfield, Va., have collected and shared some great quotes that can be used to create motivational posters for the classroom. A selection of these quotes appears on page 6.

Many thanks to all who shared their wonderful ideas.

Strategram welcomes and encourages contributions such as these. If you have ideas, materials, and activities to share, please send them to Julie Tollefson, jtollefson@ku.edu, or mail them to Julie at KU-CRL, 1122 West Campus Rd. Room 521, Joseph R. Pearson Hall, Lawrence, KS 66045-3101. Thanks!

Creating Content Enhancement Device Templates

Introduction:

Ben Tickle, a SIM Professional Developer from Pulaski, Va., has devised a method of creating re-usable Content Enhancement devices. Using card stock, Ben copies a device, such as the LINCS Table, laminates the page, then cuts out individual sections of the device. Teachers love the card-stock devices because it saves on the amount of school paper required to create devices. It is also great for the students to assist in creating devices and can serve as a visual aid for students with visual impairments. Ben also finds is useful for review. Although we're using the LINCS Table as an example, this method lends itself to preparing many of SIM's Content Enhancement Devices.

Purpose:

The purpose of creating Content Enhancement Device templates from card stock is threefold.
1. It serves as a great visual aide for students with visual impairments.
2. It is a wonderful review tool and can help with extended learning activities.
3. It can help solve the "paper issue." Students and teachers can use the template to create their own devices, therefore saving on school paper and copies.
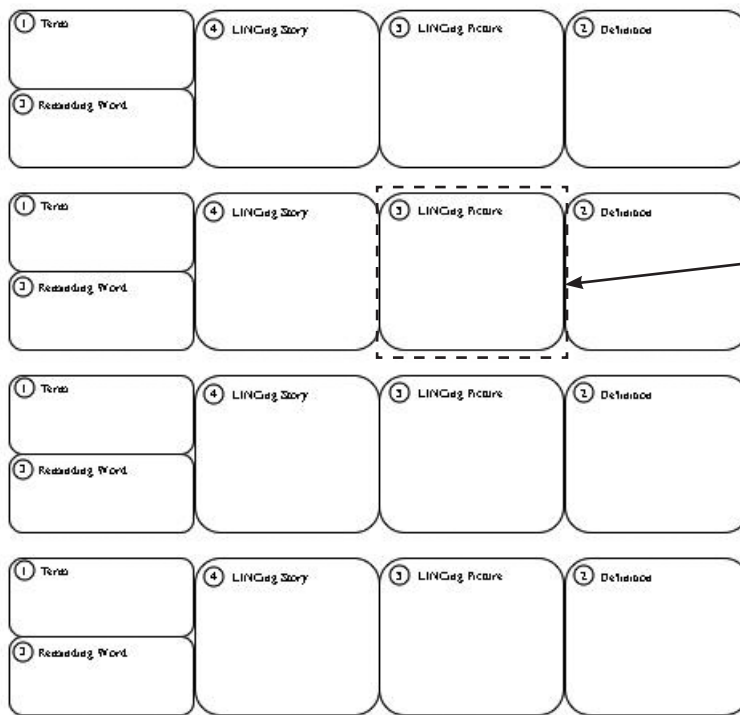
Procedure:

1. Use a bright color of card stock paper to make a copy of the Content Enhancement device.

2. Laminate the card stock copy.

3. Use an Exacto knife to cut out each section.

**Make sure to keep the cut out sections to cover up sections of the device when you use it later.

LINCS Tables

List the parts   Identify a remaining word   Note a LINCing story   Create a LINCing picture   Self-test

Taking Notes on a Textbook: Combining a strategy (RAP) and a routine (FRAME)

Introduction:

Mabel C. Norton, a SIM Professional Developer from Christchurch, Va., combines the *Paraphrasing Strategy* and the *Framing Routine* in this activity to help students learn to read and take notes on information contained in a textbook. Mabel's rationale for using the two interventions together is three-fold:

- Students must be able to read content textbooks, identify the most important information, and record it in an organized fashion.
- Students must be taught explicitly how to take notes. Copying teacher notes is not sufficient for many students.
- Students benefit from seeing and understanding the structure of a textbook.

Preparation:

Survey the textbook lesson that students must read. Based on the number of key subtopics, choose a FRAME. Make an overhead copy of the frame on which to record information while students are writing on their paper copies.

Steps:

1. Review the steps of the *Paraphrasing Strategy*. Discuss the focus questions at the beginning of the textbook lesson. Make prior knowledge connections.
2. Have students fill in Key Topic and Main Idea boxes on the FRAME (see example below).
3. Conduct a word search for unknown words. Discuss these.
4. Choose a student to read the subtopic section.
5. Have the student identify the main idea and supporting details.
6. Model for students how to note the information in words or phrases.
7. Repeat until the lesson is completed.
8. Discuss the "So What" question. Help students to understand how they will benefit personally from what they have learned.

Rubrics for Scoring Parts of Paragraphs

SIM Teacher **Gene Stevens** of Fairfax County, Va., has developed a series of rubrics to help score various parts of the *Paragraph Writing Strategy*. The rubrics can be used by students or teachers to check that all requirements for the paragraph are met. Reproduced here are rubrics for Topic Sentences, Detail Sentences, and Clincher Sentences. **Cynthia Alexander**, a SIM Professional Developer Apprentice from Fairfax Station, Va., shared Gene's rubrics.

Topic Sentence Scoring Rubric

1. The Topic Sentence is defined here as the first sentence of the paragraph.
2. If a student uses two sentences to introduce the main idea of the paragraph, treat the two sentences as if they were one. Only one score is given for the two sentences.

Requirement	Evaluation	
1. The first sentence is appropriate to the topic/assignment.	Y	N
2. The first sentence fulfills the requirements for the Topic Sentence for the type of paragraph required by the topic/assignment.	Y	N
3. The first sentence names the topic.	Y	N
4. The first sentence specifies the exact details the paragraph covers in the order in which they will be covered; or the first sentence summarizes the details that will be mentioned; or the first sentence grabs the reader's attention.	Y	N
5. The first sentence is a complete sentence that makes sense.	Y	N
• Score 8 if you evaluated Y for 1, 2, 3, 4, and 5. • Score 4 if you evaluated Y for 1, 2, 3, and 5 only. • Score 0 if you – evaluated N for 1, 2, 3, 4, or 5; – or the first sentence does not belong to the rest of the paragraph at all; – or the first sentence is a Detail Sentence; – or the first sentence is a Specific Topic Sentence and the sequence of the details does not match the sequence of the details in the rest of the paragraph.		

Clincher Sentence Scoring Rubric

Note: The last sentence of the paragraph is to be evaluated as the Clincher Sentence.

Requirement	Evaluation	
1. The last sentence is appropriate to the topic/assignment.	Y	N
2. The last sentence fulfills the requirements for a Clincher Sentence for the type of paragraph required by the topic/assignment.	Y	N
3. The last sentence names the topic of the paragraph.	Y	N
4. The last sentence specifies the exact details the paragraph covered in the order in which they were covered; or the last sentence summarizes the details that were covered in the paragraph; or the last sentence makes the reader think more about the topic.	Y	N
5. The last sentence gracefully closes the paragraph.	Y	N
6. The last sentence is distinctly different from the Topic Sentence in form and wording.	Y	N
7. The last sentence is a complete sentence that makes sense.	Y	N
• Score 8 if you evaluated Y for 1 through 7. • Score 4 if you evaluated Y all but 4. • Score 0 if you – evaluated N for 1, 2, 3, 4, 5, 6, or 7. – or the last sentence is a Detail Sentence – or the last sentence is a Specific Clincher Sentence and the sequence of the details does not match the sequence of the details in the rest of the paragraph.		

Detail Sentence Scoring Rubric

1. Detail Sentences are the sentences located between the first sentence and the final sentence of the paragraph.
2. Evaluate them as if an appropriate Topic Sentence has been written.

Requirement	Evaluation				
1. The sentence mentions a detail that is relevant to the topic, and the detail has not been already mentioned.	Y N	Y N	Y N	Y N	Y N
2. The sentence fulfills the requirements for a Detail Sentence for the type of paragraph required by the topic/assignment.	Y N	Y N	Y N	Y N	Y N
3. The sentence logically follows the information presented in other sentences.	Y N	Y N	Y N	Y N	Y N
4. The sentence is a complete sentence that makes sense.	Y N	Y N	Y N	Y N	Y N
• Score 2 if you evaluated Y for 1, 2, 3 and 4. • Score 0 if you evaluated N for 1, 2, 3 or 4.					

Motivational Quotes
for Classroom Posters

The quotes on this page make great motivational classroom posters. These were gathered and submitted by **Pat Parrott**, **Donna Schwab**, and **Barbara Scott**, SIM Professional Developers in the Chesterfield County Public Schools, Chesterfield, Va.

"Happiness lies in the joy of achievement and the thrill of creative effort."
— Franklin Roosevelt

"Whether you think you can or think you can't – you are right."
— Henry Ford

"The difference between the impossible and the possible lies in a person's determination."
— Tommy Lasorda

"It is a funny thing about life: if you refuse to accept anything but the best, you very often get it."
— Somerset Maugham

"People can alter their lives by altering their attitudes."
— William James

"Most people are about as happy as they make up their minds to be."
— Abraham Lincoln

Index for Strategram Volume 16 (2003-2004)

Issue 1

In Focus: Miracles happen every day: SIM success stories. Describes SIM in classrooms in Fairfax County, Virginia (Mindy Panzer and Joan Fletcher) and In Los Angeles (Pam Nehring).

In the classroom: Combining strategies and daily oral language sessions. Describes how Kim Wilson, Gooselake, Iowa, integrates strategies and daily instruction. Submitted by Beverly Mommsen, DeWitt, Iowa.

In the classroom: SLANT I Am, by Joanne Mckeen and Krista Cooper, Davenport, Iowa.

Strategic Instruction Model Institutes 2004

Index for Strategram Volume 15 (2002-2003)

Issue 2

In focus: Question Exploration: Addition to Content Enhancement Series, by Jan Bulgren and Julie Tollefson, KU-CRL. Describes the new *Question Exploration Routine.* Includes sidebars: *Building bridges for learning*—when to use the Question Exploration Guide and *Question Exploration Guide Extras: Keys to unpacking critical questions*

In the classroom: Successes with reading strategies, submitted by Paula Hamp Nelson, Sioux City, Iowa.

Photo: CRL Director Don Deshler greets First Lady Laura Bush.

Issue 3

*In focus: Theme Writing: Program helps students meet strin-*gent demands, by Jean Schumaker, KU-CRL. Describes the newly published *Theme Writing Strategy.*

In the classroom: Getting organized, submitted by Cynthia Alexander, Fairfax, Virginia. Using bound cue cards and manila envelopes.

Issue 4

In focus: In a nutshell: Content Enhancement & elementary students, by Julie Tollefson, KU-CRL. Reports Jerri Neduchal's description of SIM in use schoolwide in Orlando elementary school.

In the classroom: Starting young: Sentence writing for K-2, by Julie Tollefson, KU-CRL. Describes adaptations developed by Mary Sue Crowley, Vermont, that allow her to use *Fundamentals in the Sentence Writing Strategy* with very young children.

In the classroom: Success story in Florida, submitted by Letti Obradovich. Describes her successful work with a sixth-grade student.

In the classroom: Create your own board game to reinforce language arts lessons, submitted by Glenda Fries, Topeka, Kan. Provides directions for designing board games.

Issue 5

In focus: Strategic Tutoring after school, by Julie Tollefson, KU-CRL. Describes components of successful after-school Strategic Tutoring programs.

*In the classroom: Sample stu-*dent folders, submitted by Niki Lachica, Virginia. Offers tips for developing sample student folders.

Issue 6

In focus: CRL research update. Describes several new projects undertaken by CRL staff.

Now appearing on kucrl.org. Key resources on CRL's web site.

In the classroom: Combining strategies and routines to support writing instruction, submitted by Beverly Mommsen, Iowa. Roberta Churchill, Clinton (Iowa) Community Schools, incorporates Content Enhancement Routines and Learning Strategies in instruction for her students with hearing impairments.

Quote, unquote. Quotations from some of the writing that shaped CRL Director Don Deshler's thinking while he was on sabbatical in Spring 2004.

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