

# SIM™ NEWSLETTER

The University of Kansas Center for Research on Learning • August 2020

## IN THIS ISSUE

- **New Products and Tools**
  - New Math Strategy
  - SIM Manual PDFs available
  - Technology-Enhanced SIM™ Learning Strategy Instructional Delivery
- **Research Corner**
  - Online CER Use with Corgi
  - Inference Strategy Online PD Module
  - Paraphrasing Strategy Online PD Module

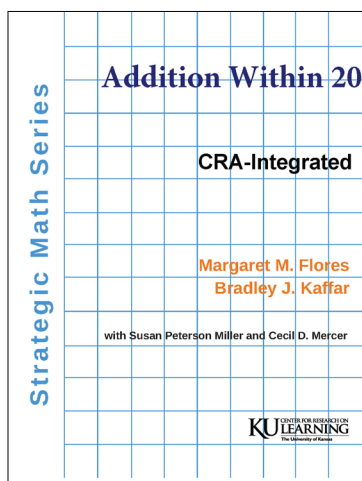
## CALENDAR

- **2020 Online PD**
  - [Curriculum Planning Tools: Course Organizer](#)- ESC Region 13, Austin, Texas
  - [Designing a K-12 Writing Curriculum](#) - ESC Region 13, Austin, Texas
- **Aug. 31, 2020 - 9:30-10:30 am CST & Sept. 10, 2020 - 12:30-1:30 pm CST**
  - [Q&A with the SIM Professional Development Team](#)

**We're here to support you this school year**

KU-CRL  
SIM Professional Development  
1122 W. Campus Rd. - JRP Rm.708  
Lawrence, KS 66045  
[simpd@ku.edu](mailto:simpd@ku.edu)

## NEW PRODUCTS AND TOOLS



### ADDITION WITHIN 20

Bradley M. Kaffar & Margaret J. Flores  
(available in PDF or hardcopy)

This strategy is for students who may have memorized some addition facts, but are not fluent in addition facts with sums between 10 and 20, do not show an understanding of addition and its relation to subtraction, or have enough number knowledge or flexibility to solve unknown addition problems.

[Read more](#)

## TECHNOLOGY-ENHANCED SIM LEARNING STRATEGY INSTRUCTIONAL DELIVERY

Will you be instructing with Learning Strategies this fall in an online teaching and learning environment? In a blend of face-to-face and online instruction? In the traditional classroom with students using computers? If so, we hope the resources on the following pages will help with your instruction. (cont. p.2)

## DIGITAL COPIES OF MATERIALS AVAILABLE IN THE KUCRL ONLINE STORE



[Click here for links to printable order forms](#)

# TECHNOLOGY-ENHANCED SIM LEARNING STRATEGY INSTRUCTIONAL DELIVERY

(cont. from p.1)

Instructing with SIM Learning Strategies this fall will look different than in the past. At the CRL, we wish to support teachers in their transition to instructing LS in varied teaching and learning environments (e.g., remote, virtual, in-person with social distancing). In the future, even when typical classroom instruction resumes, teachers may continue to enhance their LS instruction with technology; thus, we hope this resource will have ongoing relevance.

The table below, Technology Tools Per Stage of Instruction, has been organized around the eight Stages of Instruction incorporated in SIM Learning Strategies. It was developed in collaboration with more than thirty SIM Professional Developers, calling upon their experiences with a wide-range of technology tools. The Stages of Instruction are similar to the instructional sequence within explicit instruction. The interaction between the teacher and students for some stages is similar, given the purpose of the stage, allowing us to combine stages on the table below. For example, the procedures for Stage 1 Pre-test and Make Commitments and Stage 7 Post-test and Make Commitments will require similar technology, so ideas for technology tools are provided in one row.

There is a large volume of incredibly useful technology tools available to educators today. Therefore, quality over quantity is key, especially for systematic use of technology tools. We want to focus on technology tools that support instruction of content more than tools that are designed primarily for practice drills or memorization of facts. Additionally, when possible, it is important to select technology tools that can be used routinely (i.e., during LS-focused instruction and other types of instruction, and by several teachers with the same group of students). Thus, teachers will want to select high-utility tools that are generalizable across different settings. Another factor is to select tools that allow for high-touch, which means the technology promotes the ability to communicate often with students to address a lack of connection teachers and students experience during remote teaching and learning. Finally, considerations for digital equity are paramount. Thus, we've organized technology suggestions by low-tech, mid-tech, and high-tech

[Read More and view the full table online](#)

Eight Stages of Instruction	
Stage 1: Pre-test and Make Commitments	
Stage 2: Describe	
Stage 3: Model	
Stage 4: Verbal Practice	
Stage 5: Controlled Practice with Feedback	
Stage 6: Advanced Practice with Feedback	
Stage 7: Post-test and Make Commitments	
Stage 8: Generalization	

Technology Tools Per Stage of Instruction

What does it look like?	What tools can I use?	Why is it important?
<b>Stage 1: Pretest &amp; Make Commitments</b> <ul style="list-style-type: none"><li>Aligns with selected and critical skills or content of the lesson or unit</li><li>Incorporates various levels of difficulty</li><li>Should be brief and may serve as a discussion prompt to gain buy in</li></ul> <b>Stage 7: Post-test &amp; Make Commitments</b> <ul style="list-style-type: none"><li>Assign task to confirm mastery (mirrors pre-test)</li><li>Celebrate mastery</li><li>Discuss achievement and attribution for success</li><li>Prompt increasing student responsibility</li><li>Prompt commitment to generalize</li></ul>	<b>Low-tech:</b> <ul style="list-style-type: none"><li>Mail pretest to home and student mails it back</li><li>Phone call for conferencing on results and make commitments</li><li>Scheduled dates for car-line pick up/drop off of materials for students</li></ul> <b>Mid-tech:</b> <ul style="list-style-type: none"><li>Email exchange of pretest</li><li>Phone call or video-conference to discuss results and make commitments</li></ul> <b>High-tech:</b> <ul style="list-style-type: none"><li><a href="#">Google Forms</a> to complete the pretest/posttest</li><li>Video-conference to discuss results and make commitments</li></ul>	Teachers and students who know current performance levels learn important information.  Allows for students to set realistic learning goals  Celebrate mastery  Build a rationale for learning the strategy or generalization the strategy

# RESEARCH CORNER

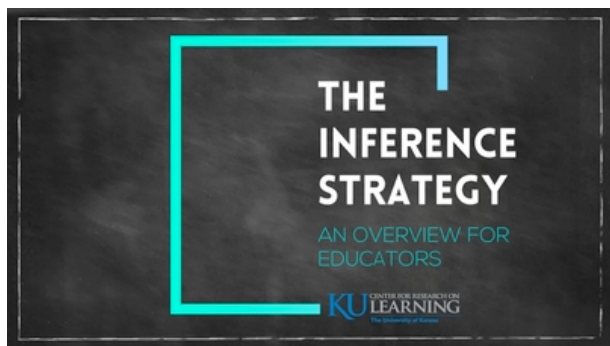
## GRANT WILL SUPPORT ONLINE TOOL THAT HELPS STUDENTS GRASP SCIENCE CONCEPTS (CORGI)



Researchers at KUCRL and CAST, a nonprofit and founders of the universal design for learning framework, have won a grant to improve a tool (CORGI) that has proven effective at helping students, especially those with disabilities, grasp science concepts by making it more teacher-friendly and sustainable to use in classrooms. [Read more](#)

## COMING SOON

### *Inference Strategy Online PD Module & Free Paraphrasing Online PD Module*

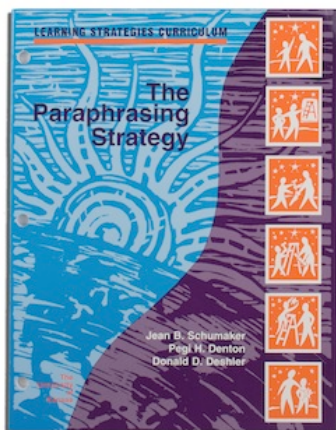


KUCRL is currently working on online PD Modules for both the Inference Strategy and the Paraphrasing Strategy and hopes to release them soon.

The Inference Strategy online module will be available in its completed format online in Google Classroom. Educators will be able to purchase the online professional development, materials, and online resources to deliver instruction as part of a package.

The Paraphrasing Strategy online module will be released in a draft format on Canvas for free testing to educators.

[Click here to be notified when these become available.](#)



# SIM CALENDAR for Educators

- 2020 Online PD

Curriculum Planning Tools: Course Organizer- ESC  
Region 13, Austin, Texas

Designing a K-12 Writing Curriculum - ESC Region  
13, Austin, Texas

- **Aug. 31, 2020 - 9:30-10:30 am CST**

## Q&A with the SIM Professional Development Team

- Sept. 10, 2020 - 12:30-1:30 pm CST

## Q&A with the SIM Professional Development Team

For a complete list of SIM events, visit <https://sim.ku.edu/sim-events>  
This list is updated periodically as SIM Professional Developers around the country contact us about more sessions.

Are you interested in earning  
SIM Micro-credentials for the Learning  
Strategies and Content Enhancement Routines  
that you implement?

Visit:

<http://sim.ku.edu/microcredentials>

to get started.



*Xtreme Reading* is a spiral curriculum that includes instruction in eight foundational reading and motivation strategies across a single school year. It entails explicit instruction in each strategy: guided practice, meaningful feedback, and independent practice in generalizing and combining strategies within and outside school.

*Xtreme Reading* is appropriate for students who exhibit:

- Poor reading fluency,
- Small sight vocabularies,
- Limited understanding of words and multiple word meanings,
- Limited background and conceptual knowledge,
- Few skills in using strategies that enhance understanding and remembering of oral and written language.

[LEARN MORE](#)



The University of Kansas  
Center for Research on Learning  
Joseph R. Pearson Hall  
1122 West Campus Road  
Lawrence, KS 66045-3101  
Order Desk: 785.864.4780  
Fax: 785.864.5728  
E-mail: [simpdpd@ku.edu](mailto:simpdpd@ku.edu)

Contributors:  
Peony Allen  
Mona Tipton  
Jocelyn Washburn

The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of the Office of Institutional Opportunity and Access, [IOA@ku.edu](mailto:IOA@ku.edu), 1246 W. Campus Road, Room 153A, Lawrence, KS 66045, 785.864.6414, 711 TTY.