



# StrateNotes

The University of Kansas Center for Research on Learning • March 2005 • Volume 13, Issue 6

## Calendar

### May 31-June 4, 2005

Teaching Content to All: Effective College Teaching  
Lawrence, Kan.

### June 13-17, 2005

Strategic Instruction Model Institute Writing Strategies  
Lawrence, Kan.

### June 13-17, 2005

Potential Professional Developers Institute for Learning Strategies  
St. Louis, Mo.  
Contact: Mary Ellen O'Hare, mohare@ssd.k12.mo.us

### June 20-24, 2005

Potential SIM Professional Developers Institutes for Learning Strategies and Content Enhancement  
Lawrence, Kan.

### June 21-24, 2005

SIM Reading and Writing Strategies (Formerly SIM Level 1)  
Lawrence, Kan.

### June 21-24, 2005

More SIM Strategies (Formerly SIM Level 2)  
Lawrence, Kan.

### June 23-25, 2005

Cal-SIM  
Bakersfield, Calif.  
Contact: Tony Van Reusen, avanreusen@csu.bakersfield.edu, or Cindy Hurley, churley@ptloma.edu

### June 27-30, 2005

SIM Institute: Introduction to Content Enhancement Level 1  
Lawrence, Kan.

(More calendar on page 2)

## In this issue

# Responding to requests for research on SIM, new PD materials, & news

### Center for Research on Learning Staff

In part because of the current emphasis on scientifically based instruction, education officials increasingly want to see the research behind the programs used in their classrooms. In March, you received "*Teaching Adolescents to be Strategic Learners*," by Jean Schumaker and Don Deshler, as one of this year's *StratePubs*. **This article is extremely significant and appropriate for responding to requests for Strategic Instruction Model research.** It describes

- CRL's focused effort to conceptualize, design, and validate a set of intervention procedures for adolescents with disabilities and
- the *Learning Strategies Curriculum* and instructional methodology that have emerged as a result of this research.

Among the important findings reported in the article are the following:

- The eight-stage instructional methodology designed to promote the acquisition and generalization of task-specific learning strategies has been shown to be a highly effective instructional system in terms of enabling students with disabilities to master different learning strategies.
- Research on the components of the *Learning Strategies Curriculum* has involved a total of more than 550 students. Of these, 197 students had disabilities, which means that the studies have demonstrated, with 197 replications, that students with disabilities can successfully master a task-specific strategy from the *Learning Strategies Curriculum* when the instructional methodology is implemented with fidelity.
- These replications, which involved a number of schools, teachers, students, and researchers, suggest that the design of the strategies and the accompanying instructional methodology are robust and can be effective with a broad array of students and settings.

- The research presents strong evidence that students with disabilities can generalize their use of a learning strategy across different types of instructional tasks.
- The research provides evidence that students who use the strategies in their general education classes can earn higher grades in those classes.

### **Theme Writing materials**

This issue of *Stratenotes* includes four new pages for the *Theme Writing* professional development packet. **Patty Graner**, SIM Professional Developer, created these materials as part of a presentation she gave recently.

- *The Theme Writing Strategy Pretest Directions* (see page 3) specifies pretest instructions for students.
- *Steps of the Fundamentals in Theme Writing Strategy* (see page 4) explains what each step requires of students.
- *Comparing Parts of Themes and Paragraphs* (see page 5) depicts the similarities between elements in paragraphs and themes.
- *Paragraph Requirements for the Fundamentals in Theme Writing* (see page 6) is a checklist of items required for each paragraph in a theme.

### **PD survey**

You will be receiving a letter from Don Deshler soon asking you to complete a short questionnaire that will help us profile the expertise and interests of the SIM Network. CRL is in the process of developing new approaches to nationwide dissemination of materials and methods. With the current national adolescent literacy initiative, we expect demand to increase and must be prepared to meet this demand. Don and everyone here hope you will complete the questionnaire and return it to CRL as we plan for this very important work. A copy of the questionnaire will be available to download

### More calendar

#### July 11-15, 2005

Potential Professional Developers  
Institute for Learning Strategies  
Minnesota

Contact: Shari Schindele,  
sharischindele@earthlink.net

#### July 18-19, 2005

SIM Preconference  
SpringHill Suites, Lawrence, Kan.

#### July 20-22, 2005

International SIM Conference  
SpringHill Suites, Lawrence, Kan.  
Contact: Janet Roth, Mona Katz, or  
Joyce Stevens, crl@ku.edu

#### July 25-28, 2005

SIM Institute: More Content  
Enhancement Level 2  
Lawrence, Kan.

#### August 11-13, 2005

Instructional Coaching Institute  
Lawrence, Kan.

#### October 12-15, 2005

Instructional Coaching Institute  
Lawrence, Kan.

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Contributors:  
Donald D. Deshler  
Jean B. Schumaker  
B. Keith Lenz  
Jim Knight  
Janet B. Roth

Editor:  
Julie Tollefson

Graphic Designer:  
David Gnojek

The University of Kansas  
Center for Research on Learning  
Joseph R. Pearson Hall  
1122 West Campus Road, Room 521  
Lawrence, KS 66045-3101  
Main Office: 785.864.4780  
Order Desk: 785.864.0617  
Fax: 785.864.5728  
E-mail: crl@ku.edu

on SIMville. If you would prefer, you may complete the downloaded version and e-mail your answers to Janet Roth, jroth@ku.edu.

### Florida honors outstanding PD

Congratulations to SIM Professional Developer **Glenda Delmar**, Florida's 2005 Jane Langenbach Award winner. Glenda received the award during the annual Florida SIM Professional Developers Meeting. The award recognizes outstanding performance as a professional developer. It was established in memory of Jane, who was one of the original strategies professional developers in Florida. Pictured are Glenda, right, and SIM PD **Marty Beech**. Thanks to **Julie Drewes**, SIM PD, for sharing the photo.



### Potential PD institute participants

The following individuals attended the Potential Content Enhancement Professional Development Institute in June 2004 in Saskatoon, Saskatchewan:

Marilyn Allen, Deb Bidulka, Beth de Carle, Shirley Dowie, Fern Fischer, Evonne Garnett, Tracy Gottselig, Leanne Griffin, Patricia Jamison, Duane Johnson, Colleen Konecni, Margaret Marcoux, Brent Okrainetz, Colleen Olson, Donna Schindel, Wanda Spooner, Elaine Stakiw, and Holly Stasiuk.

### Other news

- Former Assistant Secretary of Education **Robert Pasternack** visited CRL on March 31. In addition to spending time with CRL staff and students, Dr. Pasternack gave an open presentation and answered questions about recent education initiatives.
- The February 28 issue of U.S. News & World Report ran an interview with

**Don Deshler** about things parents can do to help their children learn to read. Among Don's suggestions: Be a good model, engage the family in a conversation about ideas in something you've read, and fill your home with interesting reading materials. Don also addressed signs that indicate a teenage may have a problem with text and the issue of how involved parents should be. Download a copy of the interview from SIMville, [www.kucrl.org/trainers/articles](http://www.kucrl.org/trainers/articles).

### 2005 conference opportunities

- Do you have SIM implementation successes you would be willing to share during the 2005 International SIM Conference? We are still recruiting individuals to participate in the poster session, and we have a few spaces left for kaleidoscope presentations, too.
- See pages 7 and 8 for information about a new preconference workshop added to the schedule for summer.
- If you haven't made your reservations for the summer conference, now is the time to do so. We expect hotel space to fill quickly because of the large number of events scheduled in July in Lawrence.

Complete conference information, including registration forms to download, is available on our web site, [www.kucrl.org/conference](http://www.kucrl.org/conference).

# THE THEME-WRITING STRATEGY

## PRETEST DIRECTIONS

1. Select a topic from the Topic List.
2. Make notes about your topic on one (1) sheet of paper.
3. Organize your ideas on the TOWER Diagram.
4. Write a 5 Paragraph Theme about your selected topic on the remaining sheets of paper.
  - a. Use your notes and diagram to help you write your 5 Paragraph Theme.
  - b. Use all of the writing strategies that you know when you write.
5. Raise your hand to ask questions.

# STEPS OF THE FUNDAMENTALS IN THEME WRITING STRATEGY

**T HINK** requires students to:

- *think about what they know about a topic*
- *conduct research to gather additional information*

**O RGANIZE IDEAS** requires students to:

- *organize the information on a Theme Writing Diagram*

**W RITE A DRAFT** requires students to:

- *use structure that includes an introduction, body, and conclusion*
- *write their draft connecting the paragraphs with appropriate transitions*

**E XAMINE THE PARTS AND MEANING**  
requires students to:

- *check to ensure the theme meets all requirements*
- *check to ensure that all planned information is covered*

**R EFINE AND EDIT** requires students to:

- *edit the theme*
- *create a polished draft*

# COMPARING PARTS OF PARAGRAPHS AND THEMES

## Parts of a Paragraph

- **Title**

- **Introduction**

Topic Sentence

- **Body**

Detail Sentences

- **Conclusion**

Clincher Sentence

## Parts of a Theme

- **Title**

- **Introduction**

Introductory Paragraph

- **Body**

Detail Paragraphs

- **Conclusion**

Concluding Paragraph

# PARAGRAPH REQUIREMENTS FOR FUNDAMENTALS IN THE THEME WRITING STRATEGY

## Introductory Paragraph

### Purpose of the Introductory Paragraph

- ☐ Grabs the reader's attention
- ☐ Makes the reader want to read more
- ☐ Provides a preview of the rest of the theme

### The Topic Sentence

- ☐ Names the Theme Topic
- ☐ Starts reader thinking about topic or grabs reader's attention
- ☐ Sometimes introduces the Introductory Option

### The Detail Sentences

- ☐ Cover the chosen Introductory Option
- ☐ Provide background information
- ☐ Preview the rest of the theme

### The Thesis Statement

- ☐ Includes the theme topic
- ☐ Names the subtopics
- ☐ Leads into the rest of the theme in a graceful way

## Detail Paragraphs

### The Topic/Transition Sentence

- ☐ Names the theme topic
- ☐ Names the subtopic
- ☐ Provides a connection between the new paragraph and the other paragraphs (transition word or phrase)
- ☐ Sometimes clues the reader about the details or names the details in the paragraph (Is a Clueing or Specific Topic Sentence)

### The Detail Sentences

- ☐ Cover the information under the subtopic
- ☐ Include transitions related to sequence (Lead-Off Sentences)
- ☐ Follow the specified order on the TOWER Diagram
- ☐ Represent a variety of sentence types

### Parts of a Detail Paragraph

Topic/Transition Sentence

Lead-Off Sentences

Follow-Up Sentences

## Concluding Paragraph

### Purpose of the Concluding Paragraph

- ☐ Closes the theme
- ☐ Reviews the information in the theme
- ☐ Makes the reader think more about the theme

### Concluding Transition Sentence

- ☐ Names the theme topic
- ☐ Tells the reader that the theme is ending (includes a Concluding Transition)
- ☐ Names or ties the subtopics together
- ☐ Sometimes introduces the Concluding Option

### Detail Sentences

- ☐ Cover information related to the Concluding Option
- ☐ Summarize content
- ☐ Review the main message

### The Clincher Sentence

- ☐ Is the last sentence in a theme
- ☐ Closes the theme
- ☐ Names the theme topic
- ☐ Summarizes the details in the Concluding Paragraph or states the main message of the theme

### Subtopics

Focus on a main idea related to the topic

Must relate to each other and the topic in a similar way



# Corrections & additions for StrateDirectory 2005

Please make the following additions and changes in the gold 2005 StrateDirectory that you recently received.

## Corrections

### *In the Alphabetical Listing*

- On page 27, **Victoria Morin's** e-mail address should be changed to vmorin@troy.edu.

### *In the Listing by State & City*

- On page 38, **Victoria Morin's** e-mail address should be changed to vmorin@troy.edu.

### *In the Details by State listing*

- On page page 60, **Victoria Morin** should be listed as a professor at Troy University, Dothan campus. Her e-mail address should be changed to vmorin@troy.edu.
- On page 60, **Mark Cooper** should be listed under an Arkansas heading rather than Arizona.
- On page 113, **Sue Land** should be listed as a CEPD—Certified Content Enhancement Professional Developer (not an apprentice).

## Additions

The following individuals were inadvertently left out of the directory. Their information should be added to the Alphabetical Listing (beginning on page 11), the Listing by State & City (beginning on page 38), and the Details by State (beginning on page 60).

### **Cundiff, Tishana**

(KY) (Prof. Dev.)

**Contact info:** **H:** 11181 KY 501 S., Liberty, KY 42539; 606-787-5324  
**W:** Casey County High School, 1841 E. KY 70, Liberty, KY 42539; 606-787-6151  
**Cert.:** CEPD LSPD  
**Prof. Cat.:** HST  
**Student pop:** LD, BD, TMR, ADD, At-Risk  
**Interventions:** ID, PP, LVS, SW, PW, TT, CO, UO, CR, FR, VLR, RE

### **Hill, Ellen**

(VA, Prof. Dev.)

Learning Disabilities Specialist

**Contact info:** **H:** 4137 Glendale Rd., Woodbridge, VA 22193; 703-670-7767  
**W:** 14051 Spriggs Rd., Woodbridge, VA 22193; 703-580-4000  
**Cert.:** LSPD  
**Prof. Cat.:** HST, SPT, InTn  
**Student pop:** ESL, LD, ADD, At-Risk, Adults  
**Interventions:** ID, FIRST, LVS, AC, ST, TT, SLANT, SCORE, FIT, UO, FR, SR, VLR, CM, RE, QE

## Preconference workshop added to schedule

Another preconference workshop has been added to the schedule for this summer's conference. The new workshop, Implementing SIM and the Content Literacy Continuum within the Context of School-Wide Literacy Efforts, will run from 12:30 p.m. to 4:30 p.m. on Monday, July 18. The cost is \$35. See details at right and registration form on page 8.

A complete schedule of preconference activities can be found on our web site, [www.kucrl.org/conference](http://www.kucrl.org/conference).

### **Implementing SIM and the Content Literacy Continuum within the Context of School-Wide Literacy Efforts**

*Luanne Todd and Bev Colombo*

This half-day workshop (12:30 p.m.-4:30 p.m. Monday, July 18) provides an opportunity for participants to learn more about how to assist schools in the school-wide change process. Because SIM Content Literacy Continuum (CLC) work often affects all of the systems within a school, understanding change theory and knowing how to guide schools through the change process can be critical to success. We will examine current research (from authors such as Garmston, Champion, DuFour, Killian,



and Bernhart) and explore the knowledge and tools needed for school-wide efforts. Participants will receive concrete tools and examples as well as a reading list for further study. This initial dialogue is appropriate for those who are interested in (or currently engaging in) school-wide implementation of SIM CLC.

**Registration for Preconference Workshop: Implementing SIM Content Literacy Continuum Within the Context of School-Wide Literacy Efforts** (12:30 p.m.-4:30 p.m. Monday, July 18, 2005 • Lawrence, Kansas)

Name: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Work Address: \_\_\_\_\_ City/State/ZIP: \_\_\_\_\_

Home Address: \_\_\_\_\_ City/State/ZIP: \_\_\_\_\_

Work Phone: (\_\_\_\_) \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_

Are you a certified SIM Professional Developer? ☐ Yes ☐ No

Emergency contact name and phone number: \_\_\_\_\_

**Cost: Early Bird: \$35 (After May 1: \$45)**

**Total Enclosed: \$** \_\_\_\_\_

☐ Check enclosed payable to "KU-CRL" *OR*

☐ Pay by Credit Card: \_\_\_\_\_ Mastercard \_\_\_\_\_ Visa  
 \_\_\_\_\_ Business Card \_\_\_\_\_ Personal Card

**Name on Card:** \_\_\_\_\_

**Expiration date:** \_\_\_\_\_

**Signature Authorization:** \_\_\_\_\_

Mail or fax completed registration to KU-CRL Attn: Preconference Workshop  
 Joseph R. Pearson Hall • 1122 W Campus Road, Room 517  
 Lawrence, KS 66045-3101 • Fax: 785-864-5728

**Cancellation Policy**

If you cannot attend the Preconference workshop for which you have registered, you must notify KU-CRL by July 1, 2005, to receive a full refund of your registration fee. Partial refunds may be made if your cancellation is received between July 1 and July 11, 2005. We will be unable to issue any refunds after July 11, 2005.

**ADDRESS SERVICE REQUESTED**

University of Kansas  
**STRATENOTES** Volume 13, Issue #6  
 CENTER FOR RESEARCH ON LEARNING  
 Institute for Effective Instruction  
 Joseph R. Pearson Hall  
 1122 West Campus Road, Room 521  
 Lawrence, Kansas 66045-3101

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