



Calendar

June 12-16, 2006

CE Potential Professional Developer Institute
El Paso, Texas
Contact: Lee Schwartz
(friedalee@aol.com)

June 12-16, 2006

LS Potential Professional Developer Institute
St. Louis, Mo.
Contact: Mary Ellen O'Hare (mohare@ssd.k12.mo.us)

June 20-22, 2006 and Jan. 11-12, 2007

LS Potential Professional Developer Institute
Austin, Texas
Contact: Candace Bixler
(candace.bixler@esc13.txed.net)

June 20-22, 2006 and Jan. 11-12, 2007

CE Potential Professional Developer Institute
Austin, Texas
Contact: Candace Bixler
(candace.bixler@esc13.txed.net)

June 22-24, 2006

CAL-SIM Update Conference
Sacramento, Calif.
Organizers: Peggy and Jeff Reyes
(jrpeg@comcast.net)

(More calendar on page 2)

SIM links to National Reading Panel Recommendations

By Michael F. Hock and Julie Tollefson
University of Kansas Center for Research on Learning

"The [National Reading Panel] has determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they've learned by reading aloud with guidance and feedback (guided oral reading fluency), and applying reading comprehension strategies to guide and improve reading comprehension."

National Institute of Child Health and Human Development Press Release, April 13, 2000

In the statement above, the National Reading Panel called for *balanced* reading instruction. The panel did not say teach only vocabulary or comprehension, nor did the panel state that all reading instruction must be phonics. What the panel clearly stated, after an extensive review of reading research, was that comprehensive reading programs and effective reading instruction includes instruction in multiple reading components. That is, when students received reading instruction in *all* the components found to be

effective in the panel's study, students significantly increased their reading proficiency. Other reading researchers support this balanced and comprehensive approach to reading instruction (e.g., Curtis, 2002; Pressley, 2002; Snow, 2002; Biancarosa & Snow, 2004; Kamil, 2003).

The Reading Component Framework shown in Figure 1 captures the specific reading components identified by the National Reading Panel and the subgroup study reports that reviewed research on each identified reading component (National Institute of Child Health and Human Development, 2000). In this figure, we have given vocabulary its own frame rather than combining it with comprehension (as the panel did in its report). We have chosen to represent vocabulary this way—a slight modification from the grouping provided by the panel—to reflect its importance in reading proficiency.

In this article, we use this framework to link each of the Strategic Instruction Model's reading strategies to specific reading components. We also discuss the relationship of SIM to the panel's report. Our purpose is to provide a valuable resource to support you in your SIM professional development work.

A Framework for the Components of Reading*

Alphabetics	Fluency	Vocabulary	Comprehension
<ul style="list-style-type: none"> • Phonemic Awareness • Phonics <ul style="list-style-type: none"> - Decoding - Word ID 	<ul style="list-style-type: none"> • Rate • Accuracy • Prosody 	<ul style="list-style-type: none"> • Receptive • Expressive • Reading 	<ul style="list-style-type: none"> • Text • Strategies • Technology

*Based upon information from the National Reading Panel, 2000; Adolescent Reading: A Synthesis of Research, Mary Curtis, 2002; Rand Reading Study Group, Catherine Snow, 2002.

Figure 1

More calendar

July 17-18, 2006

SIM Preconference
SpringHill Suites, Lawrence, Kan.

July 19-21, 2006

International SIM Conference
SpringHill Suites, Lawrence, Kan.
Organizer: Mona Katz (crl@ku.edu)

July 31-August 4, 2006

LS Potential Professional Developers
Institute
Lawrence, Kan.
Contact: Mona Katz (crl@ku.edu)

July 31-August 4, 2006

CE Potential Professional Developers
Institute
Lawrence, Kan.
Contact: Mona Katz (crl@ku.edu)

STRATENOTES is published eight times from September through May and once every summer by the University of Kansas Center for Research on Learning as part of Strateworks for the International Professional Development Network. Publication period 2005-2006; cost \$35.00. Permission to reproduce any or all parts of *Stratenotes* to support professional development activities is hereby given.

Contributors:
Donald D. Deshler
Jean B. Schumaker
Mike Hock
B. Keith Lenz
Jim Knight

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

Alphabetics

Alphabetics consists of two elements: phonemic awareness and phonics. Phonemic awareness is instruction that teaches children to manipulate sounds (phonemes) in spoken language and words and to recognize that oral language is related to text. Phonics is instruction in how to use letter-sound relationships to read words and how to manipulate letter sounds so that words can be decoded. Decoding and word recognition are intended outcomes of phonics instruction and are subsumed under the phonics frame since phonics instruction stresses the acquisition of letter-sound correspondences as they relate to reading text. Thus, phonics has as its primary outcome helping students acquire the skills to show how letters are linked to sounds and *how this skill can be applied to reading words*. The National Reading Panel found instruction in both phonemic awareness and phonics significantly improved the reading performance of children when compared to children who did not receive phonemic awareness instruction.

SIM's *Word Identification Strategy* addresses, in part, the alphabetics component identified in the panel's report. *Word ID* does not include instruction in phonemic awareness or systematic instruction in phonics; however, it does teach students to apply their knowledge of phonics, prefixes, suffixes, and basic syllabication to decode the multisyllabic words upper elementary and older students encounter. Clearly, *Word ID* is directly linked to phonemic awareness since the outcome of phonics instruction is the efficient recognition of words, not only knowledge of letter sounds. The relationship of word identification to phonemic awareness is captured by the quote below:

"It is important to recognize that the goals of phonics instruction are to provide children with

key knowledge and skills and to ensure that they know how to apply that knowledge in their reading and writing. Systematic phonics instruction is designed to increase accuracy in decoding and word recognition skills which in turn facilitate comprehension" (pp. 10-11, National Reading Panel Report).

The panel's report recognized and supported the important link between basic phonics and word recognition skills, affirming that word recognition is a legitimate extension of phonics instruction under the panel's alphabetics component. Thus, the panel recognizes and supports reading instruction in phonics *and* related skills in decoding and word recognition. The implication for our work as SIM Professional Developers is that we can confidently link *Word ID* to the phonemic awareness component identified and defined by the panel.

That said, KU-CRL acknowledges that the current edition of *Word ID* does not reflect some recent research on effective word recognition strategies, but we

SIM Reading Strategies

LINCS Vocabulary Strategy
(Ed Ellis, 2000)

Paraphrasing Strategy
(Jean Schumaker, Pegi Denton, and Don Deshler, 1984)

Self-Questioning Strategy
(Jean Schumaker, Don Deshler, Sue Nolan, and Gordon Alley, 1994)

Visual Imagery Strategy
(Jean Schumaker, Don Deshler, Alice Zemitzsch, and Michael Warner, 1993)

Word Identification Strategy
(Keith Lenz, Jean Schumaker, Don Deshler, and Victoria Beals, 1984)

Under Development

Bridging Strategy

(Irma Brasseur, Mike Hock,
Don Deshler, and Paula
Lancaster)

Embedded Vocabulary Strategy

(Irma Brasseur, Mike Hock,
and Don Deshler)

Infer Strategy

(Nannette Fritschmann,
Jean Schumaker,
and Don Deshler)

Mapping Strategy

(Monica Harris, Jean
Schumaker,
and Don Deshler)

Star Schools Project: MATRIX

(Marilyn Ault, Jan Bulgren,
Mike Hock, Jennifer
Holvoet, and Melanie
Bacon)

Prediction Strategy (Mike Hock and Don Deshler)

**Reading strategies/
routines series**
(Keith Lenz, Cathy Spriggs,
and Sue Woodruff)

Summarization Strategy
(Mike Hock, Don Deshler,
and Paula Lancaster)

are working to remedy that situation. For example, the first step of the strategy, “Discover the Context,” may not be a good first step. McCardle & Chhabra, (2004) found that reading is inefficient when readers first use context clues to help recognize unfamiliar words. In contrast, they believe good readers analyze how all of the letters in words form word parts that match up with the actual

pronunciation of the unknown words in question. Other researchers support this conclusion (e.g., Ehri & Saltmarsh, 1998; Stanovich, 1980).

Good readers, in other words, do not skip words and rely on context to identify unfamiliar words. With this concern in mind, KU-CRL researchers are revising *Word ID* and testing the revisions in a large national reading study.

The first step of *Word ID* now reads, “Discover the *sounds and* context.” Students are taught to first sound out the word or say the word parts they recognize. Then, students use context to confirm that the word they just pronounced makes sense in the context in which it was used. This minor, but important, change responds to the concerns raised about teaching students to use context before they have actually tried to identify and pronounce word parts in the unknown word. Because the research on this revision has not been completed and results have not been analyzed, the revised edition of the *Word Identification Strategy* is not yet ready for distribution. Look for more information as we complete our studies and report back to you in future issues of *Stratenotes* and at future conferences.

KU-CRL is developing other strategies that are related to the alphabetics component. One, the *Bridging Strategy*, includes an extensive fundamentals of phonics component that features explicit skill instruction in vowel sounds, consonant unit sounds, syllabication, word beginnings and endings, and instruction in word recognition strategies.

Fluency

Another key reading component identified by the National Reading Panel, reading fluency, has been embedded throughout the *Bridging Strategy*. Although instruction in accurate decoding and word recognition is key, the ability to do so with fluency and automaticity is critical. Fluency practice is included in the *Bridging Strategy* at both the word and passage levels. That is, students not only receive instruction in decoding and word recognition, they also practice those skills until they demonstrate accurate

and fluent oral reading. Students practice fluency through repeated reading of words and passages with their instructor and through partner feedback. Thus, the *Bridging Strategy* includes direct instruction in phonics, decoding, word recognition, and fluency. As with the revised version of *Word ID*, the *Bridging Strategy* is being tested in a random assignment study of high school students and is not yet available for general distribution.

Vocabulary

SIM's *LINCS Vocabulary Strategy* addresses the vocabulary component identified in the National Reading Panel report. *LINCS* teaches students to transform new vocabulary information in various ways so that they can learn and remember it.

Although the main focus of this article is to explore the links between SIM's learning strategies and the panel's report, we would be remiss if we did not note that some Content Enhancement Routines also support reading instruction. The *Concept Mastery Routine*, for example, is a rich platform for instruction in vocabulary related to key content area concepts. *Concept Mastery* directly supports instruction in content-related vocabulary, another SIM link to the panel's vocabulary component. Other CE routines, such as *Concept Comparison*, also can be thought of in this fashion.

Several new SIM strategies related to vocabulary are in development. These interventions include the *Mapping Strategy* and the *Embedded Vocabulary Strategy*, both of which are being tested in random assignment studies. A third intervention under development uses the *Concept Mastery Routine* as a basis for learning vocabulary. In this project, instruction is enhanced by mobile technology devices, such as personal digital assistants (PDAs) and iPods, which support independent practice and mastery of content vocabulary and track student progress through an electronic gaming format.

Comprehension

The link between the National Reading Panel's report and SIM reading

strategies is most transparent in the reading comprehension area. SIM's reading comprehension interventions are fairly extensive, consisting of the *Self-Questioning Strategy*, the *Visual Imagery Strategy*, and the *Paraphrasing Strategy*. We also are developing more reading strategies and researching their efficacy. These include the *Infer Strategy*, the *Summarization Strategy*, and the *Prediction Strategy* and an entire line of reading strategies/routines. We are testing all of these interventions, designed to improve reading comprehension, in a series of studies.

Conclusion

As this article has shown, SIM Professional Developers have at their disposal an array of reading interventions that are closely associated with the reading components found to be effective when teaching students how to read and comprehend text. The National Reading Panel identified five components: phonemic awareness, phonics instruction (decoding and word recognition), fluency,

comprehension of text, and vocabulary. The components work together; one component does not constitute a complete reading program, the panel said.

SIM offers interventions that support instruction in most of these areas: *Word ID* is directly linked to phonemic awareness through its relationship to the phonics instruction subcomponents of decoding and word recognition. *LINCS* falls within the vocabulary component, and SIM's multiple reading comprehension strategies fit in the comprehension component.

As our understanding of the reading instruction needs of adolescents continues to grow, our research and development will provide even stronger links and support for all of the components identified by the National Reading Panel.

References

Biancarosa, G., & Snow, C.E. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Washington, DC: Alliance for Excellent Education.

Curtis, M.B. (2002). *Adolescent reading: A synthesis of research*. The Center for Special Education. Boston: Lesley College.

Ehri, L., & Saltmarsh, J. (1985). Movement into reading: Is the first stage of printed word learning visual or phonetic? *Reading Research Quarterly*, 20, 163-179.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

Pressley, M. (2002). *Reading instruction that works: The case for balanced teaching, 2nd edition*. New York: Guilford.

Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND.

Stanovich, K.E. (1980). Toward an interactive compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16, 32-71.

Elizabeth B. Moje, our keynote speaker for the 2006 International SIM Conference, specializes in urban youth culture and youth literacy, content area/disciplinary literacy, and qualitative research methodology.

Her keynote address, *Adolescent Literacy In and Out of School*, will describe the results of research being done across four different adolescent literacy projects, with a focus on a project titled, "An Examination of Social and Cultural Influences on Adolescent Literacy Development." In this project, Moje and her team study the development of literate motivations, skills, and practices across multiple contexts that adolescents encounter everyday. They focus on how peers, families, and teachers mediate youth reading and writing choices and skills, while also examining how ethnic/racial, gender, and cultural identities both shape and are shaped by what, when,

and how youth choose to read and write. Moje will describe the study's process, report some of the major findings, and then describe professional development efforts linked to this work.

In a follow-up workshop, *Enhancing Content Area Literacy and Learning in Secondary Schools*, Moje will pick up the threads she began to weave in her keynote address by engaging participants in some of the professional development activities that she has experimented with in Detroit Public Schools. Specifically, these activities revolve around teachers and administrators working with actual

student reading and writing data collected in Moje's project to examine trends in students' responses and to develop strategies for enhancing students' work with texts across content areas. The reading activities will cross four academic content areas (English language arts, mathematics, science, and social studies), and the writing activities will focus only on science and social studies texts.

Moje's publications include the 2000 book *All the Stories We Have: Adolescents' Insights on Literacy and Learning in Secondary School*, published by the International Reading Association. She was co-editor of 2001's *Constructions of Literacy: Studies of Literacy Teaching and Learning In and Out of Secondary Schools*, published by Lawrence Erlbaum Associates, and the forthcoming *Identity, Agency, and Power: New Directions in Sociocultural Research on Literacy*, also from Lawrence Erlbaum.



ALERT: Preconference Schedule Changes

We have made several changes to the preconference schedule. Listed below are descriptions of the sessions and a new schedule appears on page 6.

NEW!

Registration forms are available on www.kucrl.org/conference.

Building Proficiency in Content Enhancement with GIST: The Basics

Keith Lenz, Trent Steffen, Peter Lenz, Aaron Sumner, and Brad Nelson

This full-day workshop will explore the integration of many current and new content enhancement devices using GIST, formerly known as the Interactive Organizer software. We will review the relationships among different content enhancement devices and then use GIST to link courses, units, and lessons with other instructional materials and Internet links as part of the planning and presentation process. Participants will learn to use the online CE Library, which contains hundreds of completed CE devices and to create user groups for managing collaborative development of devices. A full day of guided technical training, one-on-one support, and development practice will be provided in a computer lab. The workshop fee includes the GIST software, user guide, and examples.

Using GIST as a Tool in Presentations: Advanced

TBA

This advanced GIST workshop is designed for professional developers who already have some working knowledge of the GIST software. The workshop will cover the same topics as the basic workshop, but will be more detailed. This workshop will provide more in-depth exploration of how to use GIST in presentations and in working with teachers.

A full day of guided technical training, one-on-one support, and development practice will be provided in a computer lab. The workshop fee includes the GIST software, user guide, and examples.

Partnership Communication

Sue Woodruff

Communication is inherently a partnership activity, with both parties trying to construct meaning together. For that reason, a central part of the Instructional Coaching institutes held at KU-CRL is a discussion of several partnership communication skills. This presentation offers an overview of several partnership practices related to listening, promoting a language of ongoing regard, building emotional connections, avoiding difficult conversations, and recognizing communication barriers within ourselves. The presentation is intended to enhance the way participants communicate with all of the people in their lives

Making Professional Development Fun and Thought Provoking Using Video Clips

Sue Woodruff

This half-day workshop is designed to share the “how-tos” of using video when developing presentations. Sue will share lessons learned when using video, and participants will have the opportunity to learn how to find, record, and embed clips in PowerPoint and GIST. Participants are encouraged to bring their laptop computers because part of the session will be devoted to hands-on practice. If you are preparing a presentation, bring it along so that you can plan how and when to use a clip that will serve as a thinking device for your participants. Part of this workshop will include sharing ideas, and part of the workshop will be a “hands-on” experience. **Please bring a laptop computer to the session, if possible.**

Makes Sense Strategies

Ed Ellis

Dr. Ed Ellis, one of the teachers in the original learning strategies resource room at Lawrence High School and author of several strategies and routines, will present a new CD that contains a set of tools for teachers to use to present content information and teach skills. Literally hundreds of graphic devices are contained on the CD along with examples of their use in a variety of subject areas. These devices can be used in conjunction with several of the Content Enhancement Routines, or teachers can invent their own routines. Participants will learn how to use the CD, fill in the graphic devices, use implementation resources on the CD, learn about the research that has been conducted, and discuss how to incorporate instruction about the CD in their professional development sessions. **Please bring a laptop computer to the session, if possible.**

C-BAM: Digging Deeper

Barbara Ehren and Patty Graner

This session will provide participants more practice and deeper understanding of C-BAM. Participants in this session will learn how to:

- Gauge the Stages of Concern without the SOC questionnaire
- Ascribe Levels of Use reliably
- Integrate the process into professional development
- Differentiate professional development based on C-BAM.

(Continued on back page)

• *Strategies/Notes • Volume 14, No. 6 • March 2006 •*

Behavior Coaching

Tricia McKale & Jim Knight

In the past year, instructional coaches on KU-CRL's Pathways to Success project have learned and implemented new practices designed to improve classroom management. This presentation offers an overview of the methods that have been developed through the collaborative effort of Randy Sprick (Safe and Civil Schools), Tricia McKale (KU-CRL), Wendy Reinke (Johns Hopkins), and Jim Knight (KU-CRL). Among the topics to be discussed are methods instructional coaches can use to help teachers teach behavioral expectations, increase time on task, increase opportunities to respond, and decrease disruptions. Participants will receive several professional learning tools and learn how to use those tools in the coaching relationship.

Preconference schedule

Monday, July 17

8:30 a.m.-4 p.m.

- Building Proficiency in Content Enhancement with GIST: The Basics
- Using GIST as a Tool in Presentations: Advanced

8:30 a.m.-11:30 a.m.

- Partnership Communication

12:30 p.m.-4:30 p.m.

- Making Professional Development Fun and Thought Provoking Using Video Clips

Tuesday, July 18

8:30 a.m.-4 p.m.

- Makes Sense Strategies
- Behavior Coaching

12:30 p.m.-4:30 p.m.

- C-BAM: Digging Deeper



ADDRESS SERVICE REQUESTED

University of Kansas
STRATENOTES Volume 14, 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

Presorted First Class
 U.S. Postage
 PAID
 Lawrence, KS
 Permit #65