

Stratenotes

The University of Kansas Center for Research on Learning • July 2018

Special Edition

2018 LEARNING CONFERENCE

*What Research & Practice say about
Leading, Learning, & Teaching*

This year's conference addresses your most requested topics: Social Emotional Learning, Teaching Content to Diverse Learners, Tech to Improve Instruction, Adolescent Literacy and more.

In this **Special Edition** of Stratenotes, we feature the newest additions to the SIM Curricula: The *Teaching Decision-Making Routine*, Strategic Math Series - *Multiplication With Regrouping: Partial Products* and *Multiplication With Regrouping: Standard Algorithm*, and the capstone to the Theme Writing Series – *Narrative Writing*.

Three will be featured at the 2018 conference. You will be eligible to earn professional learning credentials by participating in these conference sessions:

[Learn About a New Strategic Math Series Manual: Teaching Multiplication Using Partial Products.](#)

Presenters: Margaret Flores, Jessica Milton, Bradley Kaffar
Tuesday, July 17 1:15-2:30

[Introducing the Decision-Making Routine \(A New Higher Order Reasoning Content Enhancement Routine\)](#)

Presenter: Janis Bulgren
Wednesday, July 18 - 2:30-3:45

[Narrative Theme Writing](#)

Presenter: Jean Schumaker
Thursday, July 19 - 9:45-11:00

Conference Schedule At-a-Glance

Tuesday, July 17, 2018

7:30 AM - 8:00 AM | Registration
8:00 AM - 9:00 AM | Welcome & Awards
9:00 AM - 10:45 AM | Keynote Panel
11:00 AM -12:00 PM | Keynote Panel
Follow-up Sessions
12:00 PM - 1:15 PM | Lunch on your own
1:15 PM - 2:30 PM | Concurrent & Panel Sessions
2:45 PM - 4:00 PM | Concurrent & Panel Sessions
4:15 PM - 5:00 PM | SIM Certificate Ceremony & Social

Wednesday, July 18, 2018

8:00 AM - 9:30 AM | Keynote: Doug Fisher
9:45 AM -10:45 AM | Concurrent Sessions
11:00 AM-12:00 PM | Concurrent Sessions
12:00 PM - 1:00 PM | Lunch on your own
1:15 PM - 2:15 PM | Concurrent Sessions
2:30 PM - 3:45 PM | Concurrent Sessions
4:00 PM - 5:00 PM | Poster Session

Thursday, July 19, 2018

8:15 AM -9:30 AM | Kaleidoscope Sessions
9:45 AM - 11:00 AM | Concurrent Sessions
11:15 AM - 12:30 PM | Concurrent Sessions

Full Conference Schedule and Topics:
<https://kucrl.ku.edu/kucrl-learning-conference>

Conference Registration

<https://kucrl.ku.edu/registration>

SIM Website

sim.ku.edu

NEW!

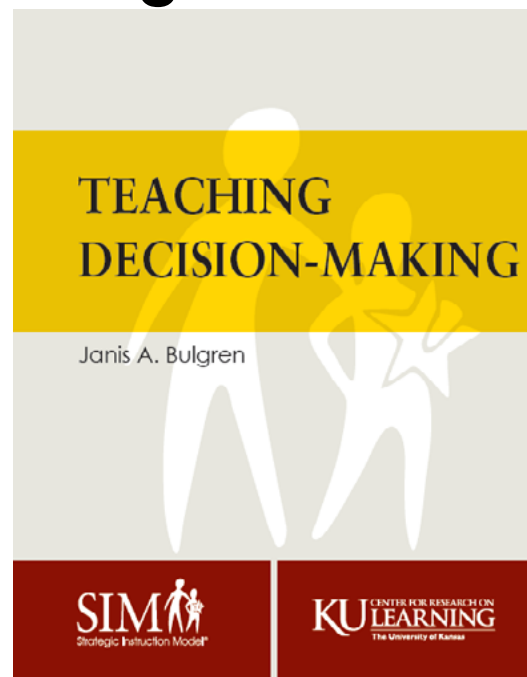
Teaching Decision-Making Routine

Bulgren, J.
KUCRL

How many decisions did you make today? What to have for lunch: Pizza or a burger? Stay up late and get the work done or put it off until tomorrow morning? Which job: Job offer A or job offer B? How did you make those decisions? A coin toss or deeper thinking and reasoning?

If you had pizza for lunch today, that was probably your tummy talking. Even if you decided to have pizza today, you can always get a burger tomorrow. But if you are considering two different jobs, a coin toss is probably not the best choice. In making a decision about a job, you may need to consider higher or lower salaries, moving to a new city or staying where you are, opportunities for advancement or opportunities to work with people who have the same interests – and on and on. These are examples of everyday issues or life choices – decision-making. However, similar types of thinking and reasoning are required in our schools today and emphasized in national, state and district standards. They are often referred to as a need for critical thinking or problem solving. For example, in social studies, students may be asked to consider whether to impose term limits on members of Congress or not. In science, students may be asked to consider issues such as banning chemical pesticides or not.

Embedded within larger terms such as critical thinking, reasoning or problem-solving that are often used to describe decision-making are other more specific forms of thinking and reasoning. For example, whether they are applied in your school or not, the Common Core State Standards are based upon expert content standards, and they indicate that students be able to set out a problem, establish multiple points of view, analyze, compare, and judge. The Next Generation Science Standards emphasize the importance of reasoning, finding possible solutions to a problem, comparing and contrasting, making choices, and constructing explanations. These are reasoning skills required in decision making, and teachers can help students respond to these standards and demands with *Teaching Decision-Making*.



The *Teaching Decision-Making* routine can help teachers to instruct and guide students in the procedures to make good choices when faced with two or more options in responding to an important issue. Arriving at a choice can be guided by steps of reasoning about an issue, its options, reasons for each, weighing or ranking those reasons, and coming to a decision. An organizational guide and strategic steps in the *Teaching Decision-Making* manual support this thinking and reasoning.

The manual provides teachers and students with research-based procedures and tools that will enable them to think critically and meet educational standards. These include:

- Graphic devices (the Decision-Making Guides),
- Embedded strategic steps (the Decision-Making Strategy),
- Instructional procedures (the Decision-Making Routine), and
- Instructional support materials.

Supporting Research

Research on the *Decision-Making Routine* included a study involving almost 200 students enrolled in seventh- and eighth-grade social studies and science classes. Participating students represented those identified as having learning disabilities, those who were low achieving, average achieving, and high

achieving. Findings from the study indicated that students in the experimental group significantly outperformed students in the control group overall on ability to engage in making a decision on an unencountered content-area issue. Furthermore, students in the experimental group were better able to:

- learn the steps of the embedded cognitive strategy designed to engage them in decision-making, and
- apply the steps to analyze a decision-making challenge.

Two other findings are of interest. First, a correlation was found between knowledge of the strategy steps and the ability to analyze a decision-making challenge. Second, when students took quality notes, they were better able to analyze a decision-making relationship than those who did not.

Join us at the 2018 KUCRL Conference to learn this Routine, and check the CRL Store to purchase this new Content Enhancement Routine! www.shop.kucrl.ku.edu

NEW Strategic Math Series Manuals: *Multiplication with Regrouping: Using Partial Products* *Multiplication with Regrouping: Standard Algorithm*

Schafer, J.
KUCRL

Multiplying two-digit numbers can be intimidating, especially if the numbers are large. All that regrouping can be confusing. Which number goes where? And better yet, why?

Help students master multiplication with regrouping using the two latest books from KUCRL: *Multiplication With Regrouping: Partial Products* and *Multiplication With Regrouping: Standard Algorithm*. Based on the concrete – representational – abstract (CRA) teaching sequence from the Strategic Math Series, both books apply the same procedures to multiplication with regrouping. The *Partial Products* book shows students how to break numbers into parts, multiply those parts, and then add the partial products to find the final product. The *Standard Algorithm* book shows students the shortened way to multiply and regroup. Either way, students not only master multiplication, but come to understand exactly what they are doing and why.

Both manuals contain 18 lessons with step-by-step instructions for teaching students how to multiply numbers containing two digits (e.g., 36×24). The manuals present multiplication problems using simple word problems, emphasizing problem-solving and mathematical thinking as well as computation. Instruction begins with the *concrete phase*, where students use base ten blocks to solve the multiplication problems. Next, in the *representational*



phase, students use drawings (i.e., squares, lines, and tallies) to solve the multiplication problems. And finally, in the *abstract phase*, students solve the problems without blocks or drawings. Along the way, students acquire special mnemonics to help them remember the process. Additionally, students obtain practice in solving word problems that involve multiplication, addition, and subtraction.

Researched and written by Margaret Flores and Bradley Kaffar, both manuals are available either as an electronic PDF or a spiral-bound printed copy (\$30 for PDF; \$36 for printed copy). Both formats contain progress charts, place value mats, student learning sheets, and ideas for dice games to promote maintenance. Join us at the 2018 KUCRL Conference to learn this strategy, and check the CRL Store to purchase! www.shop.kucrl.ku.edu

NEW! The Proficiency in Theme Writing Strategy: Narrative Writing

Schumaker, J. B.
Edge Enterprises, Inc.

All kinds of stories make our lives interesting. We read short stories and novels, and we watch TV shows and movies based on stories. There are nonfiction stories, like personal stories, biographies, autobiographies, historical stories, and journalistic stories. There are also fiction stories, some based on research and some just imaginative tales. At the heart of all the best stories is a structure that makes each story grab our interest and keep us glued to the content until the very end. This structure provides a foundation that enables students to learn to write all the types of stories. It is also the foundation for the new *Proficiency in Theme Writing: Narrative Writing* program (Schumaker, 2018).

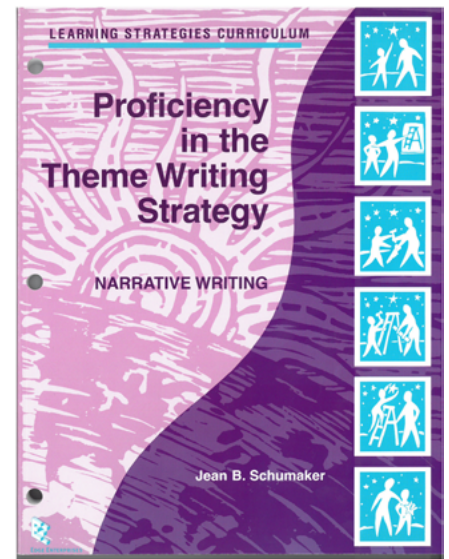
Basic Structure of the Narrative Writing Program

The basic structure that provides the foundation for the new *Narrative Writing Program* involves several elements. First, the introduction includes a description of the characters and setting for the story. It also includes beginning events that grab the readers' interest and start the story. Next, the rising action involves events that introduce a problem or a conflict and that build suspense. This suspense makes the reader wonder whether the main character(s) can solve the problem. At some point in the story, a crisis arises that makes the main character(s) decide to act to solve the problem. This forms the climax of the story. Next,

through a series of falling-action events, the main character(s) solve the problem. Finally, the conclusion of the story shows what happens after the problem has been solved. Obviously, stories can be more complex than this basic structure. They can include several characters who each have their own plot lines and go through all the parts of a story, and there can be flashbacks and plot twists. Nevertheless, this basic structure is the structure that is taught initially in the *Narrative Writing Program*; enrichment instruction can follow once students have learned to create the basic structure. Thus, at the beginning of the *Narrative Writing Program*, students are taught this basic structure for stories and the vocabulary associated with the various parts of the structure.

Preparing for Analysis

Next, the students and the teacher discuss and analyze several stories and complete a Story Analysis Sheet which displays all the parts of each story. Once students understand the parts of a story and the overall structure for stories, they are ready to begin learning how to write their own stories. Additionally, they need to have acquired the basic skills of writing. They need to have learned the fundamental skills associated with theme writing (Schumaker, 2003). They need to learn how to write the various types of paragraphs involved in theme writing, how to vary the structure of their paragraphs, and how to make their themes interesting with good Introductory Paragraphs



and Concluding Paragraphs. They also need to learn how to organize the information they want to include in their themes by using a graphic organizer called a "TOWER Diagram." They put all these skills together by using the Theme Writing Strategy or "TOWER Steps" for planning and writing basic themes. (See Figure 1 for the "TOWER Steps.") All of these prerequisite skills will come in handy when they are planning and writing their stories.

Writing Non-Fiction, Fiction, and Research

After they learn how to analyze stories and write basic themes, students can begin learning to write several types of stories. The writing lessons begin with a lesson on nonfiction stories. Here, students start with learning how to write personal stories. Teachers can choose to teach three-paragraph, four-paragraph, or five-paragraph personal stories, depending on the age and developmental level of students. Students are introduced to a new type of diagram for planning

their stories (the Story-Planning Diagram), and then they learn to write the various paragraphs associated with story structure. For five-paragraph stories, they learn to write at least one of the following: an Introductory Paragraph, Rising-Action Paragraph, Climax Paragraph, Falling-Action Paragraph, and Concluding Paragraph. After mastering personal stories, for enrichment, they can learn to write biographies about people in their lives and autobiographies about themselves.

In the next lesson, students learn to write fiction stories. Again, they use a Story-Planning Diagram to plan their fiction stories so that they include all the elements of a story. Also, teachers can choose to teach students to write three-paragraph, four-paragraph, or five-paragraph fiction stories.

In the following lesson, students learn to write stories based on research. They can learn to write nonfiction stories based on research such as biographies, historical stories, or journalistic stories, or they can learn to write fiction stories based on research. Here, they learn how to do research so that they can include in their stories factual information that they have gathered through their research. They learn how to make note cards containing the information that they have gathered. They also learn how to enter that information from their note cards onto their Story-Planning Diagrams before they begin to write.

Longer Stories

In the final lesson, they learn how to write longer stories that contain several sections that each focus on an element of the

story structure. For example, the Falling-Action Section can include several paragraphs focused on the problem and on building suspense for the story. The Climax Section can have several paragraphs focused on the crisis and the decision that the main character makes to act. Moreover, students can learn to write a long story with the main characters proceeding through interwoven plot lines. Furthermore, students can learn to write any type of long story. At this point, the options are limitless, and students can use their creativity to create the structure of their stories using the building blocks they have learned.

The Instructional Process

The instructional process for teaching students to write a given type of story involves several major stages. First, the teacher describes to the student the parts of the type of story and how to write them. As each part is explained, the teacher displays an example paragraph and a section of the Story-Planning Diagram to the students. Next, the teacher displays example stories to the students. Students might be asked to analyze and discuss the example story. Third, students practice planning and writing a story. They might be asked to work cooperatively on various tasks. For example, pairs of students might be asked to do research and make note cards together for the same topic. Then they might be asked to work together to put the information they have gathered onto a Story-Planning Diagram. At this point, the teacher reviews the students' notes and the diagram and provides feedback. Finally, once the diagram is acceptable, the students might be asked

to write the story individually. Once a story has been drafted, students are asked to evaluate and refine their own story and/or a partner's story. The teacher then scores the story and the diagram and provides feedback to the student.

Instructional Materials in the Series

In addition to the instructor's manual (Schumaker, 2018), several types of instructional materials are available for free through the Internet to aid teachers in providing the instruction for the *Narrative Writing Program*. These materials include cue cards, example stories and diagrams, score sheets, feedback sheets, and handouts for students. They can be downloaded onto personal computers and printed as the need arises. A hyper link is provided in the instructor's manual that allows teachers to have access to the materials.

The *Narrative Writing Program* is part of a series of programs developed for teaching advanced theme writing. Also included are the *Proficiency in Theme Writing: Informative Writing* (Schumaker, 2015) and the *Proficiency in Theme Writing: Persuasive and Argumentative Writing* (Schumaker, 2016) programs. Two software programs have also been developed for teaching theme writing. They are called the *Star Writer Programs: Fundamentals in Theme Writing* (Schumaker, 2018) and *Proficiency in Theme Writing* (2015). Teaching all of the types of advanced theme writing probably cannot be accomplished successfully within one school year. Personnel within schools and school districts need to plan how to sequence the instruction across several grades and several types

of courses. Clearly, instruction in the *Fundamentals of Theme Writing Strategy* program (Schumaker, 2003) will be a key prerequisite for any of the advanced theme writing programs. Prior prerequisites for that program also include the *Sentence Writing Strategy* (Schumaker & Sheldon, 1991) and the *Paragraph Writing Strategy* (Schumaker & Lyerla, 1999). Additionally, school personnel should check state and district standards and coordinate the sequence of instruction with those standards and other demands that students will be facing (e.g., state writing competency exams, college entrance exams) and the schedule for those demands. Since many states require students to write persuasive or argumentative themes for their state competency exams, instruction in these types of writing should be scheduled well in advance of these exams.

The series of advanced theme writing programs has been developed specifically to be coordinated with national and state standards. All of the parts of the programs address the text-type standards that are specified for the different types of writing in the standards. In addition, they also address the key shifts for instruction that are associated with the standards. (Go to www.corestandards.org/other-resources/key-shifts-in-english-language-arts/ for details.) These key shifts focus on such activities as (a) regular practice with complex texts, (b) reading and writing grounded in evidence from informational texts, and (c) building knowledge through content-rich nonfiction. This is the reason why the *Narrative Writing Program*, for example,

emphasizes writing stories based on research. In order to write stories based on research, students need to read complex texts and build their knowledge through these nonfiction texts. They need to weave that factual information into their stories, and as they do that they will build a strong knowledge base. Likewise, in order to write Informative Themes and Argumentative Themes, students need to do research to include detailed information in their papers. Thus, the series of advanced theme writing programs is closely aligned with national and state standards and the key shifts recommended for instruction.

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Regardless of when you begin or renew your membership, the *Strateworks* membership year begins in September and runs through August of the next year. Thus, if you renew your membership in December, your membership is valid through the following August. Back issues of all *Stratenotes* newsletters are available in the Stratenotes section of SIMville.

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SIM CALENDAR

August 1-2, 2018

[Xtreme Reading Institute for educators](#) - Austin, TX

August 7-9, 2018 (follow up days in November TBA)

[Learning Strategies Potential Professional Developers Institute](#) - Asheville, NC

February 5-7, 2019

[Florida Update Conference](#)

November 13-14, 2018

[Northeast Update](#) - Harrisonburg, VA

For a complete list of SIM events, including those not coordinated by KUCRL, visit SIM.KUCRL.ORG/CLASSES LIST YOUR OPEN SESSIONS ON THE SIM CALENDAR: We are contacted by hundreds of educators each year who have heard about SIM or CLC and are looking for opportunities to learn more. Email information about your open sessions to monatipton@ku.edu to be included in the online SIM Events Calendar.



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