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| **Reading** | |
| **Strategy** | **Purpose** |
| The Fundamentals of Paraphrasing and Summarizing Strategy | * Helps readers acquire the fundamental skills they need to be able to paraphrase and summarize by:   + paraphrasing words, phrases, and sentences   + identifying details, topics, and main ideas   + creating summaries |
| The Inference Strategy | * Helps readers make inferences about information they have read and answer inferential questions by: * identifying key words in questions or creating their own questions to help them search for important information as they read a passage * determining the type of question that they need to answer * thinking about what they already know about the topic * finding clues in the reading passage that will help them answer the question * looking for additional information * answering the questions |
| The Main Idea Strategy | * Helps readers comprehend inferential main ideas by: * identifying the details of a passage * determining how the details are related * inferring the main idea |
| The Paraphrasing Strategy | * Helps readers focus on the most important information in a passage and to improve students' recall of main ideas and specific facts by: * reading short passages of materials * identifying the main idea and details * rephrasing the content in their own words |
| The Self-Questioning Strategy | * Helps readers develop motivation for reading while improving reading comprehension by: * creating questions in their minds while reading * predicting the answers to those questions * searching for the answers to those questions as they read * paraphrasing the answers to themselves |
| Understanding Academic Language Strategy | * Help readers understand complex language structures found in academic textbooks by: * improving their understanding of how words and phrases are arranged to create well-formed sentences * understanding the role that active and passive voice play in creating comprehension * understanding how connectives are used to signal relationships between ideas and the importance of pronouns |
| The Visual Imagery Strategy | * Helps readers improve reading comprehension by: * creating mental movies of narrative passages * visualizing scenery, characters, and actions * describing scenes to themselves as they read each sentence in a passage * improving their understanding and recall of specific facts and sequences |
| The Word Identification Strategy | * Helps readers successfully **decode** and identify unknown multisyllabic words by: * identifying prefixes, suffixes, and stems * applying three syllabication rules |
| The Word Mapping Strategy | * Helps readers learn how to predict the meaning of unknown words by: * identifying prefixes, suffixes, and roots * determining the meaning of the prefixes, suffixes, and roots * practicing predicting the meaning of words using prefixes, suffixes, and roots in the context of reading passages |
| **Writing** | |
| **Strategy** | **Purpose** |
| The Capitalization CD Strategy | * Helps writers learn and apply capitalization rules by: * simplifying four computerized capitalization lessons that students can work through at their own pace while also learning how to write simple sentences |
| The Commas CD Strategy | * Helps writers learn and apply comma rules by: * simplifying six computerized comma lessons that students can work through at their own pace while also learning how to write compound and complex sentences as well as sentences with introductory clauses, restrictive clauses, and nonrestrictive clauses, and sentences containing dialogue |
| The EDIT Strategy | * Helps writers find and correct errors on assignments created with a word processor by: * learning to enter their first draft into a word processing program * performing spell check * running through questions related to capitalization, overall appearance, punctuation, and substance of the paper * making needed corrections |
| The Error Monitoring Strategy | * Helps writers detect and correct errors in their written work to increase the overall quality of their final product by: * stressing the importance of proofreading written work for content and mechanical errors * eliminating errors before work is submitted |
| Fundamentals in Paragraph Writing Star Writer CD | * Teaches writers the basic skills associated with paragraph writing by:   + planning and writing a paragraph by including transitions and an internal structure while using consistent point-of-view and tense |
| Fundamentals in Theme Writing Star Writer CD | * Teaches writers the basic skills associated with writing a theme by:   + planning and writing a theme with an introductory paragraph, detail paragraphs, and a concluding paragraph |
| Fundamentals in the Theme Writing Strategy | * Helps writers focus on the fundamental skills associated with writing themes and provides learning sheets to accompany instruction by: * explaining the parts of a theme * finding and adding subtopics * brainstorming, planning, and writing the introductory paragraph * planning and writing the concluding paragraph * writing detail sentences and paragraphs |
| Fundamentals in the Sentence Writing Strategy | * Helps writers understand basic concepts of a complete sentence and terms, such as "subject," "verb," or "infinitive" by: * identifying the five requirements of a complete sentence * identifying and understanding the role of linking verbs, infinitives, prepositional phrases, adjectives, main subjects, helping verbs, complete verbs, and adverbs * composing four types of simple sentences |
| The InSPECT Strategy | * Helps writers detect and correct spelling errors using a spellchecker by: * learning to run a spellchecker * selecting the correct suggestion or making a guess about the correct spelling correcting other errors and incorporate corrections into their final composition |
| The Paragraph Writing Strategy | * Helps writers learn to write a well-organized paragraph by: * listing ideas related to a topic * planning the point of view and verb tense to be used * planning the sequence in which ideas will be expressed * writing a variety of topic, detail, and clincher sentences |
| Proficiency in Paragraph Writing Star Writer CD | * Teaches writers how to write five types of paragraphs: instructive, narrative, informative, persuasive, and descriptive by:   + planning and writing the paragraph by seeing and hearing authors think aloud as they plan and write the paragraph and by practicing planning and writing |
| Proficiency in the Sentence Writing Strategy | * Helps writers learn advanced sentence writing skills, including writing simple, compound, complex, and compound-complex sentences by: * identifying and distinguishing the requirements of simple, compound, complex, and compound-complex sentences * composing simple, compound, complex, and compound-complex sentences |
| Proficiency in Theme Writing: Informative Writing | * Enables writers to compose three types of themes: informative, argumentative, and narrative by: * teaching how to conduct research, take notes, create reference lists, and write short multi-paragraph research essays that include in-text citations and quotations * organize information in multi-paragraphs for the three types of themes * writing a variety of research papers |
| Proficiency in Theme Writing: Narrative Writing | * Enables writers to plan and write non-fiction stories, such as personal stories, biographical stories, journalistic stories, and historical stories by: * teaching the elements of stories and analyzing the parts of stories * teaching how to plan and write nonfiction and fiction stories * teaching how to write based on research |
| Proficiency in Theme Writing: Persuasive and Argumentative Writing | * Enables writers to be persuasive and also use evidence to support their arguments by: * teaching how to plan and write basic persuasive and argumentative themes with counterclaims and themes with examples gathered through research |
| Proficiency in Theme Writing Star Writer CD | * Teaches writers how to write three types of themes: informative, narrative, and persuasive by:   + planning and writing a type of theme by seeing examples and hearing authors think aloud as they plan and write the theme |
| The Punctuation CD Strategy | * Helps writers learn and apply the punctuation rules for all types of punctuation except commas by: * simplifying six computerized capitalization lessons that students can work through at their own pace as they learn how to repair incomplete and run-on sentences, use compound adjectives, write compound sentences with semicolons, write sentences containing dialogue, and much more |

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| **Studying** | |
| **Strategy** | **Purpose** |
| The First Letter Mnemonic Strategy | * Helps students study large amounts of information that need to be mastered by: * identifying lists of information that are important to learn * generating an appropriate title or label for each set of information * selecting a mnemonic device for each set of information * creating study cards * using the study cards to learn the information |
| The LINCS Vocabulary Strategy | * Helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques by: * cuing students to focus on critical elements of the concept * using visual imagery * associating prior knowledge * using key-word mnemonic devices to create a study card * studying the card to enhance comprehension and recall of the concept |
| Listening and Notetaking | * Helps students identify and quickly capture important information during a lecture by: * sorting main ideas and details as they write * identifying key words in their notes * studying their notes to earn the best test grades possible |
| The Paired Associates Strategy | * Helps students organize and study large bodies of information that need to master by: * identifying pairs or groups of items that are important to learn, such as names and events, places and events, or names and accomplishments * creating study cards * creating a mnemonic device for each card * using the study cards to learn the information |
| **Performance** | |
| **Strategy** | **Purpose** |
| The Assignment Completion Strategy | * Enables students to complete and hand in assignments on time by:   + using a planner for recording, scheduling, and evaluating assignments for an entire academic year |
| The Essay-Test Taking Strategy | * Helps students deal with the complex test-taking demands of courses in school, as well as the essay test-taking demands associated with state competency tests--including high-stakes tests--and college entrance exams by: * learning to analyze essay questions * organizing information * writing answers with a specific structure * revising with edits to create polished products |
| Strategic Tutoring | * Helps students complete and understand an immediate assignment but also teaches the student strategies required to complete similar tasks independently in the future by: * teaching skills and strategies that support learner independence |
| The Test-Taking Strategy | * Helps students taking classroom tests by: * allocating time and priority to each section of the test * reading and focusing on important elements in the test instructions * recalling information using mnemonic devices * making well-informed guesses * checking their work * taking control of the testing situation |

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| **Strategic Math Series** | | |
| **Strategy** | | **Purpose** |
| Addition Facts 0 to 9 | | * Helps students understand basic math facts and operations by: * providing a systematic means for teaching addition problems that involve only the numerals 0 through 9 and that contain no sum greater than 9 * building upon the concrete-representational-abstract method of instruction understanding mathematics is developed through the use of concrete objects, representational drawings |
| Addition Facts 10 to 18 | | * Helps students’addition facts using the concrete-representational-abstract method of instruction * building upon the concrete-representational-abstract method of instruction * understanding mathematics is developed through the use of concrete objects, representational drawings |
| Addition with Regrouping | | * Teaches students concrete and representational lessons that involve the use of base-ten blocks and drawings to represent the regrouping process by: * ensuring students conceptually understand WHY regrouping is needed using three- and two-dimensional models * determining when regrouping is needed * remembering the process involved in regrouping 10 ones into ten or 10 tens into a hundred * retaining this important information over time * learning the procedural steps that must be followed to obtain accurate answers with problems involving numbers only * developing fluency through motivating minute timings and exciting games using the “pig dice” |
| Division Facts 0 to 81 | | * Teaches students division facts using the concrete-representational-abstract method of instruction by:   + understanding the use of concrete objects and representational drawings |
| Multiplication Facts 0 to 81 | | * Teaches students multiplication facts using the concrete-representational-abstract method of instruction by:   + understanding the use of concrete objects and representational drawings |
| Multiplication with Regrouping: Partial Products | | * Teaches students how to break numbers into parts, multiply those parts, and then add the partial products to find the final product using the concrete-representational-abstract method of instruction by: * teaching step-by-step instructions for teaching students how to multiply numbers containing two digits * teaching multiplication problems using simple word problems, emphasizing problem-solving and mathematical thinking as well as computation * teaching special mnemonics to help students remember the process * solving word problems that involve multiplication, addition, and subtraction |
| Multiplication with Regrouping: Standard Algorithm | | * Teaches students the shortened way to multiply and regroup using the concrete-representational-abstract method of instruction by: * teaching multiplication problems using simple word problems, emphasizing problem-solving and mathematical thinking as well as computation * teaching special mnemonics to help students remember the process   + solving word problems that involve multiplication, addition, and subtraction |
| Place Value: Discovering Tens and Ones | | * Helps students identify the number of tens and ones in a double-digit number using the concrete-representational-abstract method of instruction by: * understanding the use of concrete objects and representational drawings |
| Subtraction Facts 0 to 9 | | * Teaches subtraction facts using the concrete-representational-abstract method of instruction by: * understanding the use of concrete objects and representational drawings |
| Subtraction Facts 10 to 18 | | * Teaches subtraction facts using the concrete-representational-abstract method of instruction by: * understanding the use of concrete objects and representational drawing |
| Subtraction with Regrouping | | * Emphasizes a gradual progression through concrete, representational, and abstract lessons and promotes a deep level of understanding related to the regrouping process by: * using base-ten blocks and drawings to provide models that ensure student understanding * using strategies to facilitate memory of important steps to follow when solving challenging problems * helping students determine whether or not regrouping is required |
| **Interacting** | | |
| **Strategy** | | **Purpose** |
| **Community Building Series** | Focusing Together | * Promotes self-management skills by: * teaching students how to stay on task and be productive in their classroom * teaching students how to live by a set of learning community expectations * following a self-management strategy for staying on task |
| Talking Together | * Teaches students how to follow instructions effectively by: * learning how to verify instructions, from simple oral directions to more complex written and oral instructions * teaches students to check their written assignments before turning them in to ensure they have followed all instructions |
| Organizing Together | * Enables students to establish order in their daily lives by: * teaching organization of notebooks, desks, lockers, and backpacks * teaches use of a weekly calendar to remember assignments and events |
| Taking Notes Together | * Teaches students how to record information quickly and concisely during lectures, reading assignments, and videos |
| Following Instructions Together | * Teaches students how to participate respectfully in class discussions by: * teaching basic strategies for controlling behavior during discussions, including how to take turns, how to give others a chance to speak and be heard, and how to express respect and kindness toward others |
| **Cooperative Thinking Strategies** | The BUILD Strategy | * Enables students to work together to make decisions using a process similar to a debate by: * learning to examine an issue and define opposing sides * gathering information * understanding the consequences of decisions * identifying possible compromises * reviewing facts * making a personal decision * conducting a team vote |
| The LEARN Strategy | * Enables students to work in teams to learn together by: * promoting creative cooperation; students think together to generate ideas to help them learn * learning how to organize information both as members of a team and as independent learners |
| The SCORE Skills | * Helps students understand a set of social skills that are fundamental to effective groups by: * learning to share ideas, compliment others, offer help or encouragement, recommend changes nicely, and exercise self-control. |
| The Teamwork Strategy | * Helps students organize and complete tasks in small groups by: * analyzing an assignment and dividing it into specific tasks * assigning those tasks to individuals * offering and requesting help to complete the individual jobs * asking for and giving feedback to other group members * assembling the individual jobs into one product * evaluating the process used to complete the project and assess the interpersonal skills of group members |
| The THINK Strategy | * Helps students working together in teams to systematically solve problems by: * learning to analyze and identify a problem * examining what's been done in the past * brainstorming new solutions * discussing the advantages and disadvantages of new solutions and choosing the best one * devising a plan to implement * reviewing how the group worked together |
| SLANT Strategy | | * Enable students to participate in class in appropriate and productive ways by: * learning how to use appropriate posture, follow speakers, activate their thinking, and contribute information |
| **Motivation** | | |
| **Strategy** | | **Purpose** |
| Possible Selves: Nurturing Student Motivation | | * Increases student motivation by having students examine their futures and think about goals that are important to them by: * thinking about and describing their hopes, expectations, and fears * setting goals, * creating plans * working toward their goals |
| The Self-Advocacy Strategy | | * Helps students prepare for and participate in education or transition planning conferences by: * learning to determine and list their perceived strengths, areas in which they need to improve or learn, education and transition goals, and needed accommodations * sharing their concerns during conferences * listening and responding to others * asking questions * communicating their goals |
| **Executive Function** | | |
| **Strategy** | | **Purpose** |
| Socially Wise | | * Teaches students some of the more complex social skills by providing positive alternatives for behaving in situations that have the potential to result in negative consequences if not handled appropriately by: * dealing with critical feedback * coping with “No” * accepting advice * negotiating * apologizing * involving others * responding to peer pressure * giving feedback to peers |
| Speaking with Power: Informing Others | | * Helps students research and organize knowledge to share with others by: * considering various topics for a speech including an object (such as an unusual sculpture), a place, a person, an event, a process, an idea or concept or an invention * using an interactive map or paper/pencil to record main ideas and details and create their introduction, body, and conclusion * including reasons, examples and comparisons to help clarify and support information * making the speech flow by adding transitions * practicing delivering the speech |
| Speaking with Power: Persuading Others | | * Helps students develop the skills needed for effective persuasion by: * learning" "how to organize, prepare, and present information in a way that is convincing to others * researching their topic and presenting information using facts, statistics, and examples to skillfully and responsibly persuade others to accept their way of thinking or to take action * thinking about ways to grab the attention of the audience * creating speeches including a clear introduction, body and conclusion * adding visual aids, transitions, and rhetoric * practicing delivering, and evaluating their own performance |
| Speaking with Power: The Narrative Strategy | | * Enables students to prepare and present a narrative presentation to an audience in either oral or written form by: * listening to and preparing to tell a story * learning the social skills needed to connect to an audience * practicing oral story-telling skills * practicing story-writing skills |

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| **Teaming** | |
| **Strategy** | **Purpose** |
| Collaborative Problem Solving | * Describes basic communication skills, a problem-solving process, partnership-building skills, and instructional principles that are the foundation for effective collaborative relationships among professionals. |
| Progress Program | * Provides a step-by-step guide to the use of a Daily Report Card Program, which provides detailed information for parents regarding their child's classroom behavior. |
| Surface Counseling | * Provides a problem-solving and decision-making process that adults can use with youths who have day-to-day personal problems. Embedded in the process is a strategy that youths can learn to use independently. |

Research over the past three decades has shown students can be taught how to learn by teaching them learning strategies. Schumaker and Deshler (2006) define a learning strategy as “an individual’s approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.” Learning strategy instruction focuses on both how to learn and how to effectively use what has been learned. When implementing any SIMTM Learning Strategy, the overarching instructional goal is to have students take the skill they are learning and apply and generalize it in all of their classes at an automatic level; students will eventually internalize the skill.

It is important to know the instructional sequence for specific learning strategies. There are the original eight stage strategies which follow a specific instructional sequence. There are lesson-based and ‘Fundamental’ strategies that utilize many of the same instructional pedagogy (advance organizers, levels of practice, generalization) but do not have the same requirements for mastery or contain specific stages of instruction. In general, the reading and writing strategies share a common language that helps students activate prior knowledge and make connections by integrating reading and writing skills. For additional information, please visit:

[sim.ku.edu](https://sim.drupal.ku.edu/sim-curricula)