The University of Kansas (KU) began researching and developing strategic instruction guidelines in 1977. Since that time extensive research has been done to provide teachers with many research based learning strategies or content enhancement routines to meet the needs of the diverse students. The SIM models are intended for general and special education settings, English as a second language learners, Title I or any of the alternative school settings. Although the models were originally intended for “at-risk” students, all students can benefit from the instruction. Instruction can be done in small or large group settings. All the manuals, provided by HVED at the time of the professional development, contain very complete directions for the teacher as well as student lessons and/or practice materials that are reproducible. KU requires teachers to go through professional development provided by a certified instructor prior to implementation in the classroom. Professional development sessions can take place in a variety of ways. HVED will work with schools to hold these at times that best meet the school schedule. Most strategies require 6 hours of professional development. These may be done in a full day session or broken into smaller sessions over a period of time. The benefit of holding several mini professional development sessions is that teachers receive instruction in one or more of the stages of acquisition, implement that stage and return for support and further instruction. Ongoing support will be provided regardless of the format chosen by the school. Teachers, paraprofessionals, or administrators interested in the Learning Strategies or Content Enhancement Routines should contact HVED for further information.

**Learning Strategies: Acquisition**

**Word Identification Strategy**

This strategy provides students with the tools to become more effective and efficient in decoding longer words. Students need to have prior knowledge of basic phonetic skills as well as prefix and suffix identification. There are materials in the manual for the prerequisite skill of identifying prefixes and suffixes.

**Recommended grades/skill level:** Reading at grade 3, instruction appropriate for students grade 3-12. (6 hours)
★ Visual Imagery Strategy ★

Students who are not effective or efficient in recalling story details and therefore have limited story comprehension skills will benefit from this strategy. Students need to be able to decode fluently and have adequate background knowledge to connect words with mental/visual pictures.

Recommended Students: Reading fluently at grade 2 or above. (3 hours)

★ Self-Questioning Strategy ★

Students often become disengaged when reading. The purpose of this strategy is to give students tools to become more active involved readers therefore enhancing their comprehension of material read. Students need to be able to read or listen to a passage of at least several sentences and to be able to communicate, in some format, their questions and answers.

Recommended Students: This may be taught to students in grade K-12. (3 hours)

★ Paraphrasing Strategy ★

Students learn techniques to identify the most important points from material they read and then rephrase this information in their own word. Students should be reading at least at the 3rd grade level to benefit from instruction in this model.

Recommended Students: Reading at 3.0 or higher, grades 3-12 (3 hours)

Learning Strategies: Storage

★ First Letter Mnemonic ★

Students acquire the skills to remember and use large portions of information. Students will be able to organize material in such a way that they will be better prepared for tests. Successful mastery of the material will help to improve students’ confidence in their ability to master material.

Recommended Students: Reading and comprehending at or above the 4th grade level. Must be able to discriminate between main ideas and details and paraphrase written material. (6 hours)
★ Paired Associates Strategy ★

This strategy instructs students in grouping information such as a person and an event. Students learn to create mnemonic devices and study cards to assist in remembering this information. Students need to be reading at the 4th grade level or higher and be able to paraphrase information. They need to be able to copy information accurately.

Recommended Students: Grade 4-12 (6 hours)

★ Vocabulary Strategy (LINCS) ★

Students become active in learning basic vocabulary in various units. Students learn to self-test to master new vocabulary. Students become effective and efficient in mastering definitions of new vocabulary.

Recommended Students: grades 4 and up. (6 hours)

*Length of professional development is in ( ) .

Learning Strategies: Expression

★ SLANT: A strategy for class participation ★

This simple strategy is designed to give students tips for improving class/group participation. Students learn how to appropriately participate in group activities.

Recommended Students: grades 1-12 (1 hour)

★ Fundamentals of Sentence Writing ★

This strategy is designed to give students the tools to write a variety of complete simple sentences. Students need to be able to write letters and words and distinguish between upper and lower case letters. It is not required but recommended to teach this strategy before teaching Proficiency in Sentence Writing.

Recommended Students: Grades 2.5 –5 (6 hours)
★ Proficiency in Sentence Writing Strategy ★

This strategy is designed to give students tools to become effective and efficient in writing 14 sentence patterns within four types of sentences: simple, compound, complex and compound-complex. Students must be able to write words legibly, spell with enough accuracy that words can be deciphered and identify subjects and verbs. (This strategy is the prerequisite to Paragraph Writing and Theme Writing.)
Recommended Students: grades 4 and up (6 hours)

★ Paragraph Writing Strategy ★

Students who master this strategy are able to plan and organize thoughts around a topic. Students need to have a mastery of sentence writing prior to instruction on the paragraph writing strategy. Students will learn to formulate a topic sentence and supporting sentences.
Recommended Students: Grade 4.5 and up (students who have mastered the Sentence Writing Strategy) (12 hours)

★ Fundamentals of Theme Writing Strategy ★

This strategy was just published in July 2003 after years of extensive research. With this strategy students blend their skills from Proficiency of Sentence Writing and Paragraph Writing Strategy (both prerequisites) to compose a 5 paragraph (minimum) theme. The thesis statement, detail and concluding paragraphs are all discussed in this strategy.
Recommended Students: grades 4 and up who have mastered Proficiency and Paragraph writing. (6 hours)

★ Error Monitoring Strategy ★

Students learn skills to become independent in detecting and correcting errors in their written work to increase the overall quality of the final product. Proofreading written work for mechanical and content errors is stressed. This strategy integrates the skills learned in the sentence and paragraph writing strategies. Students must have: mastered parts I and II of the sentence writing strategy (simple and compound sentences), read at the 4th grade level, and be able to locate words in a dictionary.
Recommended Students: grades 5 and up who meet prerequisite criteria (6 hours)
Assignment Completion Strategy

Work completion is a battle many disorganized students have. This strategy gives students the tools to organize their work load and complete and turn assignments in on time. Students must have the necessary skills to be able to do the work assigned. Not required but it is beneficial for students to have had prior instruction in sentence and paragraph writing.
Recommended Students: grades 4 and up. (6 hours)

Test-Taking Strategy

This strategy is designed to give students a formula for taking classroom tests. Many times students are not taught how to take tests and therefore become anxious in testing situations.
Recommended Students: grades 3 and up (6 hours)

Motivation Strategies

Possible Selves

This strategy was just published July 2003. It is designed to give students and teachers a method for identifying a student’s strengths, goals and steps needed to achieve those goals. Students develop and monitor a plan for achieving their goals. This strategy would fit very well into transition planning but could also be used as young as second grade. Research indicated that students who have choice in their goal setting work harder to achieve those goals. (6 hours)

Self-Advocacy

This strategy gives students tools to use when attending meetings such as their IEP meeting to become full participants. It also gives them a method for advocating throughout their day and into adulthood. Students with disabilities need to be able to express their needs in a positive manner and the I PLAN method provides them with this tool.
Recommended Students: Grades 4 and up. Also recommended for parents who struggle with participation at the IEP meetings. (6 hours)
Cooperative Thinking Strategies

These strategies do not require training by a SIM trainer prior to implementation. Training and support is available if desired. Order forms can be obtained through Amy Mahlke at HVED.

★ SCORE Skills ★

Students learn strategies for getting along in large and small group settings. Students learn to share ideas, compliment others, offer help or encouragement and recommend changes nicely. Use of this strategy is beneficial for classrooms that use cooperative groups. It is the baseline strategy for the entire cooperative thinking strategies.

★ BUILD Strategy ★

The purpose of this strategy is to help students resolve controversial issues and work together. Students learn to examine both sides of an issue, understand consequences of decisions, identify possible compromises, review facts, make personal decisions and conduct a team vote.

★ THINK Strategy ★

This strategy teaches students the skills needed to work systematically in teams to solve problems. Students learn to identify and analyze a problem, examine what has been done in the past, brainstorm new ideas and choose the best solution.

★ LEARN Strategy ★

This strategy is designed to enable students to learn together in teams. Students learn to identify important information in textbooks, find the key terms and develop a memory device to remember the information. Students then evaluate how the team worked together.
Community Building Strategies

★ Following Instructions Together ★

This program involves teaching students confidence and competence-building skills and concepts associated with following oral and written instructions. Students also learn how to check their work before turning it in to ensure that they have followed all the instructions. **Prerequisite: Talking Together**

**Recommended Students:** grades 3 and up. (3 hours)

★ Talking Together ★

This program introduces the concept of a learning community and teaches them how to participate respectfully in class discussions. Basic concepts for controlling their own behavior during discussions are learned. Taking turns speaking, giving others a chance to be heard and expressing respect and kindness toward others are key concepts explored. **Prerequisite for all Community Building Strategies**

**Recommended Students:** grades 3 and up. (3 hours)

★ Organizing Together ★

This program enables students to establish order in their lives. Students have models and partners to help them learn, apply, and maintain organizational strategies throughout the year. Students learn to organize their physical environment as well as assignments. **Prerequisite: Talking Together**

**Recommended Students:** grades 3 and up. (3 hours)

★ Taking Notes Together ★

This program provides a framework for teachers to use to deliver information when they want students to take notes. Students learn to assist their partners if material is missed. They gain a system for organizing material into major concepts and details. **Prerequisite: Talking Together**

**Recommended Students:** grades 3 and up. (3 hours)
These instructional tools provide the teacher with research proven methods for using graphic organizers as a method of instruction. All of the routines are intended to be used with a teacher’s current content material. With the ever increasing demand of content to be covered in a particular course it is important for teachers to be able to deliver the material in a manner that will aide in student mastery and retention. Professional development in each of the routines takes about 3 hours. During this time teachers will have the opportunity to work with their own material using the session’s routine.

All of the routines can be adapted to any grade level.

★ Clarifying Routine ★

The benefit of this routine is that students will gain a clearer understanding of the meaning associated with terms, events, place, people or ideas included in the curriculum. The Clarifying Routine may be used as a review, or during initial instruction.

★ Concept Anchoring Routine ★

This routine focuses on a method for teachers to help students connect new concepts to previously learned concepts to increase student understanding and retention of new information. An Anchoring Table is used to visually represent the concepts.

★ Concept Comparison Routine ★

Teachers learn how to help students compare and contrast two or more concepts. A graphic is used to explore characteristics that are shared/not shared between the concepts. It encourages higher order thinking and actively engages the student into creating a summary statement that demonstrates understanding about the similarities and differences between and among concepts.
**Concept Mastery Routine**

This routine focuses on how teachers can help students understand and master key concepts within curriculum content. It uses a graphic to identify target concepts, place the concept within a larger framework, explore student prior knowledge of the concept, specify salient characteristics, analyze both examples and non-examples, and construct a definition of the concept. The routine actively engages the student in testing a new item to determine whether it belongs to the target concept group. This routine is designed to benefit a wide range of students.

**Course Organizer Routine**

The routine is used by teachers to effectively launch a course to an academically diverse class so that they will clearly understand how the focus, scope, and purpose of the course as it relates to them. Major components are: course metaphor, critical course questions, course map, and course rituals. The purpose is to position the course into a larger perspective for students so they have a clear sense of where the course is headed, expectations, how learning will be accomplished, and how support will be provided.

**Framing Routine**

This is a nice “starter” routine for teachers and students. The frame can be used to help students focus on how pieces of information associated with a topic fit together. It is a helpful guide when students study for tests.

**Lesson Organizer**

This can be used by classroom teachers either along or in conjunction with the Course and Unit Organizers to introduce and structure a lesson for students. Using the Lesson Organizer helps students to frame the lesson with the larger unit. It helps them focus on the types of content relationships that are important in the lesson and the possible Learning Strategies used in the lesson. Self-check questions and learning related tasks helps students become oriented to the critical outcomes. A lesson organizer may be used for a daily or lesson that lasts several days.

**Quality Assignment Routine**

This routine is used in general education classes to plan assignments that all students can complete at a high level of quality, to present assignments to students, to evaluate assignments, and give feedback to students. It also teaches students how to record assignments, use a strategy REACT to ensure they have all the information the need, set goals, and make a plan for completing the assignment.

**Recall Enhancement Routine**

The focus is on procedures teachers can use to help students remember information. A broad array of memory strategies are employed including keywords, first-letter mnemonics, visual imagery, and rhymes.
★ The Survey Routine ★
This routine is used by the classroom teacher to provide an overview of a new chapter of a textbook using a step-by-step process of analyzing the content of the chapter. Students are required to take notes on a specially constructed worksheet, paraphrase the title of the chapter, identify relationships, paraphrase the introduction and chapter summaries, identify and organize key sections and vocabulary.

★ Question Exploration Routine ★
This routine is a package of instructional methods that teachers can use to help diverse populations understand a body of content information by carefully answering a Critical Question. While using the routine the teachers and students develop a graphic organizer called the Question Exploration Guide. Key terms, related questions and supporting knowledge are all parts of this routine. Grades 6 and up; (3 hours)

★ Unit Organizer ★
This graphic organizer is used by teacher to plan and introduce a new unit to the students so they can see the “Big Picture,” understand their assignments responsibilities, understand key relationships, and the upcoming sequence of instruction. The organizer is used to introduce, anchor, and gain closure of a unit of content that may take one or more weeks to complete. It demonstrates how to teach a unit in a manner that will benefit a wide range of students.

★ The Vocabulary LINCing Routine ★
This routine is designed to use two powerful tools to assist students learn and remember the meaning of complex terms. The Vocabulary LINCing Routine is based heavily on the LINCS Vocabulary Strategy. However, the Vocabulary LINCing Routine is designed for use by the general education classroom; the LINCS Vocabulary Strategy is best used by support teachers in smaller classes in which intensive instruction can take place.

★ The Order Routine ★
This routine focuses on how teachers can help students decide what information form a lesson or reading assignment is important to know, think about how various pieces of information are related, and express that information in a format that will be useful to the students for both comprehension and study. Grades 7 and up (3 hours)

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