

SIM™ NEWSLETTER

The University of Kansas Center for Research on Learning • September 2022

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Are you interested in earning SIM Micro-credentials for the Learning Strategies and Content Enhancement Routines you implement or facilitating professional learning for other teachers at your school?

Visit:

<https://sim.ku.edu/sim-micro-credentials>

Are you interested in learning more about SIM Reading Programs?

Visit:

<https://sim.ku.edu/sim-reading-programs>

Strategic Instruction Model (SIM) Professional Learning

Virtual Professional Learning Sessions for Educators:

- Oct. 18 & 20, 2022, [Executive Functioning Series: FIRST-Letter Mnemonic Strategy](#) (this is a two-part session)
- Nov. 4, 2022 - [University Faculty Webinar Series Webinar #1: Do You Need SIM Instructional Tools? Probably!](#)
- Nov. 8 & 10, 2022, [Executive Functioning Series: The Paired Associates Strategy](#) (this is a two-part session)
- Nov. 10 or 11, 2022, [University Faculty Webinar Series Webinar #2: Work SMARTER, Not Harder with the Course and Unit Organizer Routines](#)

SIM Update Conferences for SIM Professional Developers, Specialists, and their Guests:

- July 11-13, 2023
[SIM International Conference & KUCRL 45th Anniversary Celebration](#), Lawrence, KS - register in 2022 for inflation buster price!

SIM Online Classes (self-paced courses on Canvas):

- [The Framing Routine](#)
- [Fundamentals of Paraphrasing and Summarizing Strategy](#)
- [Possible Selves Strategy](#)

[Request for Customized SIM Professional Learning](#)

SIM Connections - SIM and The Science of Reading

If your school or state has been learning more about the Science of Reading, this article discusses how the Strategic Instruction Model can support teacher use of evidence-based practices for reading. This article was originally shared in *StrateNotes* (the bi-monthly SIM Professional Developer Network Newsletter), V. 30, No. 5 | May/June 2022.

The Science of Reading and SIM: What do I Need to Know as a SIM Professional Developer?

~Dana McCaleb, SIM Professional Development Leader, Virginia

~Jocelyn Washburn, Director of Professional Development, CRL

As SIM professional developers and lifelong learners, our charge is to stay abreast of what is happening in education and make connections with SIM and what new education initiatives have to offer. The Science of Reading (SOR) is not new, yet along with the Simple View of Reading theory, these phrases are becoming more prominent in schools and are gaining momentum as a transformational movement. In this article, we discuss how the SOR and SIM share some commonalities and can work together to improve reading outcomes for students. Our work is improved when we have standard definitions and an in-depth understanding of the terms associated with SOR.

What is the Science of Reading?

The Science of Reading is an interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades worldwide. It is derived from thousands of studies conducted in multiple languages in cognitive psychology, communication sciences, developmental psychology, education, special education, implementation sciences, linguistics, neurosciences, and school psychology. The SOR has culminated in a preponderance of evidence to inform how proficient reading and writing develop, why some have difficulty, and how we can most effectively assess and teach, therefore improving student outcomes through prevention or intervention for reading difficulties (Stewart, 2019). While there are several reading theories to inform research and practice, SOR advocates emphasize the Simple View of Reading.

What is the Simple View of Reading

The Simple View of Reading (SVR; Gough & Tunmer, 1986; Hoover & Gough, 1990) has been

empirically validated by over 150 scientific studies (Catts, 2018). It shows us that reading comprehension is not the sum but the product of two components--word recognition and language comprehension. Reading comprehension is impaired if word recognition or language comprehension is weak (Figure 1). No amount of skill in one strand of the reading rope can compensate for lack of skill in another strand. Scarborough's Reading Rope (Figure 2) is a visual metaphor for developing skills over time that lead to skilled reading. If any of the strands of the rope is weak, the overall rope is weak and not fully developed, and inefficiency in one part of the rope may lead to reading failure.

Figure 1. Visual Representation of the Simple View of Reading Theory

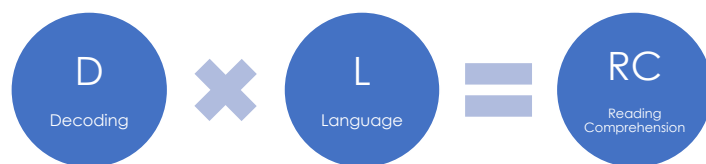
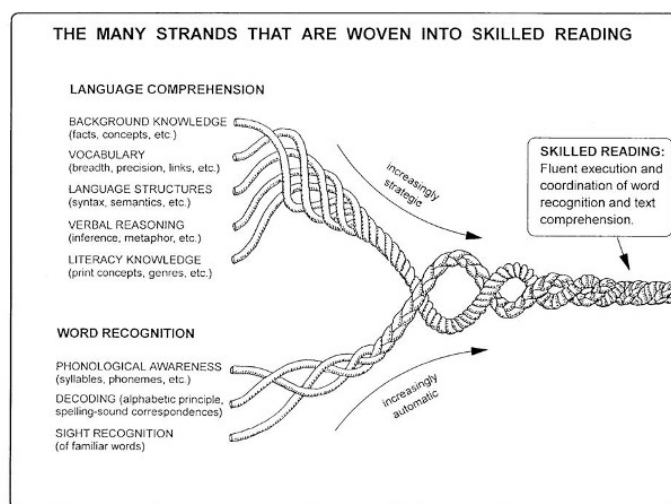


Figure 2. Scarborough's Reading Rope (2001)



How does SIM activate the Science of Reading in classrooms?

Learning Strategies. First, SIM Learning Strategies and Scarborough's Reading Rope emphasize

the importance of explicit, direct, systematic, sequential, cumulative, and diagnostic instruction with progress monitoring. We also know that comprehension is the sum of both decoding (the lower strands of the reading rope) and language (the upper strands of the reading rope).

SIM reading strategies can reinforce the language comprehension (upper) strands of Scarborough’s Reading Rope with the following SIM reading strategies:

- Fundamentals of Paraphrasing and Summarizing,
- Main Idea,
- Paraphrasing,
- Self-Questioning,
- Inference,
- Word Mapping, and
- Understanding Academic Language.

The Word Identification Strategy can be implemented to address the decoding strand of the reading rope (the lower strand). The learner’s reading development helps us determine the focus of instruction.

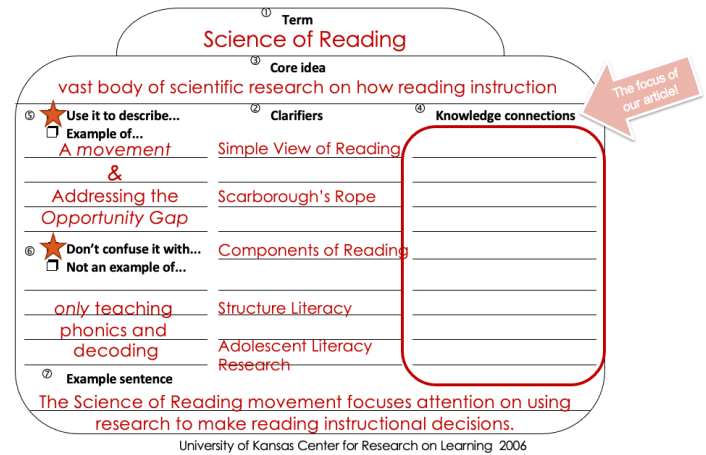
Content Enhancement Routines. Next, SIM Content Enhancement Routines also include direct, explicit instruction with the Cue-Do-Review instructional sequence. All Content Enhancement Routines incorporate content-specific vocabulary, which strengthens understanding, helps students make connections within and across content areas, and leads to comprehension of the subject matter. Specifically, in thinking about language comprehension (the upper strands of the reading rope), particularly the vocabulary strand, The Vocabulary LINCing Routine can address student vocabulary needs while helping them build background knowledge and make connections. During the Cue-Do-Review instructional sequence, once students can articulate what they are learning and the importance of why they are learning the specific concept (drawing conclusions), this metacognitive moment addresses the verbal reasoning component of the reading rope (upper strand).

How Can I Learn More?

As educators and SIM professional developers, we must know and understand the current best practices in education. The Peter Effect states that we cannot give others what we do not possess. This article intended to provide an awareness of how SIM and the SOR address

specific student needs through connections among SIM instructional tools and Scarborough’s Reading Rope. There are other clarifiers (Figure 3) to explore if you want to further understand the core idea behind SOR.

Figure 3. Clarifiers and Connections to Explore



Resources:

- Watch [an overview of the Science of Reading](#) by Dr. Holly Lane, University of Florida Literacy Institute.
- Learn about [the CRL’s reading programs](#): Fusion Reading and Xtreme Reading.
- Read the recently published 2022 Institute of Education Sciences (IES) Practice Guide titled “[Providing Reading Interventions for Students in Grades 4-9.](#)”
- [Read about additional CER connections from Jennifer McMahan in Arkansas](#)
- [Explore Structured Literacy](#)
- [Refresh on the five components of reading](#)
- Check out SOR resources on [The Reading League website.](#)

References

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Gough, P., & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*, 6-10.

Hoover, W. A., & Gough, P. B. (1990). The Simple view of reading. *Reading and Writing: An Interdisciplinary Journal, 2*(2), 127–160. <https://doi.org/10.1007/BF00401799>

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

Stewart, L. (2019). *The Science of reading: Evidence for a new era of reading instruction.* Zaner-Bloser.

SIM Connections - SIM Enacts Guidance from the Writing Revolution

If your school has introduced you to The Writing Revolution, you may be interested in this article about the Writing Revolution and SIM. This article was originally shared in StrateNotes (the bi-monthly SIM Professional Developer Network Newsletter) V. 30, No. 6 | July/Aug 2022.

SIM Enacts Guidance from The Writing Revolution

~Dana McCaleb, SIM Professional Development Leader, Virginia

Writing is a complex skill that is often not given the attention needed for many students to become sophisticated, proficient writers. There are countless reasons teachers find writing difficult to teach. However, the reality is effective writing instruction requires explicit, scaffolded instruction with timely, descriptive feedback. Writing instruction must be an ongoing process and occur across all academic settings for students to learn and grow as writers. This article will take a closer look at *The Writing Revolution* (TWR) and the Strategic Instruction Model (SIM), both instructional resources educators can use to help them address the writing needs of their students.

To begin, the authors of TWR provide scientifically proven instructional methods for effective writing instruction. Many of the ideas and instructional practices shared are incorporated in SIM. While *The Writing Revolution* was published in 2017, teachers have been implementing SIM for 44 years. In the foreword, Dr. Hochman states the sentence is the building block of writing and thinking, the “complete thought.” She also suggests regular intentional exercises to expand sentences in specific and methodical ways, so students can become better at writing. Furthermore, she stresses the importance of the writing exercises being implemented in a content-rich environment because she says, “the content drives the rigor.” SIM professional developers would agree with Dr. Hochman’s points. *Fundamentals of Sentence Writing* and *Proficiency in the Sentence Writing Strategies* provide teachers with the step-by-step instructional processes needed to expand sentences in methodical ways. Of equal importance, generalization across content areas is another component of SIM Learning Strategies. The authors of SIM Learning Strategies have always made a point to emphasize teaching skills in isolation is not effective. The real power of SIM Learning Strategies is the generalization across multiple content areas and

making connections among writing, reading, speaking, listening, and thinking about and remembering critical content.

The introduction of TWR starts by reinforcing the idea that sentences are the building blocks of all writing while explaining that explicit writing instruction should begin in elementary school and be embedded in all content classes. When students enter middle school or high school, it is assumed that they have learned the basics of writing. Many are aware this assumption is often not the reality. Of equal concern, today most states require students as young as the elementary level to write multi-paragraph essays. If a student cannot compose a complete sentence, they will not be able to develop a well-written paragraph. To meet students where they are with writing instruction, SIM writing strategies have a pretest, which teachers use as one data point to determine where to begin with SIM writing instruction. SIM writing strategies provide scaffolded instruction and a progression of writing skills from the simple sentence, *Fundamentals of Sentence Writing*, to one a single paragraph, *Paragraph Writing*, to multi-paragraphs, *Theme Writing*. Each SIM writing strategy provides explicit, intentional, scaffolded instruction with descriptive feedback, mastery learning, progress monitoring, and generalization across all content areas.

Sentence-Level Instruction

The authors of TWR use the terms Level 1 and Level 2 students. Simply put, Level 1 writing skills described by the authors include starting a sentence with a capital letter, ending it with a period, and understanding a complete sentence has a subject and a predicate. *Fundamentals of Sentence Writing* explicitly teaches those specific writing skills. Level 2 writing skills as described by the authors include coordinating and subordinating conjunctions, independent and dependent clauses, sentence combining, noun phrases, fragments, and run-ons. *Proficiency in the Sentence Writing Strategy* addresses each of these skills. Furthermore, Dr. Hochman and Ms. Wexler use the term kernel sentence. By definition, a kernel sentence is a simple sentence.

The authors use the term to explain how students can begin by writing simple sentences and then expand those sentences. SIM professional developers know this expansion as compound, complex, and compound-complex sentences.

Paragraph- and Essay-Level Instruction

The authors of *TWR* stress the importance of planning by developing an outline or a road map for organizing and constructing step-by-step a well-constructed paragraph and eventually an essay. The topic sentence, details, and the concluding sentence are introduced with the definition and purpose of each. Some of the activities include differentiating between a topic sentence and a supporting detail, the use of transitions, and underlining the topic and concluding sentences. There is a transition chart much like the one used in *The Paragraph Writing Strategy* with activities for differentiating transitions to link paragraphs and ideas. *The Paragraph Writing Strategy* would be an excellent strategy to address these needs. If students have successfully mastered paragraphs, *The Theme Writing Strategies* would be the next logical step. If a student did not need this level of intensity, *The Framing Routine*, or other Higher Order Thinking and Reasoning Routines (e.g., *The Question Exploration Routine*) could be used to provide structure and organization for writing a paragraph or an essay.

Next, quotations, summarizing, and paraphrasing are introduced and discussed. *TWR* explicitly discusses how to incorporate quotations through understanding the quote, introducing, weaving in, and explaining the quote. According to the authors of *TWR*, students are ready to begin learning to summarize once they have successfully learned how to expand sentences. Summarizing at this point is for a single paragraph. For students who need additional instruction with paraphrasing or summarizing, *The Fundamentals of Paraphrasing and Summarizing Strategy* would be an instructional match.

Moreover, *TWR* introduces multi-paragraph essays. The focus of instruction starts out on topic sentences that reflect the main idea, supporting details, coherent paragraphs, and distinguishing among general and specific thesis statements, and the development of a conclusion by inverting the order of the general and specific thesis statements is included. These skills are preparing writers for constructing an opinion, pro-

con, and argumentative essay as well as fact versus opinion. Likewise, argumentative skills are presented with ranking reasons and opposing topic sentences. Of course, planning and outlining are crucial for this level of writing, so outlines and ideas are provided. The use of teacher modeling how to complete a multi-paragraph outline is a part of the instruction. Once again, the *Paragraph and Theme Writing Strategies* would be a perfect fit. Proficiency in Theme Writing: Informative Writing enables writers to research a topic, take notes, organize the information and write a research paper. Proficiency in Theme Writing: Persuasive and Argumentative Writing Strategy enables writers to be persuasive and use evidence to support their arguments by teaching students how to plan and write basic persuasive and argumentative themes with counterclaims and themes with examples gathered through research. *Proficiency in Theme Writing: Narrative Writing Strategy* teaches students the basic structure and vocabulary for story writing.

Concluding Thoughts

Lastly, the authors discuss ideas for how to put all the writing skills into practice. The authors make it clear not to skip steps, such as scaffolding through I Do, We Do, You Do, and outlining with the graphic organizers provided in the book. A sequence of strategies is provided beginning with grades 1-12. Pacing guides are provided at the end of the book, along with single and multiple paragraph outlines.

TWR is informative, and the authors continually address the importance of modeling and guiding students in content area classes, explicit instruction, prompt feedback, and continuously assessing progress to determine the instructional focus. SIM Learning Strategies are structured and scaffolded for student and teacher success. Some teachers and students need the explicitness provided by SIM if they are to improve writing. Writing absolutely starts at the sentence level, and SIM provides instructional materials to address not only the sentence level but also the paragraph and essay levels. Every educator has an important role to play in the writing process, and after 44 years, SIM continues to provide effective evidence-based instruction for teachers that is systematic, explicit, and intentional.

The Writing Revolution Book: Hochman, J. C., & Wexler, N. (2017). *The Writing revolution: A guide to advancing thinking through writing in all subjects and grades*. John Wiley & Sons.

New SIM website has launched! As you may have noticed, our new site is now live. We're very excited and hope you will be too once you learn how to navigate the new website. Please notice the new menu tab on the left hand side of the page and the search feature in the upper right corner. You can click on the picture below to visit the sites.

Strategic Instruction Model (SIM™)

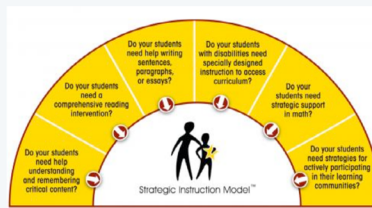
Comprehensive, evidence-based instructional tools and programs that empower teachers and enable students to better succeed in school and beyond.

SIM WHAT, WHY, & HOW



What: Instructional Tools and interventions

WHAT: INSTRUCTIONAL TOOLS AND INTERVENTIONS →



Why: Impact

SIM has been improving the lives of teachers and learners since 1978. Find out some of the ways in which our work has changed lives for the better.

SIM IMPACT →



How: Access SIM

We're happy you're here. Whether you're a parent, teacher, or administrator, we can help you find the SIM solution that best fits your needs.

ACCESS SIM →

GET SIM LEARNING



SIM Credentials

SIM micro-credentials put your knowledge on display. Micro-credentials, commonly known as badges, recognize your investment in professional learning and your dedication to giving your students the evidence-based interventions and tools that can make a difference in their lives.

SIM CREDENTIALS →



SIM Events

Visit the SIM Events page for news on all upcoming events, conferences, webinars, online professional development, and more.

SIM EVENTS →



SIM Professional Developer Resources

Resources and Links for SIM Professional Developers

SIM PDER RESOURCES →

Resources and Tools

[SIM Overview Brochure](#)

An updated Overview with current data and the What's, Why's and How's of SIM.

[SIM Overview on Nearpod](#)

Code to Join: 5IG4M

[Xtreme Reading Micro-credentials](#)

Professional Learning, Fidelity, and Professional Developer Credentials

[SIM Specialist Resource Pages](#)

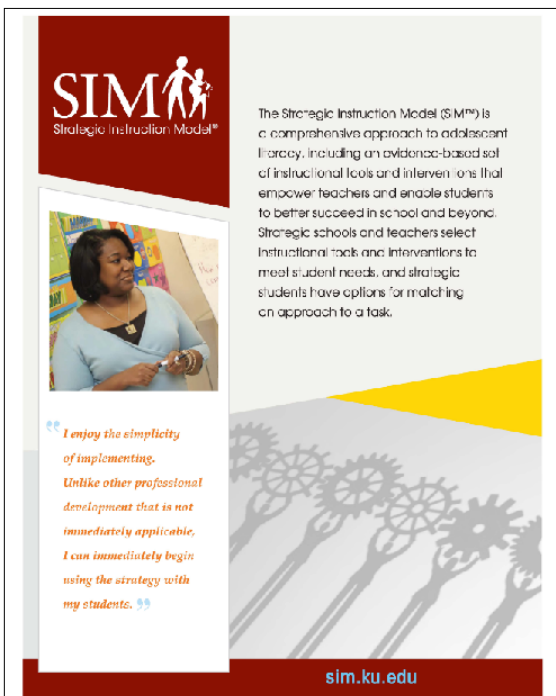
Full of outstanding resources, specialists will have access to pages for their credentials.

[SIM Story Corps](#)

A candid conversation about what's really important in the field of education: students, connections, hope, success.

[SIM Alignment with Other Practices](#)

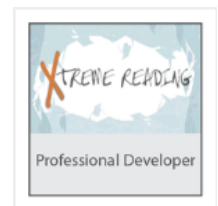
Crosswalks between SIM and other commonly used instructional practices, including a new SIOP & SIM, and a TWR & SIM coming soon.



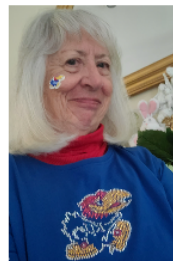
The Strategic Instruction Model (SIM™) is a comprehensive approach to adolescent literacy, including an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet student needs, and strategic students have options for matching an approach to a task.

"I enjoy the simplicity of implementing. Unlike other professional development that is not immediately applicable, I can immediately begin using the strategy with my students."

sim.ku.edu



April 2022: SIM Success in the University Classroom and Beyond, Barb Duchardt and Joyce Rademacher



In this SIM StoryCorps, we'll hear Barb Duchardt and Joyce Rademacher, two retired professors of special education and SIM Professional Developers located in Louisiana reminisce about their SIM success in the university classroom and beyond.

[Listen to April 2022 SIM StoryCorps](#)

DIGITAL COPIES OF MATERIALS ARE AVAILABLE THROUGH THE KUCRL ONLINE STORE
SHOP.KUCRL.KU.EDU



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