

SIM™ NEWSLETTER

The University of Kansas Center for Research on Learning • September 2023

IN THIS ISSUE:

- SIM Events & New Resources, p.1
- *Enacting the IES Evidence-Based Recommendations for Reading Interventions with SIM™ Reading Strategies*, Washburn, p. 2-4
- Links to SIM Resources and Tools, p.5-6

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- [Fundamentals of Paraphrasing and Summarizing Strategy](#)
- [Possible Selves Strategy](#)
- [Sentence Writing Strategies \(Fundamentals and Proficiency\)](#)
- [Unit Organizer Routine](#)

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Enacting the IES Evidence-Based Recommendations for Reading Interventions with SIM™ Reading Strategies

By Jocelyn Washburn, Ph.D.
 Director of Professional Development
 University of Kansas Center for Research on Learning

Imagine a team of school decision-makers around a conference room table reviewing the recommendations from the [2022 IES Practice Guide for Providing Reading Interventions for Students in Grades 4-9](#). The conversation starts as a resounding yes, we need to do this, but then the room quiets, and someone whispers, but how? This could be an overwhelming moment, but if a SIM Professional Developer is in the room, or the team is aware of SIM Reading Strategies, then it doesn't have to be.

In this brief article, I provide a snapshot of the recommendations, their level of evidence as provided by Institute of Education Sciences (IES), and select SIM Reading Strategies that enact the recommendation. Teachers wouldn't have to build lessons from scratch; administrators wouldn't have to wonder what these recommendations look like in action or even spend very much money. For nearly 50 years, KUCRL has been partnering with educators to design and validate reading interventions to provide realistic solutions to authentic needs, exactly like these presented in the IES Practice Guide. In fact, several studies of SIM interventions (Hock et al., 2017; Somers et al., 2010; and Sprague et al., 2012) informed the development of these recommendations and can be found on the [IES list of reviewed studies](#).

Table 1. IES Evidence-Based Reading Intervention Recommendations with SIM Reading Strategies

Level of Evidence	IES Recommendation	Which SIM Reading Strategy(ies) Enacts This Recommendation?
Tier 1 Strong Evidence	Recommendation 1. Build students' decoding skills so they can read complex multisyllabic words	<i>The Bridging Strategy</i> within the Fusion Reading Program
Tier 1 Strong Evidence	Recommendation 2. Provide purposeful fluency-building activities to help students read effortlessly	<i>The Word Identification Strategy*</i>
Tier 1 Strong Evidence	Recommendation 3. Routinely use a set of comprehension-building practices to help students make sense of the text	Several reading strategies named below
	Part 3A. Build students' world and word knowledge so they can make sense of the text	<i>The Word Mapping Strategy*</i>
	Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read	<i>The Inference Strategy*</i>
	Part 3C. Teach students a routine for determining the gist of a short section of text	<i>The Fundamentals of Paraphrasing & Summarizing</i> <i>The Paraphrasing Strategy*</i> <i>The Summarization Strategy</i> within the Fusion Reading Program
	Part 3D. Teach students to monitor their comprehension as they read	<i>The Self-Questioning Strategy*</i> <i>The Prediction Strategy</i> within the Fusion Reading Program
Tier 2 Moderate Evidence	Recommendation 4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information	The Advanced Practice & Feedback Stage and the Generalization Stage of all SIM Reading Strategies support this recommendation.

**These specific reading strategies are available as a standalone and are part of the Xtreme Reading Program.*

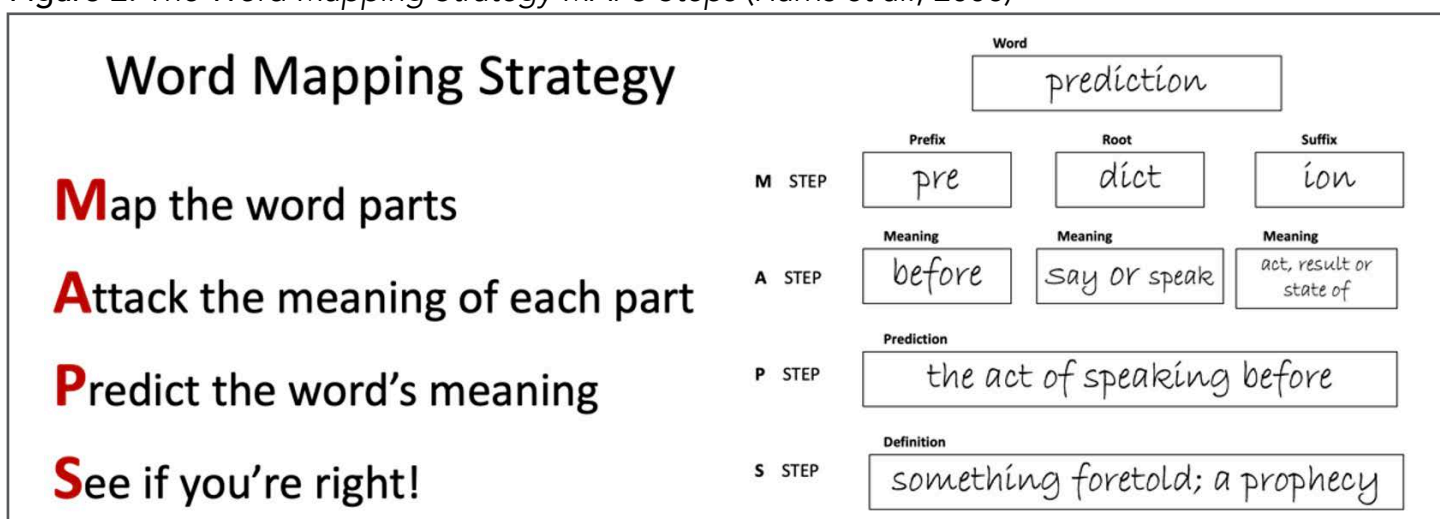
Within the IES Practice Guide, there are how-to suggestions for each evidence-based recommendation. Below, I've highlighted the alignment of one specific SIM reading strategy with their suggestion.

Recommendation 3, Part A: Build students' world and word knowledge so they can make sense of the text.

- How-to Step: Teach students how to derive meanings of unknown words using context.
- How-to Step: Teach prefixes and suffixes to help students derive meanings of words.
- How-to Step: Teach the meaning of Latin and Greek roots.

The Word Mapping Strategy helps students learn how to predict the meaning of unknown words. Students learn to identify prefixes, suffixes, and roots and practice predicting the meaning of words using those parts. They also learn to use four strategic steps to identify the parts of a word, determine the meaning of those parts, and predict the meaning of the word.

Figure 2. *The Word Mapping Strategy MAPS Steps* (Harris et al., 2008)



Recommendation 3, Part B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

- How-to Step: Explicitly teach students how to find and justify answers to different types of questions.
- How-to Step: Provide ample opportunities for students to collaboratively answer questions.
- How-to Step: Teach students to ask questions about the text while reading.

The Inference Strategy helps students make inferences about information they have read and answer inferential questions. Students learn to identify key words in questions or invent their own questions to help them search for important information as they read a passage, determine what type of question they need to answer, think about what they already know about a topic, find clues in the reading passage that will help them answer the questions, look for additional information, and answer the question.

The IES Practice Guide explains that by understanding common types of questions that may be asked, students develop habits for sifting through the information in the text or connecting to their world knowledge to figure out the answers. And, teaching students how to answer different types of questions helps them find information that is either directly stated in or inferred from the text. Figure 3. Types of Questions Taught in the Inference Strategy (Fritschmann et al., 2007)

Figure 3. *Types of Questions Taught in the Inference Strategy* (Fritschmann et al., 2007)

FACTUAL QUESTIONS require finding a fact in the information that you have read. The answer is found right in the passage. Sample Question: What is the name of the girl’s best friend?
BIG PICTURE QUESTIONS require you to figure out the main idea or big message, or theme, of the passage. They may ask for the purpose of the writer. They may ask for summary information, including information on setting and tone. Sample Question: What is the author’s main message?
PREDICTING QUESTIONS require you to make a guess or forecast about what will happen in the future. Also, they require you to base your forecast on information you have read. Sample Question: What is the most likely event to happen next?
CLARIFYING QUESTIONS require you to make sense of something by explaining it, giving a cause or reason, explaining feelings, comparing something, or contrasting something. Sample Question: What caused Mrs. Jones to give away the puppy?

Recommendation 3, Part C: Teach students a routine for determining the gist of a short section of text.

- How-to Step: Model how to use a routine to generate gist statements.
- How-to Step: Teach students how to use text structures to generate gist statements.
- How-to Step: Work collaboratively with students to generate gist statements

The Fundamentals of Paraphrasing and Summarizing Strategy helps students acquire the fundamental skills they need to be able to identify and paraphrase main ideas and details. Lesson topics include paraphrasing words, phrases, and sentences; identifying details, topics, and main ideas; creating summaries; and more. These skills are foundational to being able to paraphrase and summarize information and are required when students write answers to questions or write reports in school.

Recommendation 3, Part D: Teach students to monitor their comprehension as they read.

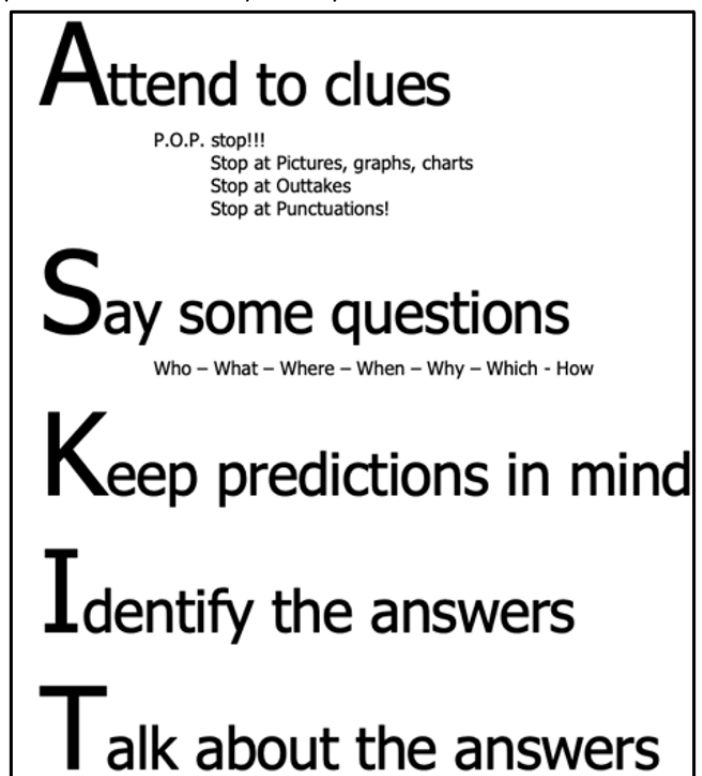
- How-to Step: Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.

The Self-Questioning Strategy helps students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves.

Conclusion

After reading this IES Practice Guide on Reading Interventions, it is really no exaggeration to exclaim that this document could have simply said, “Teach with a SIM Reading Strategy or a KUCRL Reading Program!” At this link on this IES What Works Clearinghouse website, there are several quick-read resources (e.g., overview video, Power Point slides) and the full Practice Guide.

Figure 3. *Self-Questioning Strategy Steps* (Schumaker et al., 1994)



This article was adapted for the September 2023 SIM Educators Newsletter from an article in *StrateNotes* Vol. 31, No. 2 | Nov./Dec. 2022

New Writing Resources

New Videos:

- [Fundamentals in Sentence Writing Strategy](#)
- [Proficiency in Sentence Writing Strategy](#)
- [Paragraph Writing Strategy](#)



Possible Selves, Second Edition is Now Available

Edge Enterprises, Inc. has released the second edition of the Possible Selves Strategy. Possible Selves was designed to increase student motivation by having students examine their futures and think about goals that are important to them. Thanks to Mike Hock, Jean Schumaker, and Mona Tipton for all their hard work on this manual.

WRITE/APLM Online Progress Monitoring and Instructional Coaching Tools

Researchers at KUCRL have been working on both Online Progress Monitoring and Instructional Coaching Tools for teachers.

[WRITE](#) was developed for educators to better understand and then apply effective technology solutions aligned with evidence-based writing interventions. WRITE includes a progress monitoring tool for middle school students and is designed to support instructional interventions for all students, especially those who struggle with writing. It is currently undergoing an update but will be back online before Fall 2023 semester.

The [APLM](#) online system is being developed for instructional coaches who work with the teachers implementing WRITE and is a web-based tool for tracking coaching moves, getting started with implementation teams, and viewing WRITE results.

If you're interested in learning more about either of these systems or want to be informed when WRITE is ready for use, fill out our survey at: https://kusurvey.ca1.qualtrics.com/jfe/form/SV_bPFib-sMDJUHQr3L

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Resources and Tools

[2023 SIM Brochures](#)

Updated SIM Brochures with current data and the What's, Why's and How's of SIM.

[SIM Overview on Nearpod](#)

Code to Join: KFSL6

[SIM Alignment with Other Practices](#)

Crosswalks between SIM and other commonly used instructional practices.

[SIM Forum](#)

An online space for sharing SIM ideas and views.

[SIM Story Corps](#)

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

[SIM Specialist Resource Pages](#)

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

[Xtreme Reading Micro-credentials](#)

Professional Learning, Fidelity, and Professional Developer Credentials

May 15, 2023: Using the Decision-Making Routine for IEP and Post-Secondary Goal Development, Darren Minarik, Ph.D. ^

Using the Decision-Making Routine for IEP and Post-Secondary Goal Development

Darren Minarik, Ph.D., Associate Professor, Radford University
SIM Content Enhancement Professional Developer

How can we help students with disabilities take ownership of their Individualized Education Program (IEP)? Research on transition planning over the last 20 years suggests that active student involvement in transition planning is essential to improve post-secondary outcomes (Martin & Zhang, 2020). One effective strategy to promote more active student involvement is the [Decision-Making Routine](#). This research-driven device helps students narrow down their post-secondary goals and identify the services and support they need to reach them.

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