



A Crosswalk: The Writing Revolution and SIM™ Instructional Tools and Interventions

This crosswalk was developed to assist educators in understanding the relationship between the principles, processes, and elements from *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Hochman & Wexler, 2017) and specific Strategic Instruction Model (SIM) Learning Strategies and Content Enhancement Routines. The Writing Revolution (TWR) and SIM are both instructional resources educators can use to support the writing needs of their students. We thank Dana McCaleb, a SIM Professional Development Leader and Instructional Coordinator for the Virginia Department of Education's Training and Technical Assistance Center (T/TAC), for its development.

The Writing Revolution (TWR)

The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades is a book that provides scientifically proven instructional methods for effective writing instruction. In the foreword, Dr. Hochman states the sentence is the building block of writing and thinking, the "complete thought." The authors advocate that explicit writing instruction should begin in elementary school and be embedded in all content classes through middle and high school. They also suggest regular intentional exercises to expand sentences in specific and methodical ways, so students can become better at writing. Furthermore, they stress the importance of the writing exercises being implemented in a content-rich environment because she says, "the content drives the rigor." 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. For more information, see Hochman, J. C., & Wexler, N. (2017). *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades*. John Wiley & Sons.

Strategic Instruction Model (SIM)

The Strategic Instruction Model 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 their student needs, and strategic students have options for matching an approach to a task. Since 1978, researchers from KUCRL have partnered with classroom teachers to design SIM instructional tools, materials, and interventions. The research-based components of these tools have been tested and approved by teachers to become evidence-based practices shown to be effective in varied school and classroom contexts. SIM includes two arms that work together to improve literacy: Learning Strategies (LS) and Content Enhancement Routines (CER). LS use explicit and systematic instructional procedures. CERs are dynamic instructional tools that use powerful teaching devices and procedures to teach critical content in an understandable and easy-to-learn manner. Schools and teachers may implement a combination of LS and/or CER. For more information, visit www.sim.ku.edu.

Overall Comparison of The Writing Revolution (TWR) and the Strategic Instruction Model (SIM)

Overall Commonalities

Both TWR and SIM:

- are evidence-based.
- view sentences as the building blocks/foundation of all writing.
- advocate that sentence-level writing should not be dismissed as something too basic for older students to engage in.
- regard writing as not just a skill, but as a powerful teaching tool.
- stress a need for explicit, scaffolded writing instruction.
- support instruction in sentence variety.
- promote the importance of consistently writing across the curriculum while reinforcing skills taught.
- include embedded grammar instruction in the context of student writing.
- contain an I Do, We Do, You Do instructional process.
- encourage mastery learning.
- promote the importance of descriptive feedback, ongoing progress monitoring, and assessing.
- recommend explicitly teaching students how to plan before they write.
- can be taught by general educators, special educators, English language educators, or speech-language pathologists.
- stress the importance of keeping a student writing folder to show student progress.
- sequence writing strategies and spiral back to previously taught skills.
- focus on the importance of the writing process.

Overall Differences

TWR

SIM

Literacy Skills Integration

Writing, thinking, and reading are linked.

Literacy includes reading, writing, listening, speaking, and thinking.

Instructional Materials

Some supporting resources such as outlines are included with the book, and other resources can be purchased for an additional cost. Examples of strategies provided are sentence expansion, sentence combining, and sentence stems. The book discusses how to scaffold instruction. Pacing guides are included. The instructional language in the materials is relevant and up to date.

All SIM Learning Strategies instructor manuals and student materials include a pretest, lesson plans, learning sheets for mastery learning, a troubleshooting section, progress monitoring with student goal setting, a posttest, and generalization/reinforcing of skills. Materials can be purchased for a nominal cost. Some of the instructional language in the materials is outdated (e.g., overhead projector).

TWR

SIM

Grade Levels

The strategies and writing templates can be implemented beginning in first grade.

Validation research shows effectiveness beginning in 4th grade; however, action research has shown *Fundamentals in the Sentence Writing Strategy (FSW)* can successfully be implemented beginning in kindergarten, and **The Fundamentals in the Paragraph Writing Strategy (FPW)* can be implemented beginning in 2nd grade.

*The Fundamentals in the Paragraph Writing Strategy is in production and not yet available for purchase.

Terminology

There are differences in the terminology used by TWR and SIM to discuss grammar and conventions, detailed below.

Detailed Comparison of TWR and SIM

Sentence-Level Instruction

Sentences are the building blocks of writing and thinking.

TWR discusses sentence types as declarative, interrogative, exclamatory, and imperative with grammar and conventions.

Sentences are the foundation of all writing. *FSW* and Part One on Simple Sentences in the *Proficiency in the Sentence Writing Strategy (PSW)* help writers understand the basic concepts of a complete simple sentence.

FSW instructs students on four simple sentence types as subject-verb, compound subjects and a verb, compound verbs and a subject, and compound subjects and verbs.

Simple/Basic Sentence Terminology

A kernel sentence is defined as a complete thought and the benefits of sentence expansion is discussed.

Simple sentence in *FSW* and *PSW* which include four simple sentence types: subject-verb, compound subjects and a verb, compound verbs and a subject, and compound subjects and compound verbs.

Grammar Taught in Context

The best way to teach grammar and conventions is to teach it through the context of writing and through sentence activities such as sentence combining, sentence stems, scrambled sentences, and run-ons.

Grammar rules are embedded within all SIM writing strategies. *PSW* helps writers learn advanced sentence writing skills. Sentence combining and sentence stems are included in the instructional process.

Detailed Comparison of TWR and SIM

	TWR	SIM
Paragraph-Level Instruction	Four types of paragraphs and compositions including compare-and-contrast, narrative, descriptive, and opinion or argumentative which include topic sentence, concluding sentence, detail sentences, supporting details, and transitions with an outline. TWR includes graphic outlines.	The <i>FPW</i> and <i>The Paragraph Writing Strategies (PW)</i> teach students how to write a well-organized paragraph and eventually progress to multi-paragraphs by planning the sequence in which ideas will be expressed, and writing a variety of topic, detail, and clincher sentences with correct use of transitions utilizing two types of diagrams that help organize the paragraph.
Note-taking	TWR addresses the power of note-taking by having students reduce sentences to key words and phrases, abbreviations, and symbols. TWR emphasizes that in order to practice sentence expansion, students will need to write brief notes rather than complete sentences, as well as learn to identify key words and phrases in text. Understanding how to reduce text to notes and abbreviations is crucial.	<i>Listening and Note-Taking</i> is a strategy that incorporates the mnemonics NOTeS and GRADE. Students learn how to recognize the introduction of a presentation, observe cues, transform the information by writing key words instead of sentences, omit small words, cross out mistakes rather than erasing, use synonyms, abbreviations and symbols, as well as sort main ideas and details. The GRADE mnemonic focuses on having students gather missing information, rereading and highlighting, asking themselves questions by drawing diagrams, and encouraging themselves.
Planning and Executive Functioning Skills	TWR specifically discusses cognitive demands and executive functions/working memory overload. Planning before writing due to the demands that writing places on executive functions which cause stress for students and negatively impacts the ability to concentrate and organize their thoughts. TWR includes graphic outlines.	All SIM writing strategies have a planning component. Executive functions are not explicitly stated with SIM; they are implied. SIM Learning Strategies utilize writing diagrams with a specific instructional process. SIM Content Enhancement Routines utilize a visual device with the Cue-Do-Review instructional sequence. Specifically, <i>The Question Exploration Routine</i> , <i>The Framing Routine</i> , <i>Teaching Cross-Curricular Argumentation Routine</i> , and <i>Teaching Decision-Making Routine</i> can be used as pre-writing tools.

Detailed Comparison of TWR and SIM

	TWR	SIM
Revising and Editing	Stresses and teaches the distinction between revising and editing. TWR promotes student practice with identifying needs revisions and edits on sample written products	The <i>EDIT Strategy: An Essential Element of the Writing Process</i> enables students to find and correct errors on assignments. They first practice on sample written products. Then, students learn to compose their first draft, perform a spell check, run through the COPS Questions which are related to capitalization, overall appearance, punctuation, and substance of the paper, and make the needed corrections.
Use of Quotations, Paraphrasing and Summarizing	Quotations are explicitly addressed. Instruction begins with how to incorporate quotations, how to determine noteworthy quotations, how to weave in and use quotations that support arguments, and how to lay the groundwork for introducing and explaining quotations. The use of quoting introduces paraphrasing. Summarizing is defined and the importance and difficulty in crafting effective summaries is addressed.	<i>Fundamentals of Paraphrasing and Summarizing</i> teaches students to paraphrase, words, phrases, and sentences by identifying details, topics, and main idea and create summaries. <i>The Paraphrasing Strategy</i> helps students focus on the most important information in a passage and to improve their recall of main ideas and specific facts by reading short passages of materials, identifying the main idea and details, and rephrasing the content in their own words.
Writing Multiple Paragraphs (Essays)	Organizing and the benefits of outlining multiple paragraphs is addressed. Developing a general or specific thesis statement, main ideas, details, and crafting conclusions are also addressed. TWR uses graphic outlines.	<i>Fundamentals in the Theme Writing Strategy</i> teaches students to focus on the skills associated with writing themes and provides learning sheets for explaining the parts of a theme, finding, and adding subtopics, brainstorming, planning and writing the introductory and concluding paragraphs, and writing details sentences. This strategy uses the TOWER Diagram. <i>Proficiency in Theme Writing: Narrative Writing</i> teaches students the basic structure and vocabulary for story writing.

Detailed Comparison of TWR and SIM

Argumentative Writing

TWR

Opinion, pro-con paragraphs, and pro-con essays are addressed. The challenges of argumentative writing, the distinction between fact and opinion, back up claims by incorporating evidence and quotations are discussed.

SIM

Proficiency in Theme Writing: Informative Writing Strategy 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.