Exploring Literacy, RTI and SIM

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How high is the bar set for our students?

Challenge for Schools
("Raising the Bar")

MCA II and GRAD tests for adolescents
Require students to be proficient in…
Complex thinking (inference, summarization)
Vocabulary
Background knowledge

# GRAD Test for Reading (Grades 10 +)

Sub-strand B. Vocabulary Expansion

I.B.G.6 The student will determine the meaning of unfamiliar words using context clues. (2-4 items)

Sub-strand C. Comprehension

I.C.G.11 The student will summarize and paraphrase expository or informational text by identifying main ideas, themes, details or procedures of the text. (4-7 items)

I.C.G.12 The student will make reasonable inference and conclusions about the text, supporting them with accurate and implied information from texts.
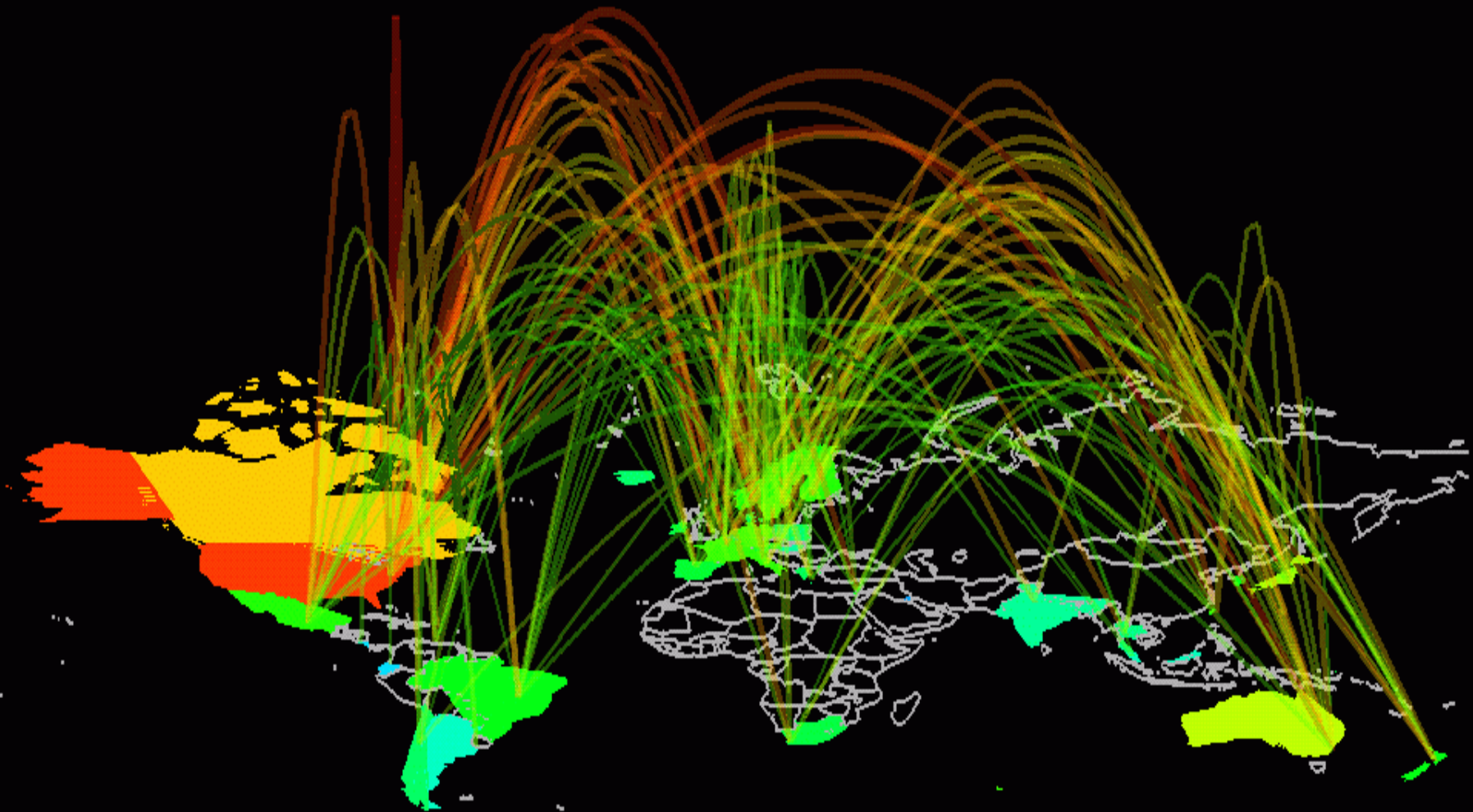
We are living in exponential times.

Course Organizer

This Course: **Strategic Instruction Model™ (SIM), CLC™ and Response to Intervention**

SIM Strategic Instruction Model™

is about → how SIM, a comprehensive approach to adolescent literacy, can help address the needs of students to read and understand complex materials and express themselves effectively in writing in a RTI context through using the Content Literacy Continuum.

Course Questions:

1. What are the greatest challenges secondary students with limited literacy skills face in the classroom?

2. How can Learning Strategies and Content Enhancement Routines help deal with those challenges?

3. What is the relationship between Content Enhancements, Learning Strategies and MCA II demands?

4. How do RTI and SIM connect?

5. How does the Content Literacy Continuum provide a framework for implementing RTI in secondary schools?

SIM: improving adolescent literacy

Content Enhancement Routines
Teacher-focused interventions which prompt teachers to think about, adapt and present essential content in a "learner-friendly" fashion.

Learning Strategies
Student focused interventions designed to provide skills and strategies students need to learn the content.

Content Literacy Continuum:
A framework designed as a school-wide approach to address content literacy need in secondary schools.

COURSE MAP	Strategic Instruction Model™ (SIM), CLC™ and Response to Intervention

includes

COMMUNITY PRINCIPLES

Respect
Humor

LEARNING RITUALS

Discussion
Reflection
Pair-Share

PERFORMANCE OPTIONS

Note-taking
Questioning

CRITICAL CONCEPTS

Improved literacy for allModeling
All teachers involvedCue-Do-Review
Strategic instructionEnhanced Instructions
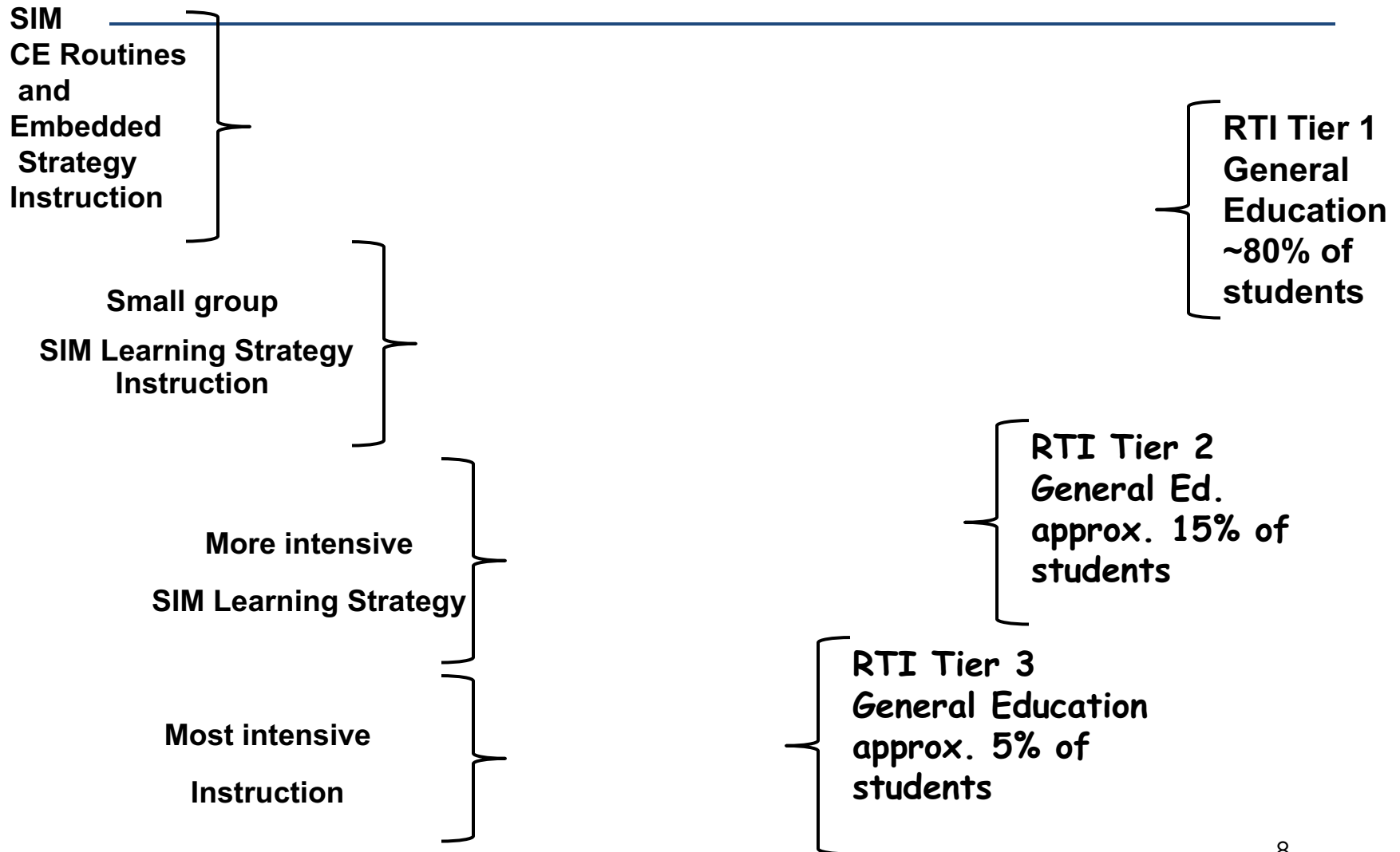**Data driven decision-makingAdministrative Leadership**

Organized through

Content Literacy Continuum

Content Enhancement Routines

Learning Strategies

RTI Structure and SIM

SIM
CE Routines and Embedded Strategy Instruction

Small group

SIM Learning Strategy Instruction

More intensive

SIM Learning Strategy

Most intensive

Instruction

RTI Tier 1 General Education ~80% of students

RTI Tier 2 General Ed. approx. 15% of students

RTI Tier 3 General Education approx. 5% of students

International Reading Association: Statement on Adolescent Literacy

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future.

Challenges for Secondary Schools

"Without careful attention to what it means to learn in the content areas and to the relationship between learning and literacy, content-literacy and secondary school educators will continue to struggle with integrating literacy into the content areas."
--(Moje, 2006)

Conversations to foster Learning and Alignment

Aligning energy

and resources for

teaching and learning

Improving Outcomes for Struggling Adolescent Learners

Instructional Core
(Quality Instruction)

+

Infrastructure Support
(Administrative Leadership)

=

Improved Outcomes

- Motivation/Behavior supports
- Engaging/Diverse materials
- **Continuum of literacy instruction**
- Intense-Explicit instruction
- Formative/Summative assessments

+

- Professional development
- Teacher materials/resources
- Instructional coherence
- Extended time

=

- Reading Proficiency
- Improved attendance
- Persistence in school
- Challenging courses
- Graduation

Strategic Instruction Model

Content Enhancement Routines

Tools for teachers to use in partnership with students to promote mastery of critical content and enhance background information necessary for literacy.

Content Enhancement Teaching Routines

Planning & Organizing
Course Organizer
Unit Organizer
Lesson Organizer

Teaching Concepts
Concept Mastery Routine
Concept Anchoring Routine
Concept Comparison Routine

Exploring Text, Topics, & Details
Framing Routine
Survey Routine
Clarifying Routine
Order Routine

Increasing Performance
Quality Assignment Routine
Question Exploration Routine
Recall Enhancement Routine

Planning and Leading Learning

Routines for teachers to:
 plan how to teach content in academically diverse classrooms   (what and how)
provide a roadmap for students for courses, units, and lessons
lead students to learn the critical content

Teacher(s): Dr. Reyes	**The**	Student:
Time:		Course Dates: 2004 - 2005

Course Organizer

① THIS COURSE: Earth Science

is about — how the Physical and Chemical processes that formed Earth and continue to operate on this planet cause dynamic changes over geologic time.
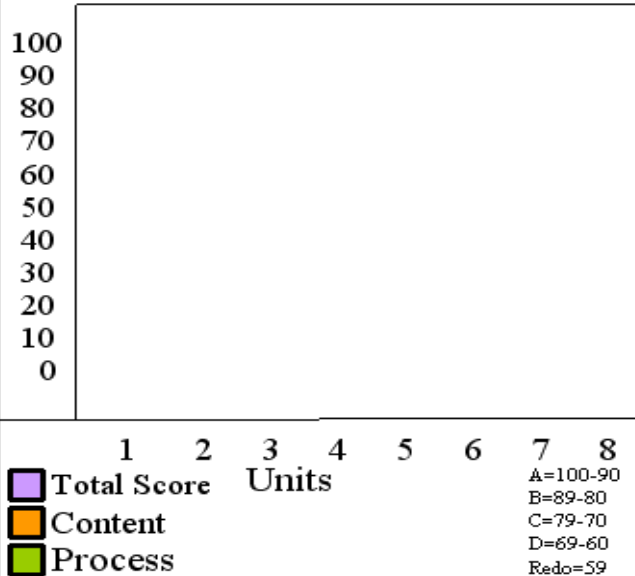
② COURSE QUESTIONS:

1. How has the changes in our Solar System affected our place in the Universe?
2. How have the dynamic earth processes shaped our planet over geologic time?
3. How has the Sun's energy affected the Earth's climate and what other factors does our weather depend on?
4. How does the proximity to large bodies of water affect climate?
5. How are the physical and chemical effects of the global carbon cycle related to photosynthesis, respiration, and the nitrogen cycle?
6. How has the chemical composition of the Earth's atmosphere evolved over geologic time?
7. How is the geology of a state related to its wealth and its hazards?
8. What is the significance of using consistent and appropriate investigation and experimentation to solve scientific problems?
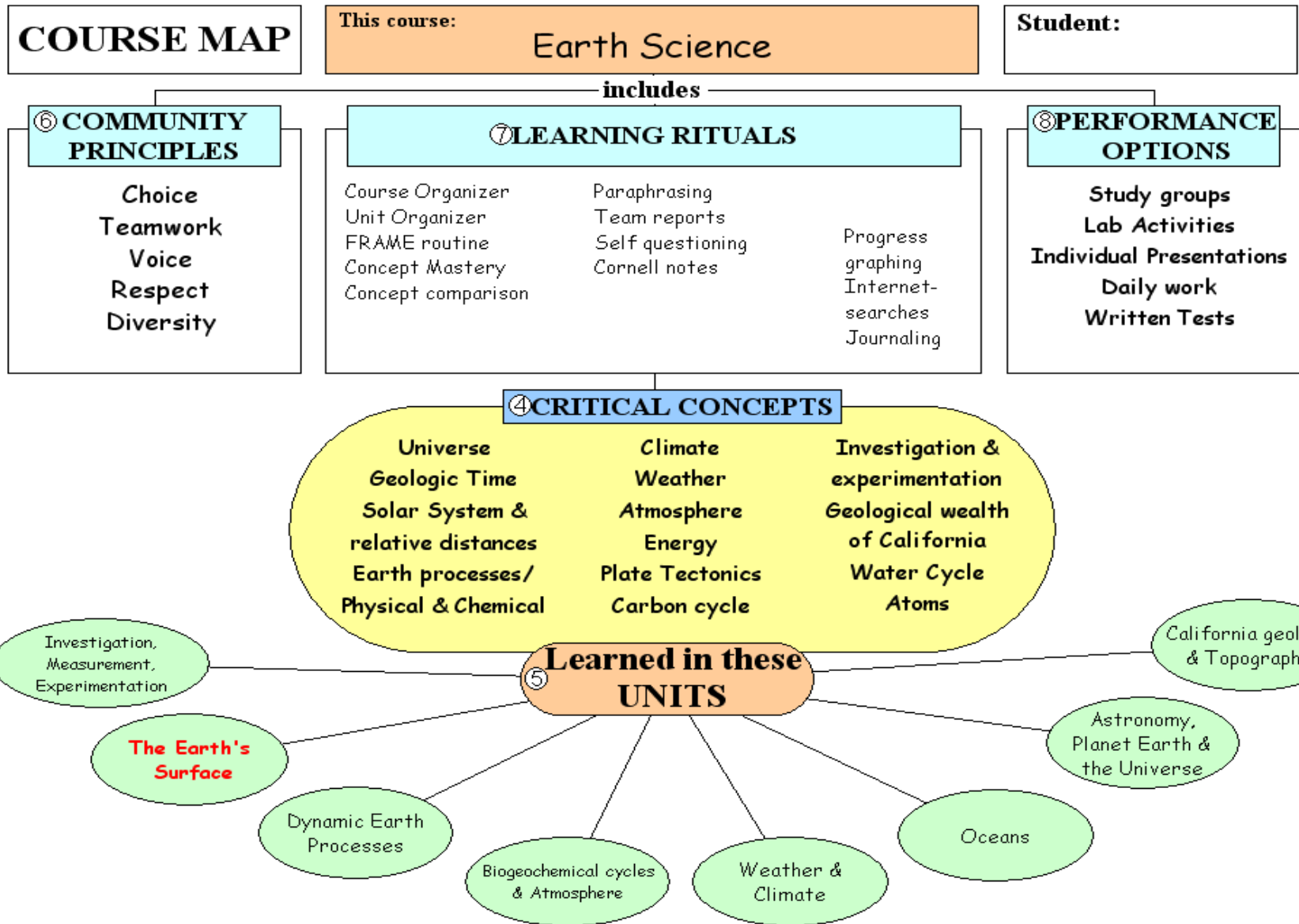
③ COURSE STANDARDS:

What?	How?	Value?
CONTENT:		
Understanding main concepts	Unit tests	30pts.
Applying & demonstrating	Lab Activities	20pts.
Examples & details	Daily work	20pts.
		70pts.
PROCESS:		
Paraphrasing	Class demo	15pts.
Teamwork	Class demo	10pts.
Being prepared	Class demo	5pts.
		30pts.

COURSE PROGRESS GRAPH

100
90
80
70
60
50
40
30
20
10
0

1 2 3 4 5 6 7 8
Units

☐ Total Score
☐ Content
☐ Process

A=100-90
B=89-80
C=79-70
D=69-60
Redo=59

COURSE MAP

This course: Earth Science

Student:

— includes —

⑥ COMMUNITY PRINCIPLES

Choice
Teamwork
Voice
Respect
Diversity

⑦ LEARNING RITUALS

Course Organizer
Unit Organizer
FRAME routine
Concept Mastery
Concept comparison

Paraphrasing
Team reports
Self questioning
Cornell notes

Progress graphing
Internet-searches
Journaling

⑧ PERFORMANCE OPTIONS

Study groups
Lab Activities
Individual Presentations
Daily work
Written Tests

④ CRITICAL CONCEPTS

Universe
Geologic Time
Solar System & relative distances
Earth processes/ Physical & Chemical

Climate
Weather
Atmosphere
Energy
Plate Tectonics
Carbon cycle

Investigation & experimentation
Geological wealth of California
Water Cycle
Atoms

⑤ Learned in these UNITS

- Investigation, Measurement, Experimentation
- The Earth's Surface
- Dynamic Earth Processes
- Biogeochemical cycles & Atmosphere
- Weather & Climate
- Oceans
- Astronomy, Planet Earth & the Universe
- California geology & Topography

Unit Organizer

used to plan units
introduce and maintain the big ideas in units
show how units, critical information and concepts are related.
helps teachers isolate critical content
is typically co-constructed by the teacher and students

The Unit Organizer

NAME
DATE

④ BIGGER PICTURE

The roots and consequences of civil unrest.

② LAST UNIT /Experience	① CURRENT UNIT	③ NEXT UNIT /Experience
Growth of the Nation	The Causes of the Civil War	The Civil War

⑧ UNIT SCHEDULE

1/22	Cooperative groups – over pp. 201-210
1/28	Quiz
1/29	Cooperative groups – over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups – over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test

⑤ UNIT MAP

is about...

Sectionalism
pp. 201-236

was based on → Areas of the U.S.

emerged because of → Differences between the areas

became greater with → Events in the U.S.

was influenced by → Leaders across the U.S.
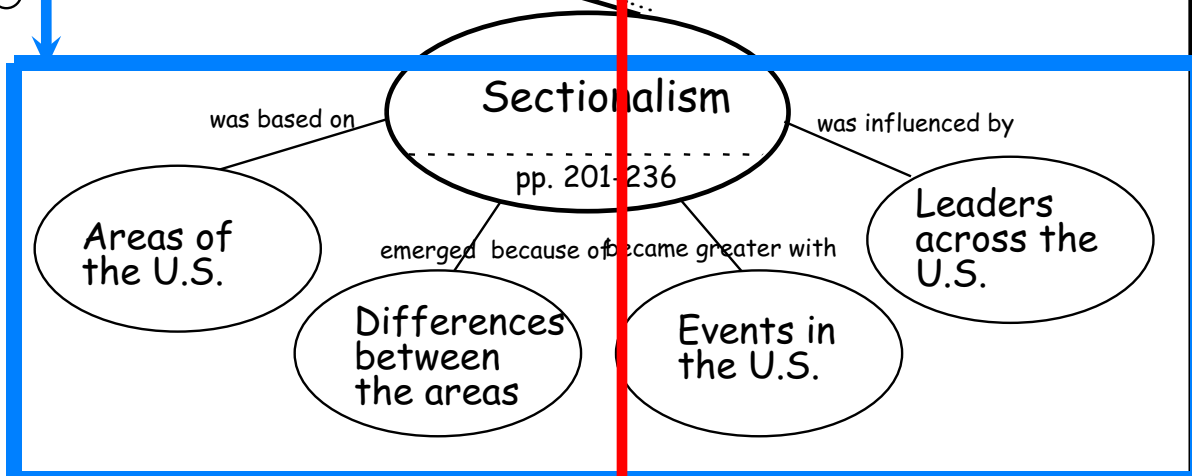
⑦ UNIT SELF-TEST QUESTIONS

What was sectionalism as it existed in the U. S. of 1860?

How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?

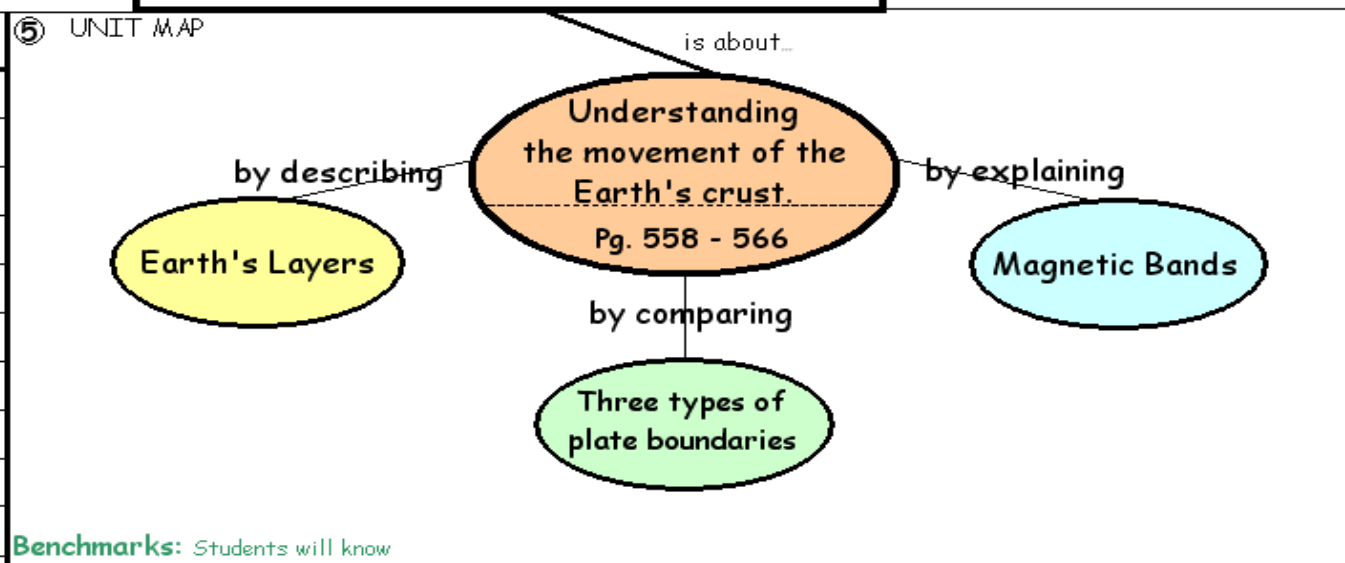What examples of sectionalism exist in the world today?

⑥ UNIT RELATIONSHIPS

descriptive

compare/contrast

cause/effect

The Unit Organizer

④ BIGGER PICTURE
STANDARD

Plate Tectonics over geologic time has changed the Earth's surface

② LAST UNIT/Experience
Investigation/Measurement

① CURRENT UNIT
The Earth's Surface: Plate Tectonics

③ NEXT UNIT/Experience
Dynamic Earth Processes

⑧ UNIT SCHEDULE

Laser disk presentation
Write Shaffer Paragraph
Cornell notes & Questions
LT 55 Questions
FRAME – Plate Tectonics
Technology Activity
Concept Mastery
Study Guides
Enrichment Activities
Quiz
Lab Activity
Concept comparison
Test

⑤ UNIT MAP

is about...

Understanding the movement of the Earth's crust.
Pg. 558 - 566

by describing — **Earth's Layers**

by explaining — **Magnetic Bands**

by comparing — **Three types of plate boundaries**

Benchmarks: Students will know

3a - the features of the ocean floor (magnetic patterns, age, and seafloor topography) provide evidence of plate tectonics.

3b - the principle structures that form at the three different kinds of boundaries.

⑦ UNIT SELF-TEST QUESTIONS

1. What are the differences between convergent, divergent & transform fault boundaries?
2. How do magnetic bands provide evidence that the plates are moving apart at mid-ocean ridges?
3. What is the best way to describe the three types of convergent boundaries?
4. How can you explain the Theory of Plate Tectonics?
5. How do the plates move?

⑥ UNIT RELATIONSHIPS

Contrast
Compare
Explain
Describe

The FRAME

Rain Forest Pollution

Is about...

how damaging the rain forests affects our environment, particularly the **atmosphere**

+

−

Start with	Add this	Results in
Rain forest conditions	Irresponsible human actions	Damage to the environment

Essential details	Essential details	Essential details
Abundance of trees that remove carbon dioxide from the air	Farmers cut or burn down areas of rain forest	Fewer trees means less carbon dioxide is removed from the air
The atmosphere is in balance	Removal of areas of the rain forest	Atsomsphere is out of balance
Loss of trees and flora	Displaced animal species	Decreased habitats for millions of species
Decreasing total rain forest	Increased clearing and burning	Increased carbon dioxide in the air traps heat and makes the earth hotter

So What? (What's important to understand about this?)

The entire earth is becoming warmer, even though the rain forest is being destroyed in the tropics

CONCEPT DIAGRAM

Â **Key Words**	À CONVEY CONCEPT

À OFFER OVERALL CONCEPT

Â NOTE KEY WORDS

Ã CLASSIFY CHARACTERISTICS

Key Words:
- U.S. Civil War
- Northern Ireland
- citizens
- one nation
- ethnic
- many nations
- social rights
- Desert Storm in Kuwait

Civil War	À	armed conflict	Á

Always Present	Sometimes Present	Never Present
• Groups of citizens	economic	War between
• Within a single nation	religious	nations
• About distribution of power	ethnic	
	social	
	political	

Ä EXPLORE EXAMPLES **Examples:**

- United States war between the States
- Northern Ireland
- 1990's crisis in the Balkans

American Revolutionary War

Nonexamples:

- World War I
- World War II
- "Desert Storm" in Kuwait

Å PRACTICE WITH NEW EXAMPLE

Æ TIE DOWN A DEFINITION

A civil war is a type of armed conflict among groups of citizens of a single nation that is caused by concerns about the distribution of power.

All Content Enhancement Routines MUST:

- **Be able to be infused into any content**

- **Apply to HALO (high, middle, low, other) achievers**

- **Be easy to teach and evaluate**
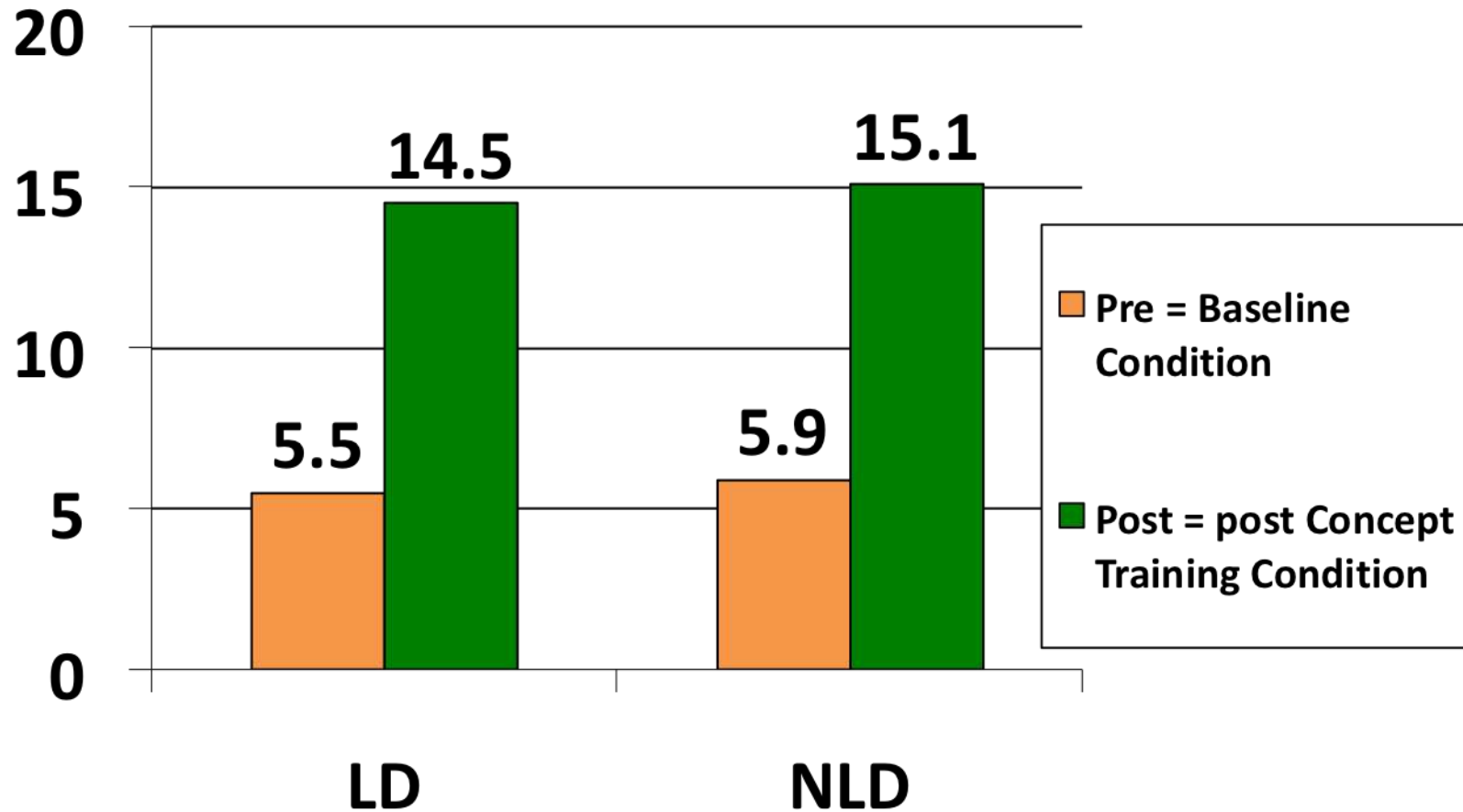
- **Make a positive difference**

What are the results when teachers use CERs?

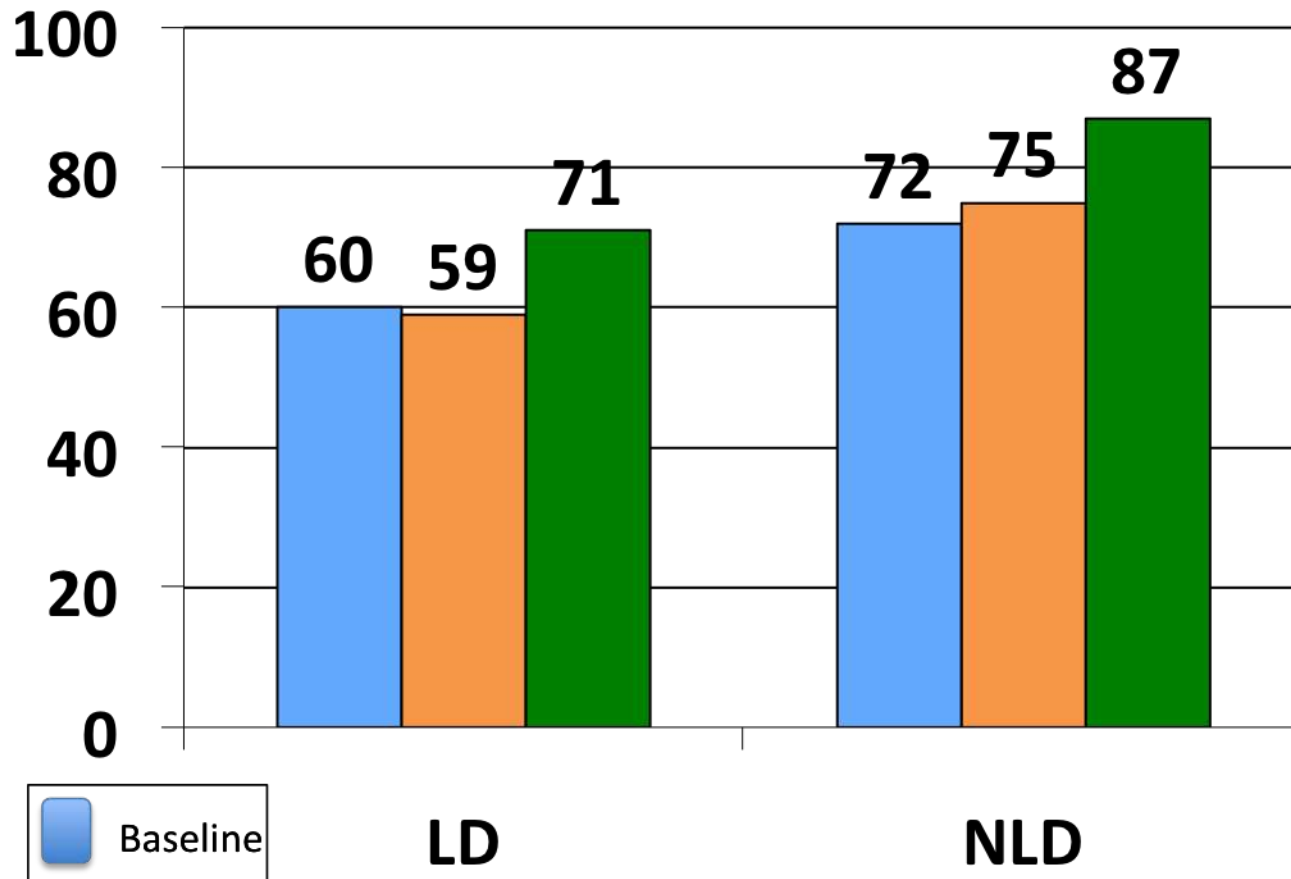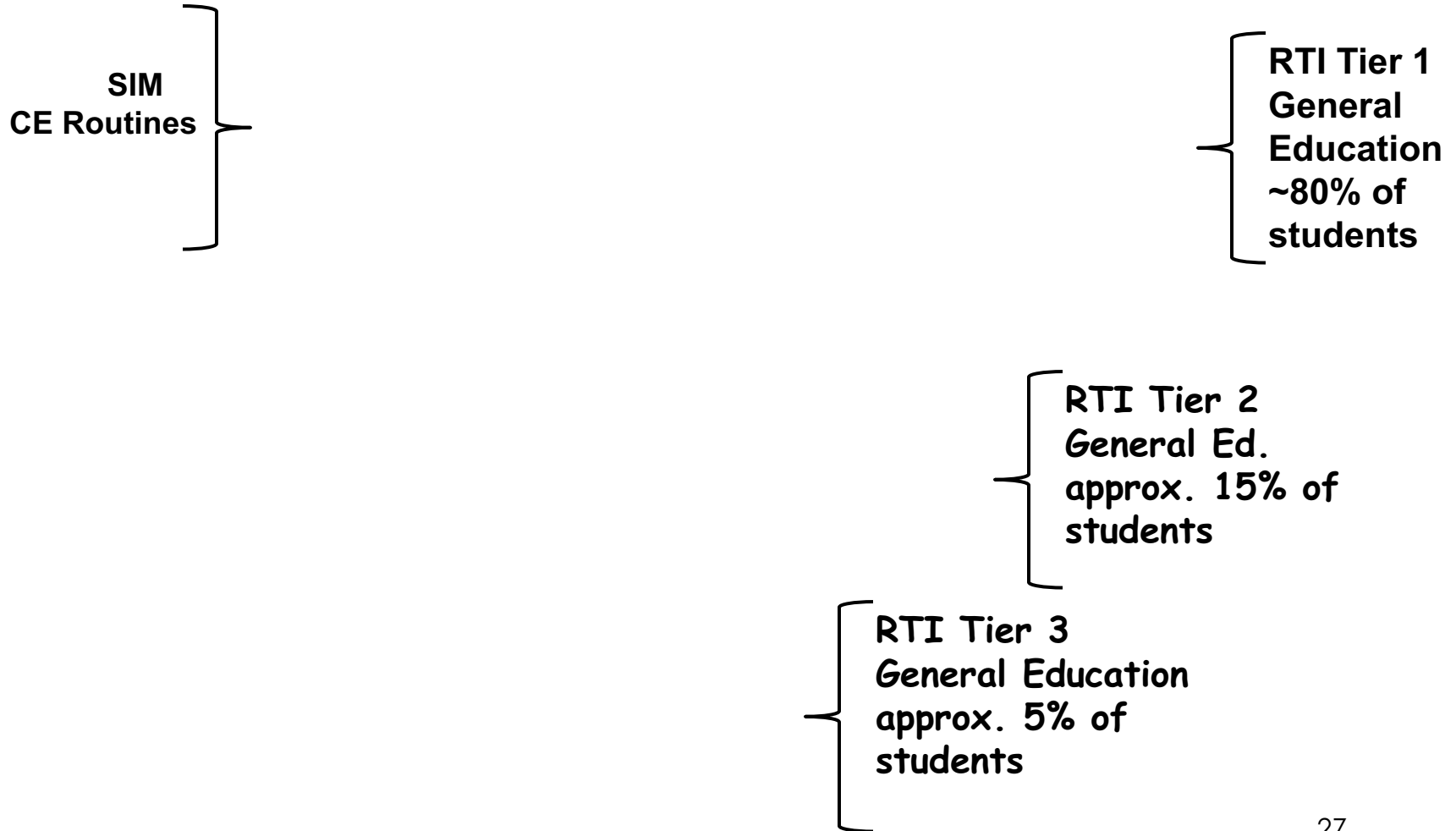# Unit Organizer Results
Concept Items in Student Notes

Unit Organizer Results
Student Performance on Unit Tests

RTI Structure and SIM

SIM
CE Routines

RTI Tier 1
General
Education
~80% of
students

RTI Tier 2
General Ed.
approx. 15% of
students

RTI Tier 3
General Education
approx. 5% of
students

Strategic Instruction Model

Learning Strategy

Student focused interventions designed to provide skills and strategies students need to learn content and become successful independent learners.

Learning Strategies

Acquisition	Storage	Expression of Competence
Word Identification	First-Letter Mnemonic	Fundamentals of Sentence Writing
		Proficiency in Sentence Writing
Word Mapping	Paired Associates	Paragraph Writing
Fundamentals Paraphrasing Summarizing	Vocabulary LINCs	Theme Writing
Paraphrasing		Error Monitoring
Self-Questioning		Assignment Completion

The *Inference Strategy*

Interact with the questions and the passage
Note what you know
Find the clues
Explore any supporting details
Return to the question

Steps for Paraphrasing
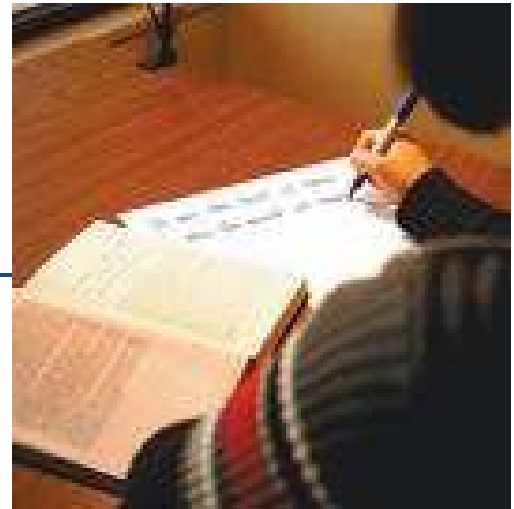
Step 1 **R**ead a paragraph.

Step 2 **A**sk yourself, "What were the main ideas and details in this paragraph?"

Step 3 **P**ut the main ideas and details into your own words.

Self-Questioning Strategy

Attend to clues as you read
Say some questions
Keep predictions in mind
Identify the answer
Talk about the answers

The Word Mapping Strategy

Is a generative vocabulary strategy that enables students to figure out the meaning of new words by predicting the meanings using key language elements (roots, prefixes, suffixes).
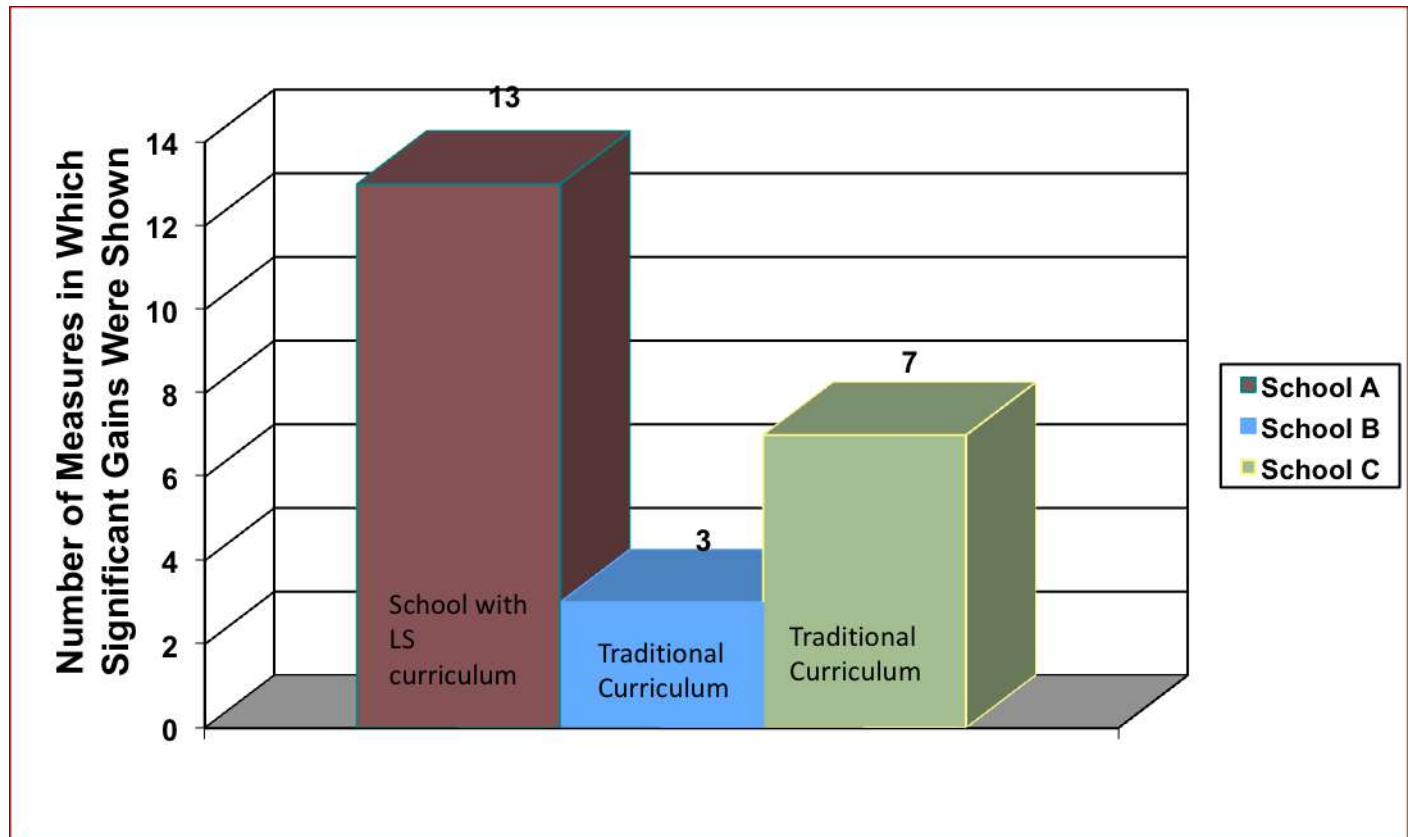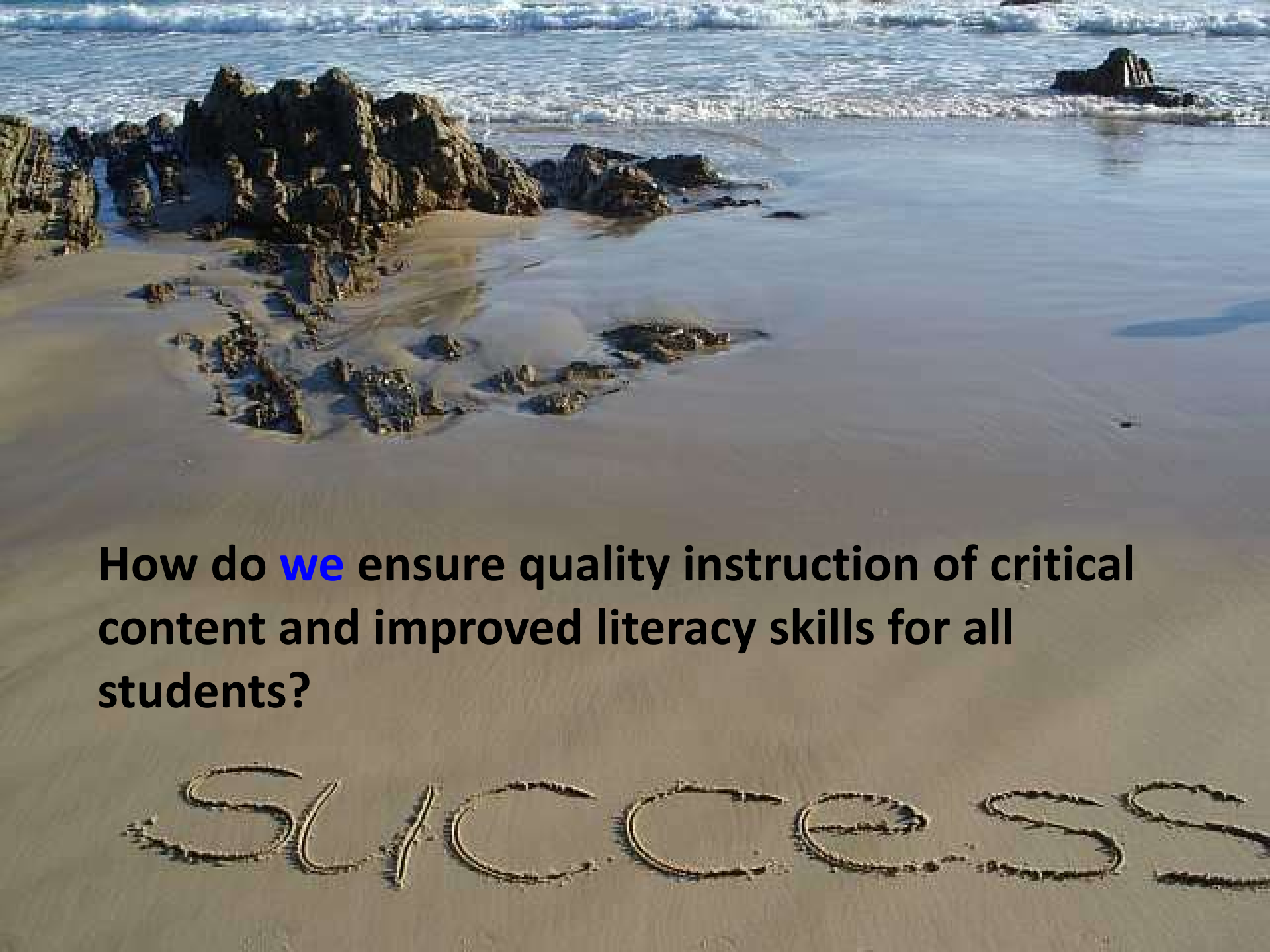
What are the results of implementing a LS curriculum?
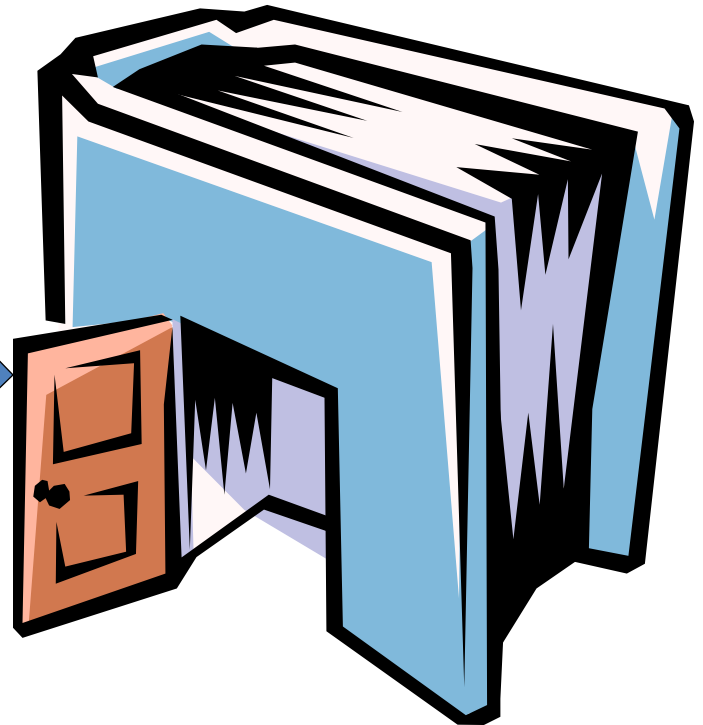
Gains on Achievement Measures

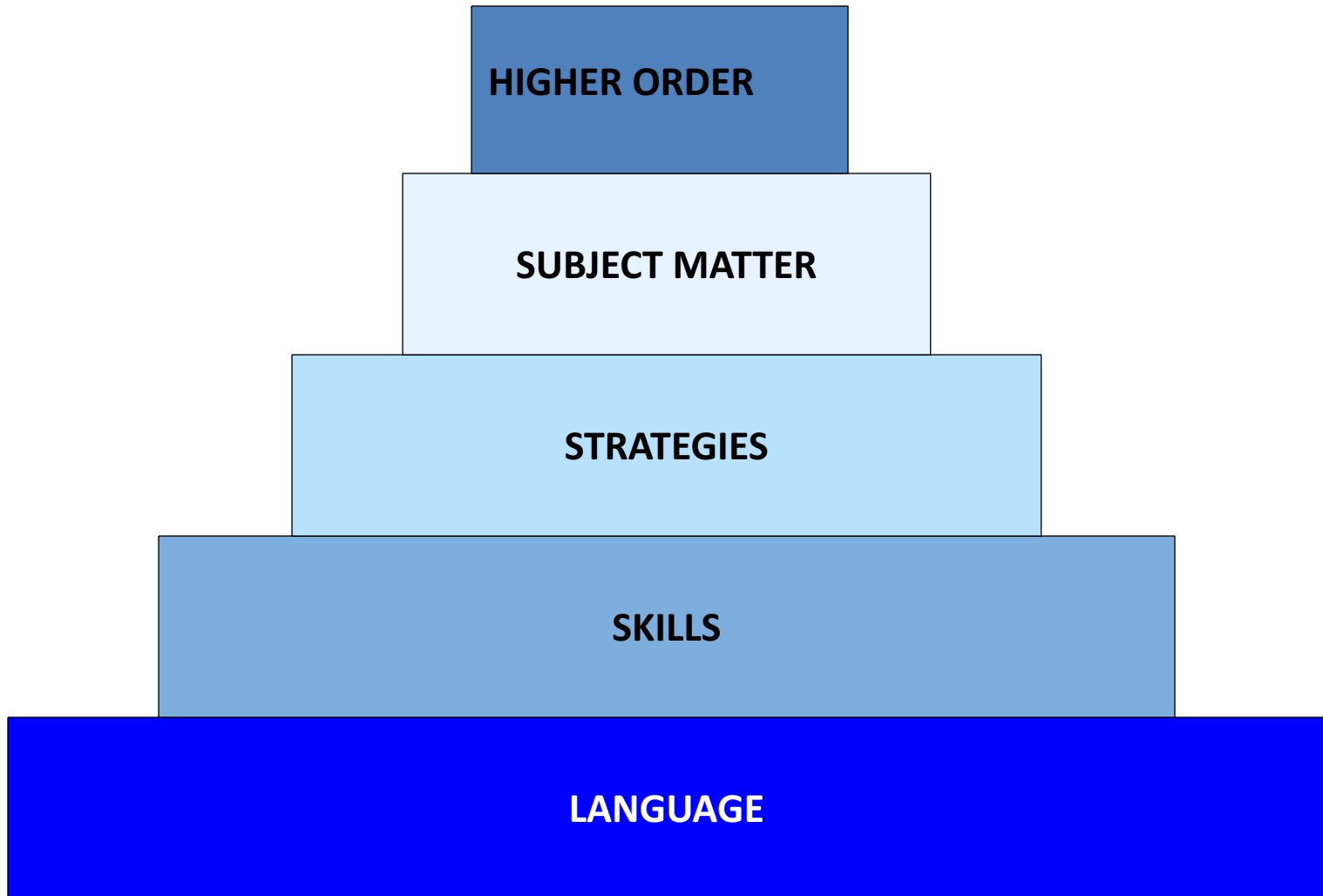**How do we ensure quality instruction of critical content and improved literacy skills for all students?**

Content Literacy

is the door to content acquisition & higher [order thinking]

Building Blocks for Content Literacy

HIGHER ORDER

SUBJECT MATTER

STRATEGIES

SKILLS

LANGUAGE

Content Literacy Continuum -- CLC

SUBJECT MATTER

Level 1: **Enhance content instruction**

(mastery of critical content for *all* regardless of literacy levels)

STRATEGIES

Level 2: **Embedded strategy instruction**

(routinely weave strategies within *and* across classes using large group instructional methods)

Level 3: **Intensive strategy instruction**

(mastery of specific strategies using intensive instructional sequences)

SKILLS

Level 4: **Intensive basic skill instruction** (mastery of entry level literacy skills at the 4th grade level)

LANGUAGE

Level 5: **Therapeutic intervention** (mastery of language underpinnings of curriculum content and learning strategies)

Teachers in *"literacy rich"* classes.......

Understand the literacy demands of their texts
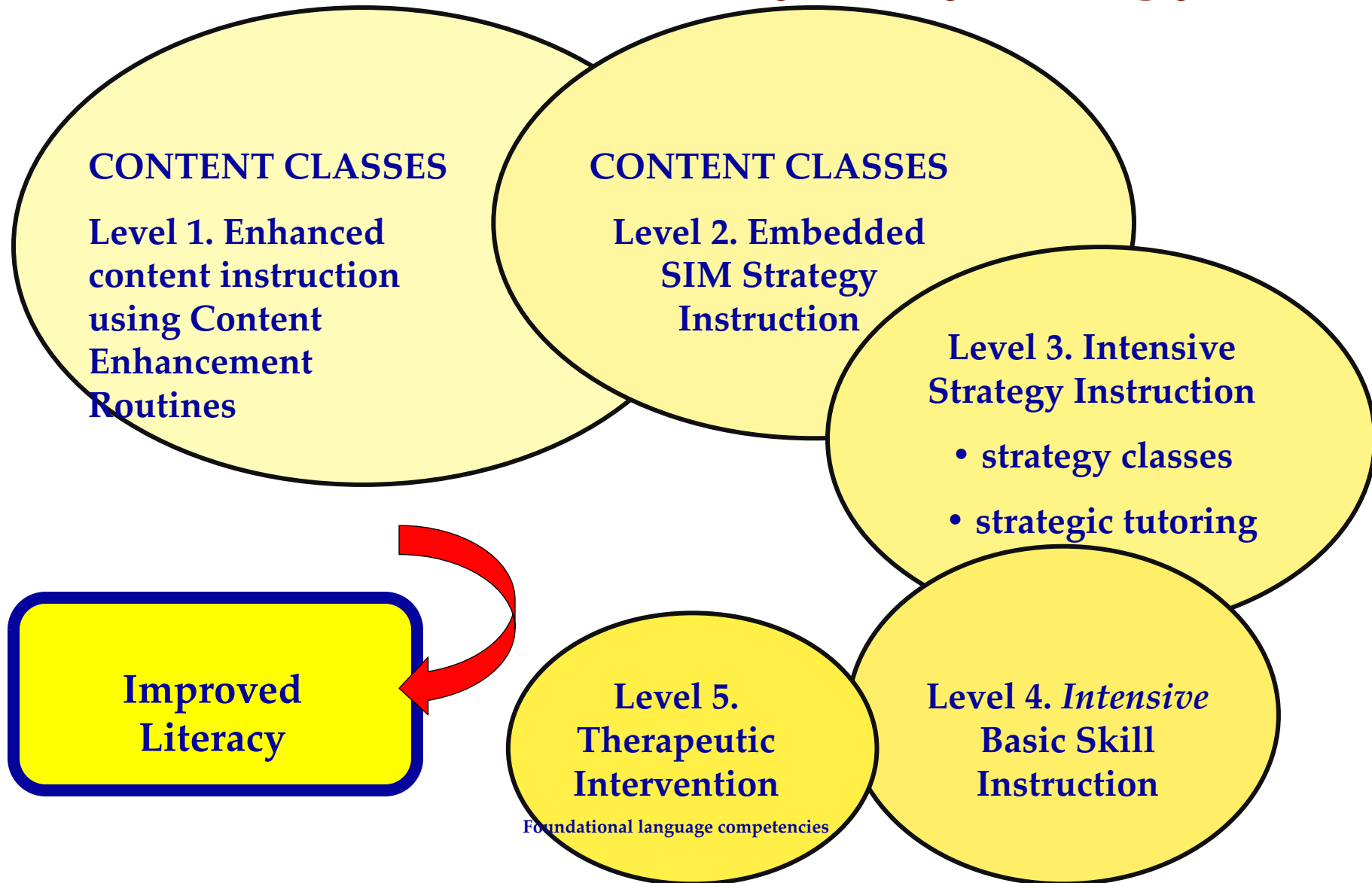Use a broad range of reading materials
Provide guidance to students *before, during, after* reading
Provide multiple teacher models of how to process discipline specific text
Build and activate prior knowledge
Focus classroom talk on how to make sense of text

Content Literacy "Synergy"

CONTENT CLASSES

Level 1. Enhanced content instruction using Content Enhancement Routines

CONTENT CLASSES

Level 2. Embedded SIM Strategy Instruction

Level 3. Intensive Strategy Instruction

- strategy classes
- strategic tutoring

Level 4. *Intensive* Basic Skill Instruction

Level 5. Therapeutic Intervention

Foundational language competencies

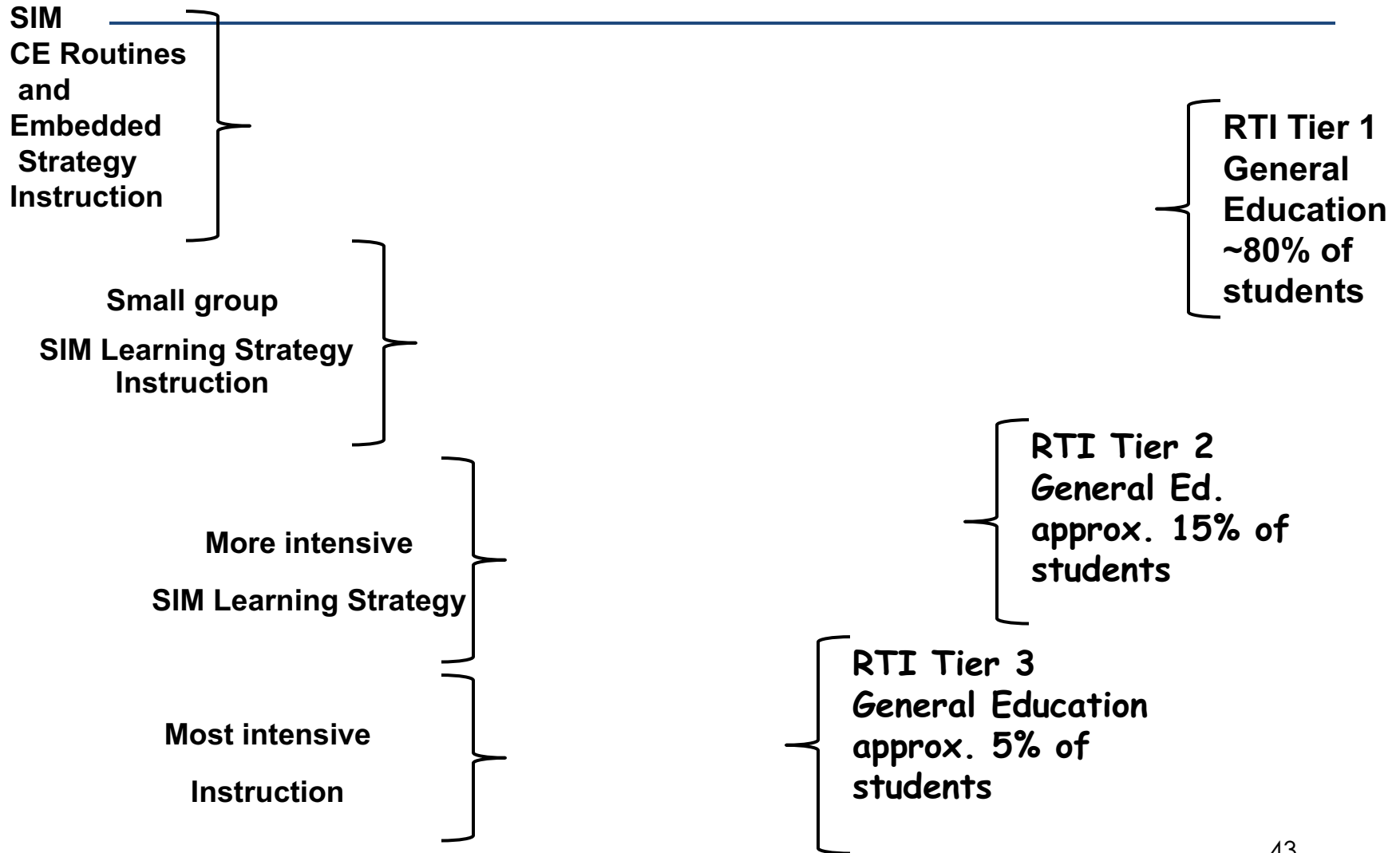**Improved Literacy**

Five Questions to Consider...

1. What's in place in core classes to ensure that students will get the "critical" content in spite of their literacy skills?
2. Are powerful learning strategies embedded in courses across the curriculum?
3. What happens for students who know how to decode but can't comprehend well?
4. What happens for those students who are reading below the 4th grade level?
5. What happens for students who have language problems?

RTI Structure and SIM

SIM
CE Routines
 and
Embedded
 Strategy
Instruction

Small group

SIM Learning Strategy
 Instruction

More intensive

SIM Learning Strategy

Most intensive

Instruction

RTI Tier 1
General
Education
~80% of
students

RTI Tier 2
General Ed.
approx. 15% of
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RTI Tier 3
General Education
approx. 5% of
students

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The Content Literacy Continuum is an example of a secondary RTI model.

CLC is a school-wide literacy initiative consisting of 5 levels of instruction to meet the needs of ALL the students in a school.

Confidence in a trying situation...

Reflections
or
Questions?

For more information on SIM: bavallejo@minn.net