



The Strategic Instruction Model Content Literacy Continuum

Leveraging Research to Promote School-Wide Literacy in Secondary Schools

The Strategic Instruction Model (SIM) Content Literacy Continuum (CLC) focuses on helping secondary schools develop and sustain comprehensive and integrated literacy programs. This school improvement process is led by a SIM Implementation Team with extensive experience in secondary literacy. The team works with administrators, teachers and staff to develop and implement a standards-based plan to improve literacy and content area learning tied to student performance on state assessments.

The Model consists of a variety of research-based interventions. Some of these interventions focus on helping teachers think about, adapt and present critical content in a "learner-friendly" fashion. Some interventions focus on helping students learn the skills and strategies students need to learn content. *This work prospectus highlights the critical features of a three- to four-year school improvement process.*

Components of the SIM Content Literacy Continuum

- Content Mastery
- Embedded Strategy Instruction
- Explicit Strategy Instruction
- Intensive Skill Development
- Intensive Clinical Intervention

Key CLC Implementation Objectives

1. Ensure mastery of critical core curriculum content to develop the background knowledge required for comprehension, independent learning, and cumulative literacy development.

Our primary goal is to establish a coordinated school-wide approach to improving literacy for all students in secondary schools that will enable students to meet higher standards.

2. Integrate key learning strategies into and across core curriculum courses to: (a) co-develop literacy skills in conjunction with content mastery, (b) teach students when and how to use strategies, and (c) teach students to value the process of learning how to learn.
3. Develop support structures to more explicitly and intensively teach those strategies that are required/integrated across core curriculum courses for those students who need more direct instruction than what can be provided by teachers in core curriculum courses.
4. Identify and support the development of intensive literacy course options and services (i.e., for students with literacy skills below a 4th grade level) that are integrated into overall school-wide literacy development efforts.

5. Prepare professionals that support literacy goals, such as those provided through speech and language specialists, to provide clinical support services consistent with school-wide literacy efforts.

Basic Features

- Programs are supported by over 25 years of research conducted by the University of Kansas Center for Research on Learning.
- Professional development activities are guided by the principles of constructivism, adult learning, and the change process in schools.
- Work is supported by ongoing on-site and off-site expert technical assistance.
- Decision making is based on ongoing use of student and school data.
- Key teacher instructional resources for implementation are provided; classroom resources for students are currently available in the school or are clearly identified in advance.
- Services and supports are provided through a collaborative model and are modified on an ongoing basis to meet school needs.

SIM Content Literacy Continuum Components

Content Mastery

What students do: Students learn critical content required in the core curriculum regardless of literacy levels.

What teachers do: Teachers compensate for limited levels of literacy by using Content Enhancement Routines to promote content mastery and by making the necessary modifications for

students with learning problems.

What it looks like: For example, the history teacher introduces a unit on "Causes of the Civil War" by co-constructing with students a Unit Organizer that depicts the critical content demands of the unit. The organizer is used throughout the unit to link students' prior knowledge to the

new unit and to prompt learning strategies such as paraphrasing and self-questioning. Other routines are used to ensure that critical vocabulary is developed.

Professional development: Core curriculum teachers learn and implement Content Enhancement Routines throughout every unit across the year.

Embedded Strategy Instruction

What students do: Students are introduced to and learn to use key learning strategies for increasing literacy across their core curriculum classes.

What teachers do: Teachers directly teach and then embed instruction in selected learning strategies in core curriculum courses. Teachers use direct explanation, modeling, and group practice to teach the strategy and strategy steps and then prompt student application and practice in content-area assignments throughout the year.

What it looks like: For example, at the beginning of the year, the history teacher explains that being able to paraphrase the history text is important because paraphrasing is required to write reports, answer questions, and discuss ideas. The teacher shares the steps of the *Paraphrasing Strategy* (RAP) with students and models how to paraphrase history text to complete different types of learning tasks. Class activities and assignments are designed to require students to paraphrase text and use information. Both oral and written information is paraphrased.

Paraphrased responses may take an oral or written format. The Unit Organizer is used to model and prompt paraphrasing of critical chunks of content. The teacher continually evaluates and provides feedback to encourage high quality paraphrasing throughout the year.

Professional development: Content teachers learn selected Learning Strategies (*e.g., paraphrasing, self-questioning, visual imagery, word identification, textbook usage, sentence writing, paragraph writing, theme writing, etc.*).

Explicit Strategy Instruction Options

What students do: Students who have difficulty mastering the strategies presented across courses by core curriculum teachers learn them through specialized, more direct, more explicit, more intense instruction delivered by support personnel.

What professionals do: Support personnel provide more intensive instruction via supplemental instructional sessions delivered in the general education classroom, in a pullout program, through the offering of a separate course, or through beyond school programs.

What it looks like: For example, the history teacher notices that some students in the class are struggling with paraphrasing. Support personnel develop a plan to reintroduce the steps of the Paraphrasing Strategy (RAP) to this group of students. Support personnel

provide additional models and practice in paraphrasing text. The support personnel may guide the student through paraphrasing paragraph-by-paragraph, gradually encouraging students to paraphrase more independently. Explicit feedback and additional practice are provided. Support personnel may work daily for 15-20 minutes

for three to four weeks or more until the student gains confidence and masters applying the strategy. As the strategy is learned, the student sees the strategy being required in his history class and other classes and gets the message that this is a valued skill that is worth learning.

Professional development: Support personnel and teachers learn more about specific learning strategies, how to provide more intensive instruction, and a process for providing more strategic tutoring.

Intensive Skill Development Courses

What students do: Students develop decoding skills and increase reading fluency through specialized, direct, and intensive instruction in reading. Intensive instruction in listening, speaking, and writing is often a part of these services.

What professionals do: Teachers, reading specialists, special education teachers, speech-language pathologists, and other support staff team to develop intensive and coordinated instructional experiences designed to address severe literacy deficits. Reading specialists and special education teachers often deliver

these services. They also assist content teachers in making appropriate modifications in content instruction to accommodate severe literacy deficits.

What it looks like: For example, some students appear to have significant difficulty comprehending because they do not have sufficient decoding skills or they have language problems. Sometimes, these problems are identified before strategy instruction begins and sometimes the problems emerge during strategy instruction. The staff as a team develop options for courses and support services that directly

address deficits that cannot be addressed through less intensive efforts. However, the students can still participate in the history class because the teacher is presenting content in ways that take into consideration poor reading strategies. Intensive research-based programs such as *The Corrective Reading Program* or *Language!* are typically chosen as the curriculum to develop these types of services.

Professional development: Reading specialists and special education teachers learn approaches to teaching literacy skills and strategies to students with disabilities.

Intensive Clinical Intervention Options

What students do: Students with underlying language disorders learn the linguistic, related cognitive, metalinguistic, and metacognitive underpinnings they need to acquire content literacy skills and strategies in intensive clinical 1:1 instructional settings.

What professionals do: Speech-language pathologists deliver curriculum-relevant language therapy in collaboration with other support personnel

teaching literacy. They assist content teachers in making appropriate modifications in content instruction to accommodate language disorders.

What it looks like: For example, students identified as language impaired may have difficulty learning the Paraphrasing Strategy (RAP) even when it is taught by learning strategists in a language-sensitive fashion. They may need therapeutic intervention

delivered by a speech-language pathologist to address the linguistic and metalinguistic underpinnings of the Paraphrasing Strategy (RAP) and the academic content.

Professional development: Speech-language pathologists learn curriculum-relevant approaches to language therapy that interface with other intensive intervention provided to students.

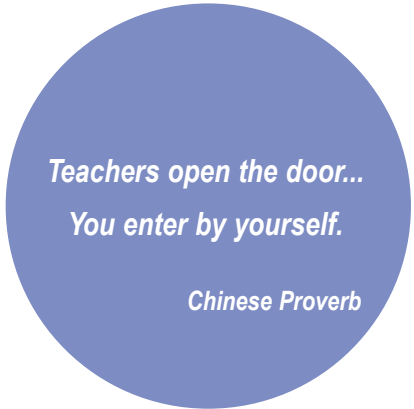
Implementation Schedule

The Strategic Instruction Model (SIM) is designed to be initiated over a four-year period with significant support from SIM-certified professional development specialists coordinated in teams through the Center for Research on Learning combined with an implementation commitment from the partnering school. During this time, work will focus on developing faculty expertise and school-based facilitators

to continue development and maintenance of the model with limited support from the Center for Research on Learning after the four-year implementation phase has been completed.

Research on school change indicates that the benefits of school improvement are only realized when teachers become fluent with the targeted practices and can integrate them with other practices over time. This process

will require ongoing school-based support after the three- to four-year implementation period is over, and must be permanently nurtured as an important part of the culture of the school in order to see the full benefits of your SIM investment.



*Teachers open the door...
You enter by yourself.*

Chinese Proverb

About the Planning Phase

The purpose of the Planning Phase is to develop a plan for improving literacy based on the goals, needs, characteristics and resources of a particular school. During this phase, student performance data that has been collected by the school will be reviewed, as will school improvement plans and other school-improvement issues. Project orientations are provided to staff and interviews are conducted

with each member of the school administrative and instructional staff to determine appropriate professional development and implementation strategies. Options and resources related to working with teachers both during and beyond-the-school-day are explored, and initial plans for launching development activities will be co-constructed with staff. Important outcomes for this phase

include a general plan of action for the three-year effort, a specific plan of action for Phase 1 implementation, and the formation of a school-based lead contact and implementation team that will work with the SIM Implementation Team. This phase usually lasts 3 to 6 months, but may take less time, depending on the characteristics of the school.

Planning Phase: The Focus of Activities (August – June)

- Overviews of SIM-CLC implementation to staff and administrators (3 to 4)
- Review of school achievement data
- Interviews with school staff about SIM-CLC implementation and learning
- Collaborative development of implementation schedule
- Collaborative development of professional development plan
- Identification of site-based coordinator and leaders
- Collaborative development of communication plan
- Obtain implementation commitments from staff
- Develop plan for team visits and development work

About Phase 1

During Phase 1 of implementation of the Content Literacy Continuum (CLC), the SIM Implementation Team begins helping staff gain knowledge of various interventions based on specific instructional roles and responsibilities. As professional development activities progress, teachers will be identified as potential candidates for becoming

on-site coaches. These teachers will be asked to participate in additional professional development activities so that they can become SIM professional development specialists who sustain CLC components as the SIM Implementation Team begins to depart in the later phases of the project. These on-site coaches

will agree to implement the interventions with high fidelity in order to prepare for a professional development specialists retreat at the end of the first year of implementation. A minimum of one year is required to achieve the goals associated with Phase 1 implementation.

Phase 1: The Focus of Activities (August – June)

- Assess school culture
- Design school-wide literacy development plan
- Introduce staff to each SIM Content Literacy component
- Begin classroom implementation of components
- Identify teacher-guided professional development plan
- Prepare key instructional leaders as potential SIM specialists
- Evaluate and report on Phase 1 progress

About Phase 2

During Phase 2 of implementation of the Content Literacy Continuum, the SIM Implementation Team continues to create learning situations for staff and helps teachers begin to develop

implementation fluency across courses. The on-site coaches begin to collaborate with the SIM Implementation Team in creating learning opportunities. Student achievement data is reviewed to

evaluate progress and to adjust implementation plans. A minimum of one year is required to achieve the goals associated with Phase 2 implementation.

Phase 2: The Focus of Activities (August – June)

- Begin SIM Specialist certification process
- Revise school-wide literacy development plan
- Expand staff skills in SIM Content Literacy components
- Expand classroom implementation of components
- Mentor on-site coaches for becoming SIM specialists
- Evaluate and report on Phase 2 progress

About Phase 3

During Phase 3, the major components of SIM have been implemented and all the Content Literacy Continuum components are in place. The on-site coaches begin to assume professional

development leadership roles and work with the SIM Implementation Team to develop long-term plans for maintaining, refining, and expanding the Content Literacy Continuum as an approach to

improving student academic performance. A minimum of one year is required to achieve the goals associated with Phase 3 implementation.

Phase 3: The Focus of Activities (August – June)

- Certify instructional leaders (on-site coaches) as SIM specialists
- Revise school-wide literacy development plan
- Expand staff skills in SIM Content Literacy components
- Expand classroom implementation of components
- Collaboratively work with school-based SIM specialists
- Evaluate and report on Phase 3 progress
- Collaboratively develop ongoing implementation plan

The object of education is to prepare the young to educate themselves throughout their lives.

Robert Hutch

About KU-CRL

Since 1978, the Center for Research on Learning at the University of Kansas has developed ways to help students, especially adolescents who are struggling in school, to become good learners. We work with school programs and out-of-school programs to create and deliver a more strategic approach to education.

A few examples of the materials available include:

- Strategic Tutoring Success Guide
- Self-Advocacy Manual
- Course Organizer Routine
- Lesson Organizer Routine
- Unit Organizer Routine
- Fundamentals/Proficiency in the Sentence Writing Strategy
- Paragraph Writing Strategy
- Clarifying Routine
- Concept Mastery Routine
- Strategic Tutoring Manual
- Error Monitoring Strategy
- Tutoractive Session Organizer
- FIRST-Letter Mnemonic Strategy
- Test-Taking Strategy
- Visual Imagery Strategy
- Word Identification Strategy
- Self-Questioning Strategy
- Recall Enhancement Routine
- Quality Assignment Routine
- Framing Routine
- Strategic Tutoring Training Video & Guide



*A mind is a fire to be kindled,
not a vessel to be filled.*

Plutarch

We give our commitment to:

- Work with teachers and administrators to assess progress and design your implementation plans
- Coach staff members who have committed to implementing SIM activities to achieve the highest level of classroom implementation possible
- Integrate other research-based practices that you are currently using or wish to incorporate into the overall school-wide literacy program
- Help you begin to integrate your literacy program into a school-wide literacy plan
- Provide you with materials that will help you implement the Content Literacy Continuum and Strategic Instruction Model
- Help your school identify teachers to become site-based SIM literacy specialists
- Base our services on research-based practices and data-based decision making that will ensure teacher and student success
- Work with your teachers, tutors and clinicians in Strategic Tutoring and school-wide literacy initiatives
- Problem-solve, coach, and provide technical support to each and every staff member as needed through telephone and online support
- Share implementation information only with the permission of the implementing staff member

We need your commitment to:

- Participate actively in the implementation of SIM Content Literacy activities
- Share your achievement data with SIM Literacy Specialists
- Involve SIM Literacy Specialists in the data interpretation process
- Identify a site literacy coordinator and help identify key instructional leaders to become SIM Content Literacy Specialists
- Align goals associated with SIM Content Literacy activities with school improvement plans
- Provide logistical resources and time (e.g., copying, practice materials, overhead transparencies, notebooks) for teachers to implement programs with youth
- Develop appropriate courses and course supports that are identified in the school-wide literacy development plan
- Participate in peer evaluations and have your representatives meet regularly to build support activities
- Support your teachers by providing professional development group contact time
- Keep the SIM Implementation Team informed of evaluation activities and other initiatives that are being implemented in the school

		Planning Phase	Phase 1	Phase 2	Phase 3			
Data-Based Planning	Evaluation	18-24 hours participating in evaluation and analysis of student performance data	18-24 hours participating in evaluation and analysis of student performance data	12-16 hours participating in evaluation and analysis of student performance data	8-16 hours participating in evaluation and analysis of student performance data	Evaluation		
	Decision-Making	24 hours of direct contact with teachers and administrators After developing contractual agreements for literacy development with administrators and teachers, create an implementation plan.	36-40 hours of direct contact Interviews & observations 10 hours telephone support	16-24 hours of direct contact 16-24 hours contact with teachers 10 hours telephone support	8-16 hours of direct contact 16-24 hours contact with specialists 5 hours telephone support	Decision-Making		
			Continued commitment to meet and implement plan. Identify teachers to become SIM literacy specialists.	Assess progress and redesign implementation plan. Prepare targeted teachers to be SIM literacy specialists. School sends teachers to summer leadership program.	Continued assessment and redesign of plan. Trained teachers assume role of on-site literacy specialists and continue to improve skills and leadership program.			
		20-40 Teachers implement Instructional Activities - Guidebooks, Success Guides, CD-ROM						
		28-32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	28-32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	28-32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	16-24 hours of workshops 16-24 hours of on-site support 5 hours telephone support			
		20-40 Teachers implement Instructional Activities - Strategy & Quick Reference Success Guides						
		12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support			
		20-40 Individuals implement Strategic Tutoring - Manuals & Notebooks						
		12-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support			
		10-20 Teachers implement Instructional Activities - Learning Strategy Curriculum Manuals						
		28-32 hrs of workshops 32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support			
		12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	8-12 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan			
		Intensive Skill Development						
		Speech Language Pathologist support - work linked to plan and included in group workshops						
		8-12 hours of contact with teachers & administrators						
		Intensive Clinical Intervention						

		Planning Phase	Phase 1	Phase 2	Phase 3			
Components	Explicit Strategy Instruction	28-32 hrs of workshops 32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	Explicit Strategy Instruction		
	Embedded Strategy Instruction	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	12-16 hours of workshops 12-16 hours of on-site support 5 hours telephone support	Embedded Strategy Instruction		
		20-40 Individuals implement Strategic Tutoring - Manuals & Notebooks						
		12-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support	8-16 hours of workshops 8-16 hours of on-site support			
		10-20 Teachers implement Instructional Activities - Learning Strategy Curriculum Manuals						
		28-32 hrs of workshops 32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support	32 hours of workshops 28-32 hours of on-site support 5 hours telephone support			
		12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	8-12 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan	12-24 hours of contact with teachers and administrators, working to integrate literacy programs into school-wide plan			
		Intensive Skill Development						
		Speech Language Pathologist support - work linked to plan and included in group workshops						
		8-12 hours of contact with teachers & administrators						
		Intensive Clinical Intervention						