Reading Intervention Grades 5-12: Comprehension

Evidence Based Intervention: SIM: Strategic Instruction Model, also known as KU Strategies (University of Kansas)

RtI Intervention: ✓ Tier 1 ✓ Tier 2 ✓ Tier 3

Description/Summary of Interventions:
The University of Kansas Center for Research on Learning (KU-CRL) has developed a comprehensive set of instruction and intervention procedures that, when combined, comprise an array of strategies and routines designed to improve the content literacy of students in grades 4-12. The Strategic Instruction Model, or SIM (Deshler, Schumaker, Lenz, Bulgren, Hock, Knight, & Ehren, 2002) is an umbrella term that embraces a model of teacher-focused (Content Enhancement) and student-focused interventions (Learning Strategies), and other support pieces.

Fundamentals of Paraphrasing and Summarizing
The Fundamentals of Paraphrasing and Summarizing is designed to teach the fundamental skills students need to be able to identify and paraphrase main ideas and details. Fundamentals contains lessons on paraphrasing words, phrases, and sentences, as well as lessons on identifying main ideas and details in paragraphs and short essays.

Inference Strategy
The Inference Strategy is a set of procedures readers can use to comprehend written passages and answer inferential questions (questions that are not answered directly in the text). Research results showed that students who learned the Inference Strategy improved their ability to make inferences and to identify different types of questions. Students performed significantly better on tests—including standardized reading assessments—after learning the strategy.

Paraphrasing Strategy
The Paraphrasing Strategy is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words. Using grade-level materials, students performed at a 48 percent comprehension rate before learning the strategy. After learning the strategy, these students comprehended 84 percent of the material.
Self-Questioning Strategy
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. Research results have shown average gains of 40 percentage points in reading comprehension on grade-level materials after students have learned the strategy.

Visual Imagery Strategy
The Visual Imagery Strategy is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves. Research results showed that students who demonstrated a 35 percent comprehension and recall rate before learning the strategy improved to an 86 percent comprehension and recall rate after learning the strategy.

(Indicated When) Behavior Observed:
This model embodies more than 28 years of research by the KU-CRL staff and associates that has been driven by a central concern for adolescents with disabilities and other low-achieving students who are at-risk for school failure due to the difficulty they experience with the challenging nature of content-area classes. The instructional approach associated with the SIM is intended to offer students a key to unlocking text and nurturing understanding. The ultimate goal associated with the SIM is to enable academically diverse groups of students to become independent and strategic learners.

Strengths of the Strategic Intervention Model (SIM) and Content Literacy Continuum (CLC)
• This is a comprehensive approach to improving literacy gains.
• Instruction is explicit, systematic, scaffolded, and provides modeling, guided practice, corrective feedback, and independent practice.
• SIM and CLC provide an opportunity for low-achieving adolescents to experience success in the general classroom.
• Both Content Enhancement Routines and student Learning Strategies actively engage the student.
• The SIM strategies are designed to help students become independent learners rather than relying on teacher mediation.
• The generalization of strategy use is integrated into the instructional stages associated with each strategy.
• Teachers use strategy instruction across the curriculum, therefore offering students consistency and multiple opportunities to practice, which in turn reinforces strategy use.
• Teachers learn several strategies, which allow them more flexibility when responding to the varying needs of their students.
• Instructional manuals are organized, clear, and highly detailed.
• Assessment drives instruction.
• This program is designed specifically for adolescents.

Weaknesses of the Strategic Intervention Model and Content Literacy Continuum:
• None were noted.

Area of Reading:
☐ Phonemic Awareness  ✓ Phonics  ✓ Vocabulary  ✓ Fluency  ✓ Comprehension  ✓ Motivation/Engagement

Minnesota Standard: Reading Comprehension

Benchmark(s):

Anticipated Outcome:
The Report of the National Reading Panel (2000) cites evidence from research studies that indicates the positive effects of cognitive strategy instruction for increasing reading comprehension. Strategies that actively engage students and stimulate an awareness of their own thinking processes contribute to improved understanding of difficult text.

Monitoring Assessment(s) and recommended frequency

Recommended time and frequency:
Daily class period, minutes not specify

Recommended Instructional Strategy(s):
Each topic area uses the same strategy steps. Instruction is explicit, systematic, scaffolded, and provides modeling, guided practice, corrective feedback, and independent practice.

Additional Suggestions:
Strategies integrate well with classroom and intervention curriculums.

Professional Development: Metro ECSU

Other resources available for this intervention:
Advanced Learning Technologies in Education Consortium (ALTEC) e-Learning Design Laboratory

Institute for Research on Adolescent Learning

Kansas Coaching Project

Recommendations for Grades:
This program is designed specifically for adolescents
Ordering Information:
Company, ordering numbers, details needed to order: The strategies require teacher training; most of our special education staff has had training on one or more strategies, and some of the materials are already in schools. Training has been through Metro ECSU.

Number of materials needed:
Teacher manuals and student workbooks for each strategy.
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More information:

Best Evidence Encyclopedia
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