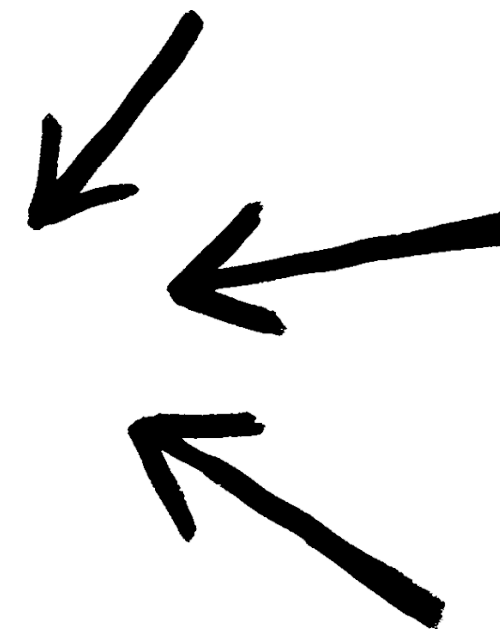
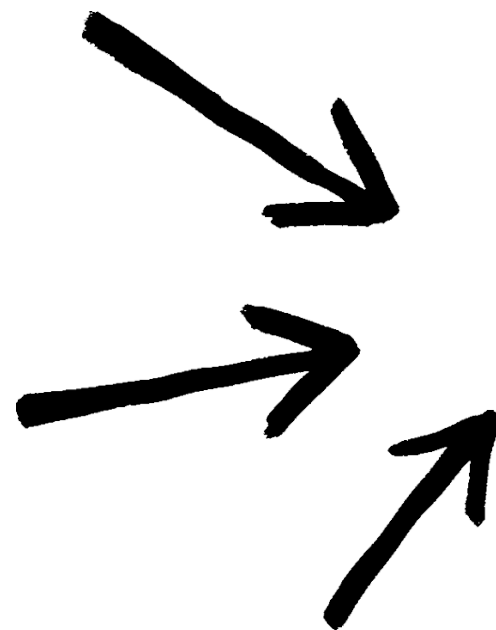


Welcome to GPS for Teaching and Learning: The Arkansas Adolescent Literacy Intervention



GPS FOR TEACHING AND LEARNING

The Arkansas Adolescent Literacy Intervention

AAEA Conference 2026

Dr. Renee Calhoun, Mrs. Malloreay Jones,
and Mrs. Gia Taylor



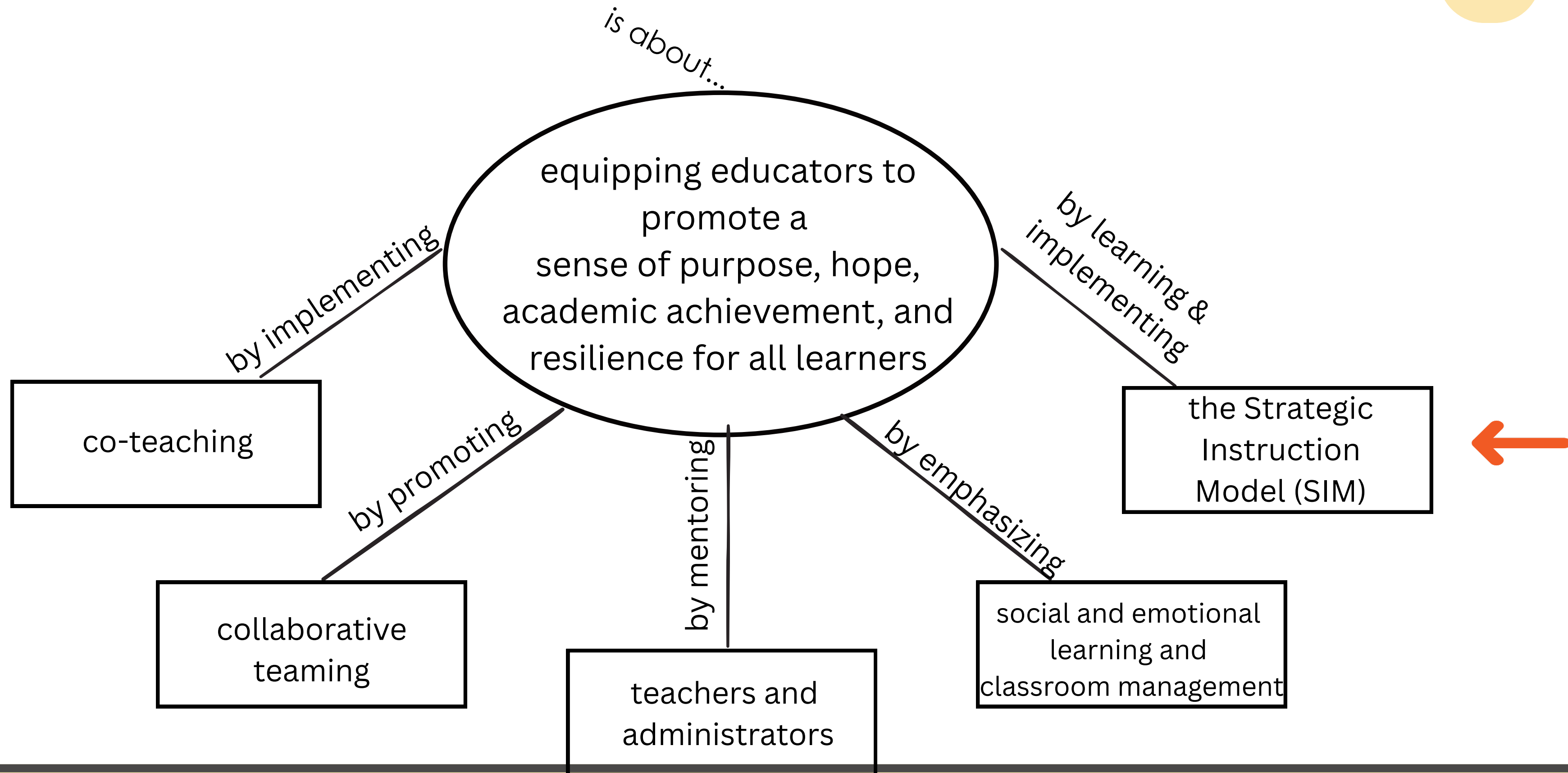
UNIVERSITY OF
CENTRAL
ARKANSAS™

UCA MASHBURN CENTER
FOR LEARNING

SESSION GOALS & OBJECTIVES

- **Participants will become familiar with the UCA Mashburn Center for Learning services and resources.**
- **Participants will be introduced to the Arkansas Adolescent Literacy Intervention (AALI).**
- **Participants will be able to identify specific Routines and Strategies rooted in the Strategic Instruction Model (SIM) to enhance adolescent literacy for students in grades 4 - 12.**

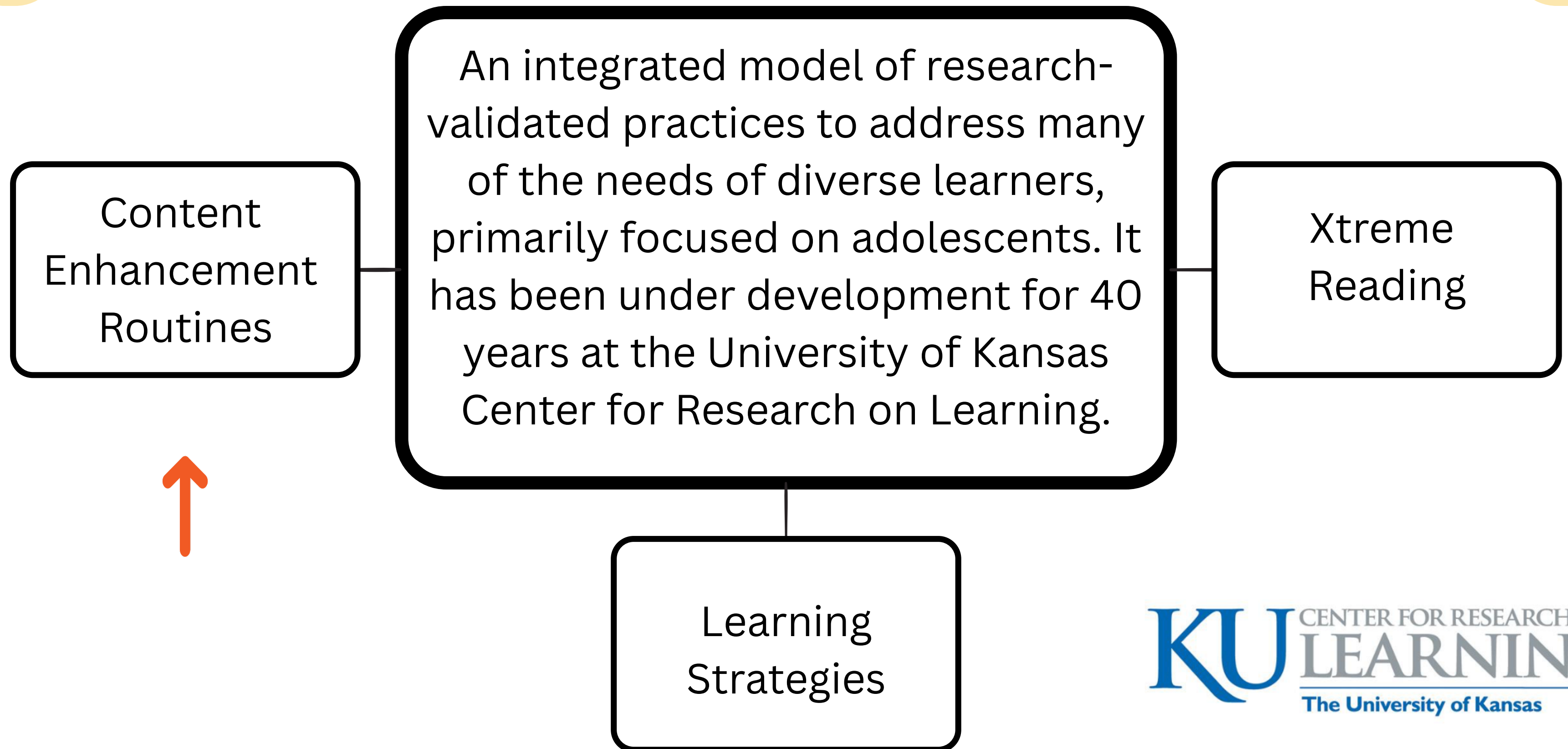
ARKANSAS ADOLESCENT LITERACY INTERVENTION

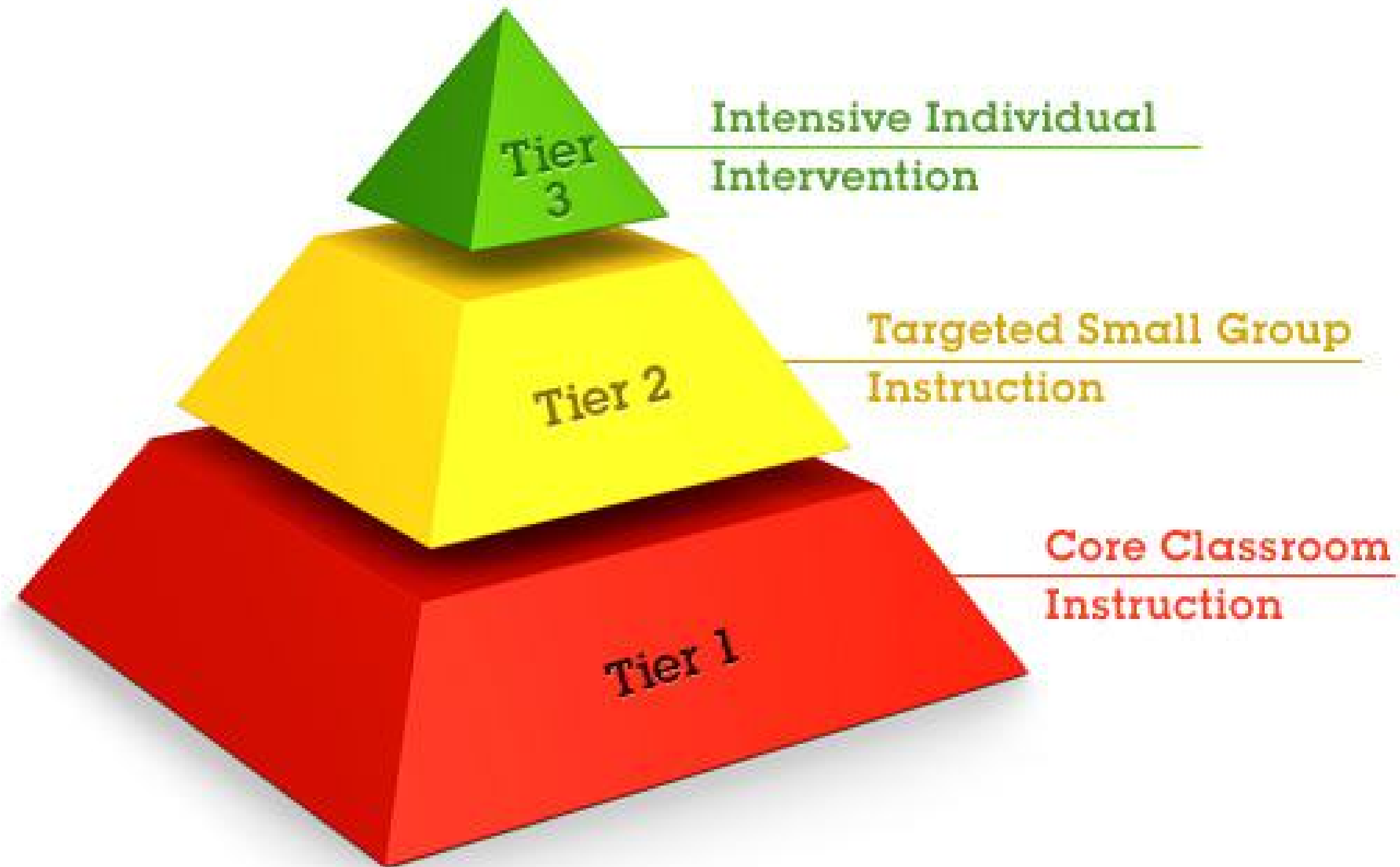


STRATEGIC INSTRUCTION MODEL

An integrated model of research-validated practices to address many of the needs of diverse learners, primarily focused on adolescents. It has been under development for 40 years at the University of Kansas Center for Research on Learning.

STRATEGIC INSTRUCTION MODEL





3 Tiers of Support

CONTENT ENHANCEMENT ROUTINES

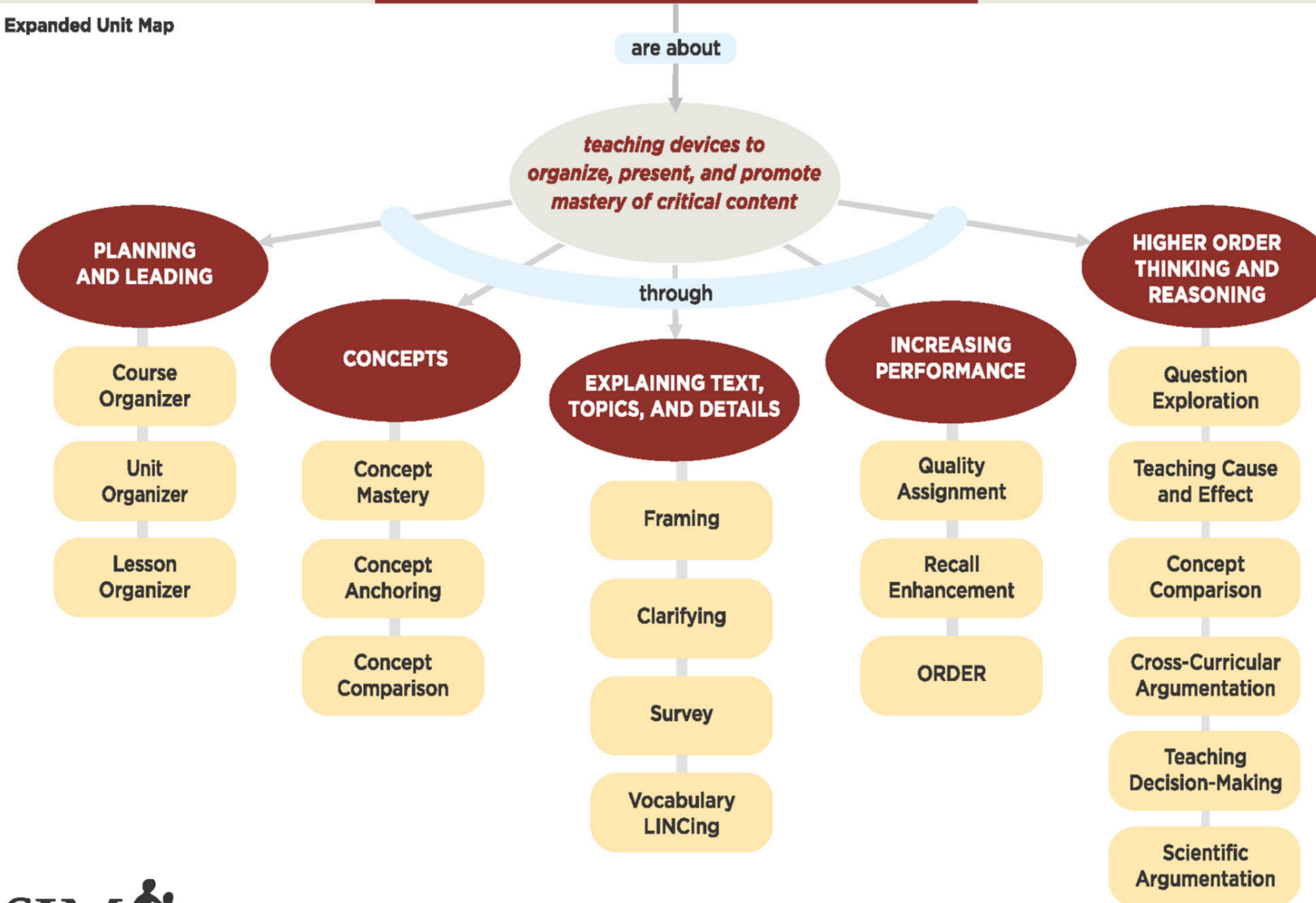
A way of teaching an academically diverse group of students in which:

- both group and individual student needs are valued and met;**
- the integrity of the content is maintained;**
- critical features of the content are selected and transformed in a manner that promotes student learning; and**
- instruction is carried out in partnership with students.**

The Unit Organizer

CONTENT ENHANCEMENT ROUTINES

Expanded Unit Map



Teaching Routines

Focus on helping a teacher inform, guide, and involve students in ways that will promote content learning through the use of

POWERFUL
Teaching Devices

EXPLICIT
Linking Steps

A STRUCTURED
Cue-Do-Review Sequence

A Powerful Teaching Device:

Is an instructional tool that:

- is used under teacher guidance
- focuses attention on important outcomes
- identifies critical content features
- prompts elaboration on critical points

A Powerful Teaching Device:

Is an instructional tool that:

- helps make relationships concrete
- is designed to enhance student...
 - ...organization
 - ...understanding
 - ...remembering
 - ...responses
 - ...belief in the value of the content

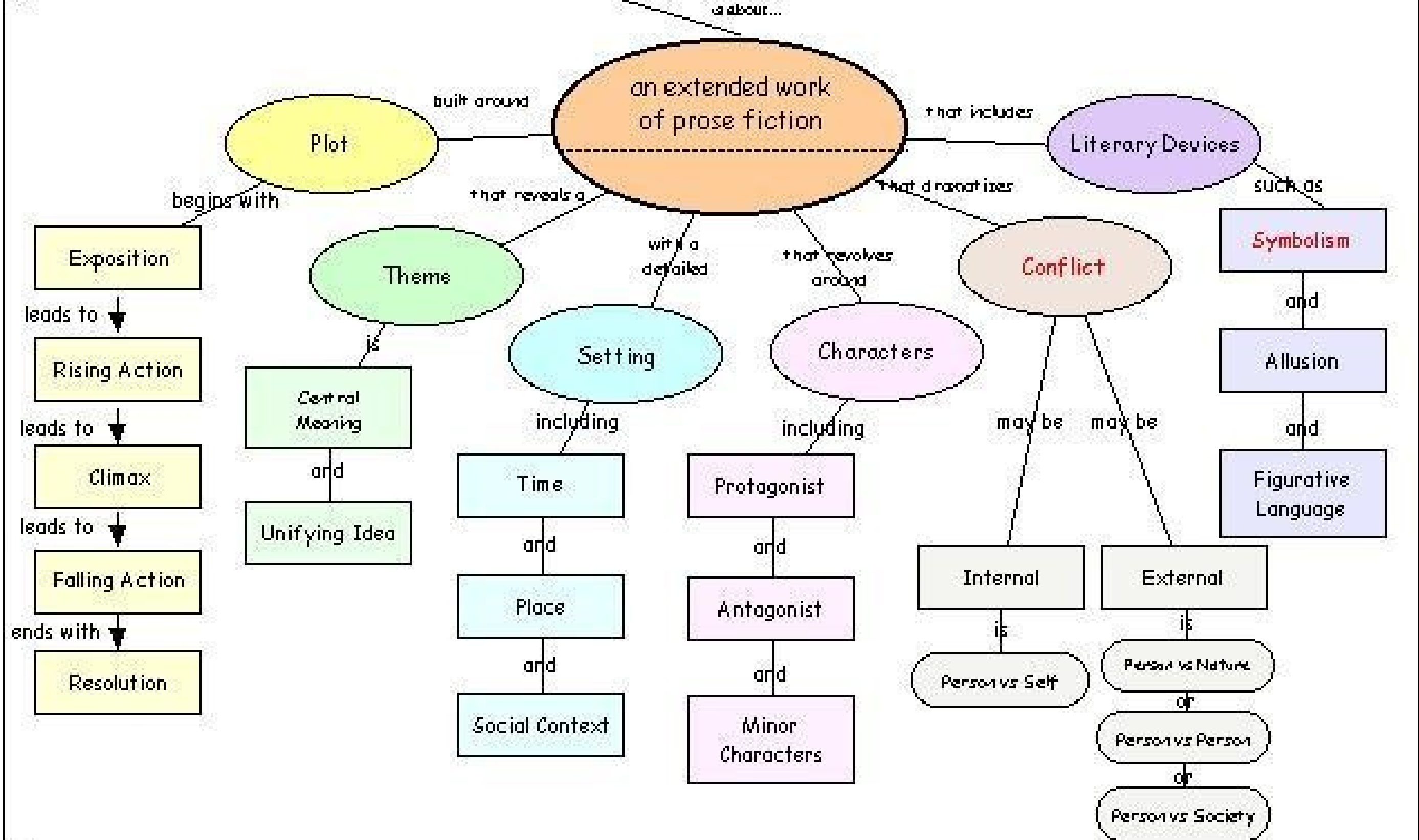
Literature		
② LAST UNIT/Experience Persuasive Writing	① CURRENT UNIT The Novel	③ NEXT UNIT/Experience Narrative Nonfiction
④ UNIT SCHEDULE	⑤ UNIT MAP 	
⑦ UNIT SELF-TEST QUESTIONS		⑥ UNIT RELATIONSHIPS
1. How does an author build the plot of a novel? 2. How is character revealed through a character's thoughts, feeling and actions? 3. How is setting used to establish mood, place, time period and culture? 4. How do Literary Elements contribute to the overall effectiveness of a novel?		cause and effect conflict resolution characteristics project

The Unit Organizer

The Novel

NAME _____
DATE _____

EXPANDED UNIT MAP



NEW UNIT SELF-TEST QUESTIONS

How do authors use literary devices to add depth and interest in novels?

Explicit Linking Steps

Guide the teacher in ways to:

- present the device effectively
- involve students in using the device
- elicit student prior knowledge
- focus student attention on learning

The **CRAFT** Linking Steps

Craft a context

Recognize content structures

Acknowledge unit relationships

Frame unit questions

Tie content to tasks

A Structured Cue-Do-Review Sequence:

The overall instructional process that guides use of the Teaching Device and Linking Steps.

- This instructional process involves:

Cue
Do
Review

A Structured Cue-Do-Review Sequence:

Cue

- The teacher announces the Teaching Device and explains its use.

Do

- The teacher and class collaboratively interact with the device using a set Linking Steps that “connect” the content to the needs and goals of students.

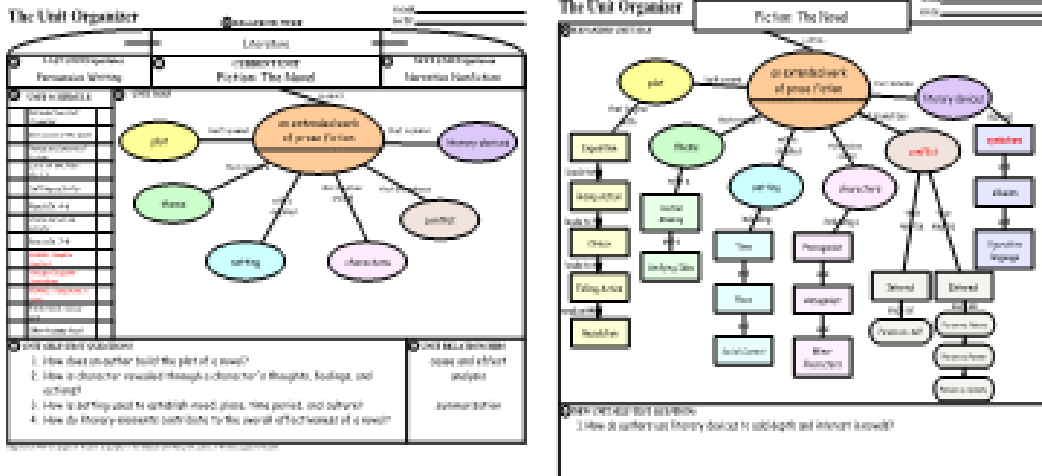
Review

- Learning is reviewed and confirmed.

Quick Reference Guide

The purpose of this guide is to help you choose the routine that most meets your students' needs based on where they need support. This guide provides a brief description of each routine. For additional information, see <http://sim.kucrl.org/products>. Detailed information can be found in each routine's guidebook. Routines are organized into categories based on purpose for use.

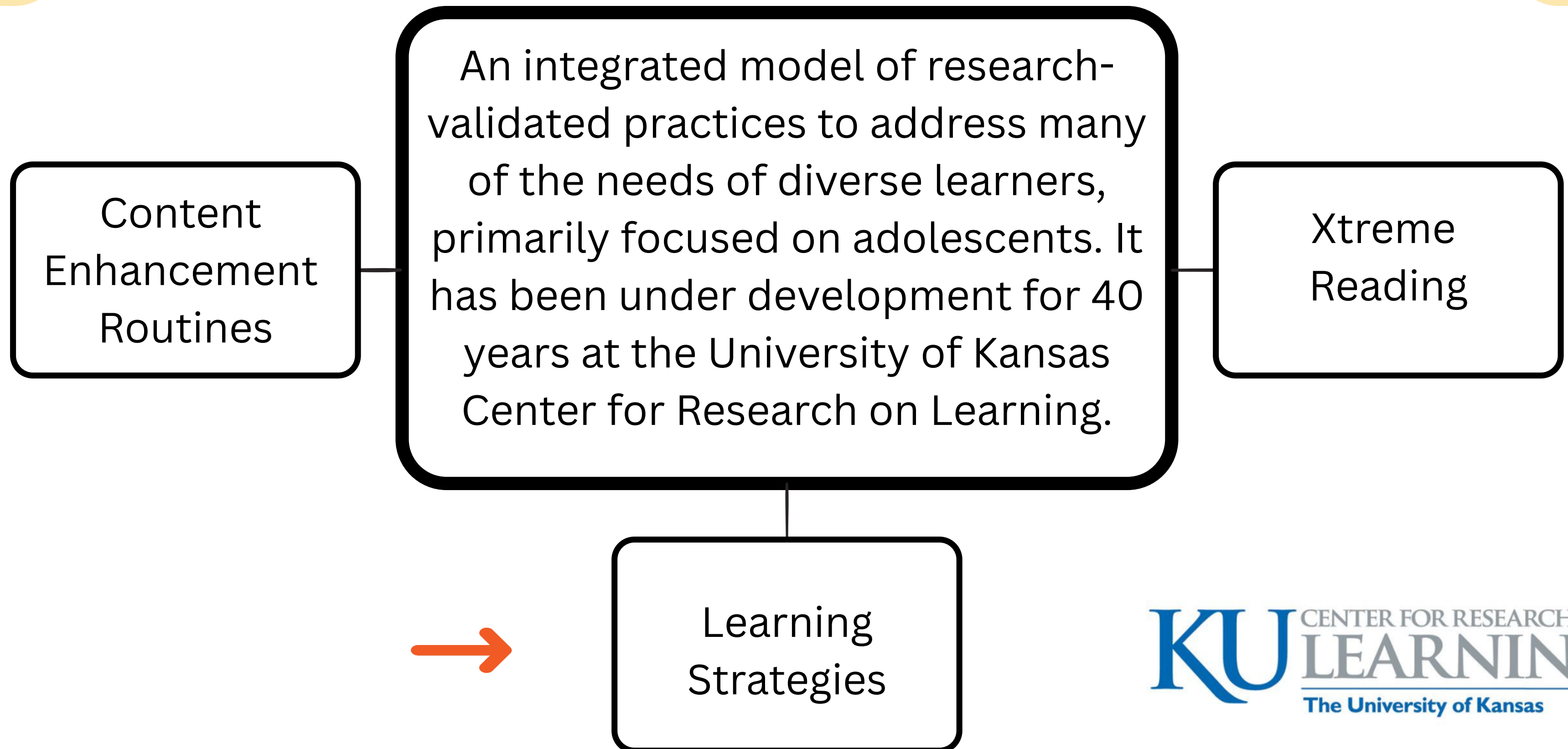
Planning Routines

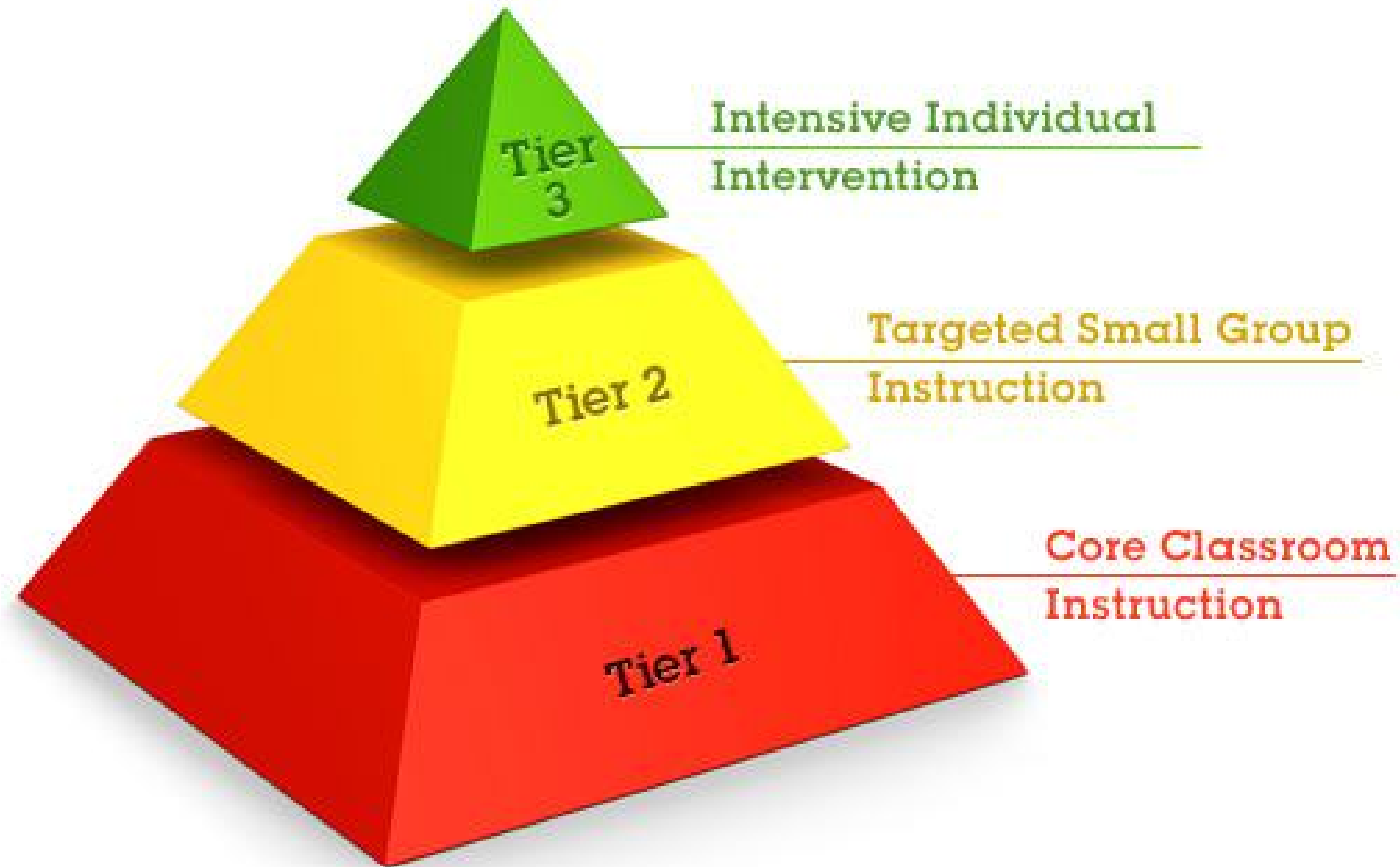
CER	Device	Purpose/ When Used	Impact
Course Organizer Routine	 Course Organizer (page 1) Course Map (page 2)	To share the plan or “road map” for a course with students. It provides a method for students to measure their progress throughout the course. It previews the big questions and concepts that students will encounter. At the beginning of a course and at the end/beginning of every unit.	With regular and consistent use, students with learning disabilities answered an average of eight “big idea” course questions correctly as compared to four out of 10.**
Unit Organizer Routine	 Unit Organizer Map (page 1)	To provide the critical information in a unit in a way that shows the relationships between the content. The Unit Questions provide students with a method of self-assessing their learning. At the beginning of the Unit to frame the learning for students, throughout the unit to add information learned to the expanded	With regular and consistent use, students scored an average of 15 points higher on unit <u>tests</u> .**

Collaborative Teaching with Content Enhancement Routines

- Both teachers are involved in the co-planning process when using the SMARTER Planning Instructional Process.
- One teacher leads the introduction of a CER, while the other provides support and clarification to individual students.
- One teacher facilitates the construction of the graphic organizer, while the other models note-taking strategies.
- Co-teachers can use parallel teaching to deliver instruction related to a CER to different groups of students.
- In a co-teaching setting, teachers can collaboratively develop and refine a CER to ensure it meets the needs of all students.

STRATEGIC INSTRUCTION MODEL





3 Tiers of Support

Learning Strategies

- An individual's approach to a task is called a

Strategy

- It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.

WHO ARE LEARNING STRATEGIES DESIGNED FOR?

- **Learning Strategies are tools for students that help them learn how to learn.**
- **Learning Strategies are designed to enable students to cope effectively with curricular demands and generalize their use of new skills in a variety of settings, including general education.**
- **Learning strategies enable students to perform academic tasks independently.**

How are Learning Strategies Taught?

Pre-Test and Make Commitments

Describe

Model

Verbal Practice

Controlled Practice

Advanced Practice

Posttest and Make Commitments

Generalization

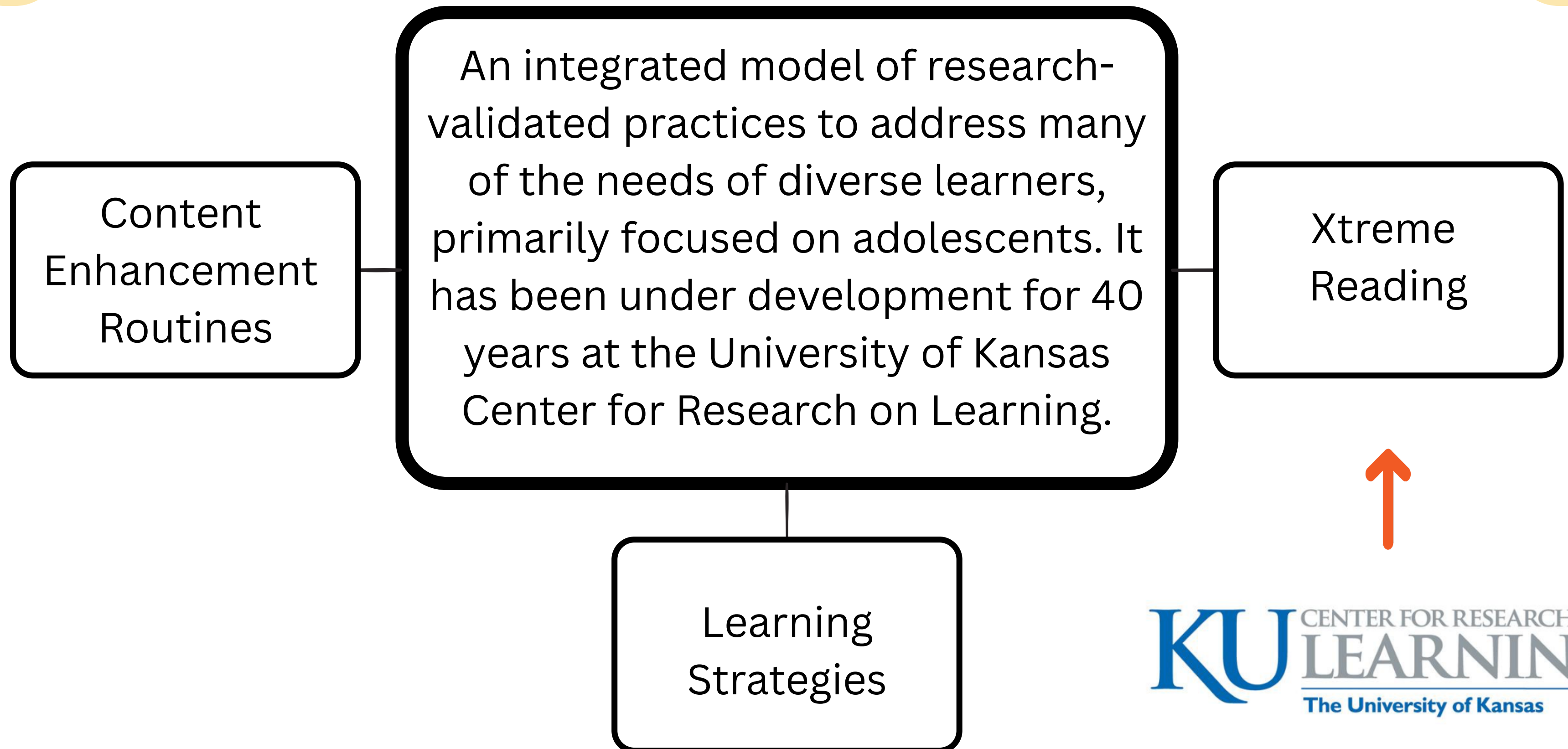
Examples of Learning Strategies

Acquisition	Storage	Expression of Competence
Word ID Paraphrasing Self-Questioning Visual Imagery Interpreting Visuals	First-Letter Mnemonic Paired Associates Listening/Notetaking LINCS Vocabulary	Sentence Writing Paragraph Writing Error Monitoring Theme Writing Assignment Completion

Collaborative Teaching with Learning Strategies

- **Both teachers are involved in the co-planning process when using the SMARTER Planning Instructional Process.**
- **One teacher leads the introduction of content while the other provides support and clarification to individual students using a Learning Strategy (RAP, PENS etc).**
- **One teacher facilitates the construction of the graphic organizer, while the other models note-taking strategies (Listening and Note-taking).**
- **Co-teachers can use parallel teaching to deliver instruction to different groups of students, each cueing students to generalize Learning Strategies that have been taught in a small group.**
- **In a co-teaching setting, teachers can collaboratively determine when to teach embedded Learning Strategies (PENS, RAP, or MARK).**

STRATEGIC INSTRUCTION MODEL



Collaborative Teaching with

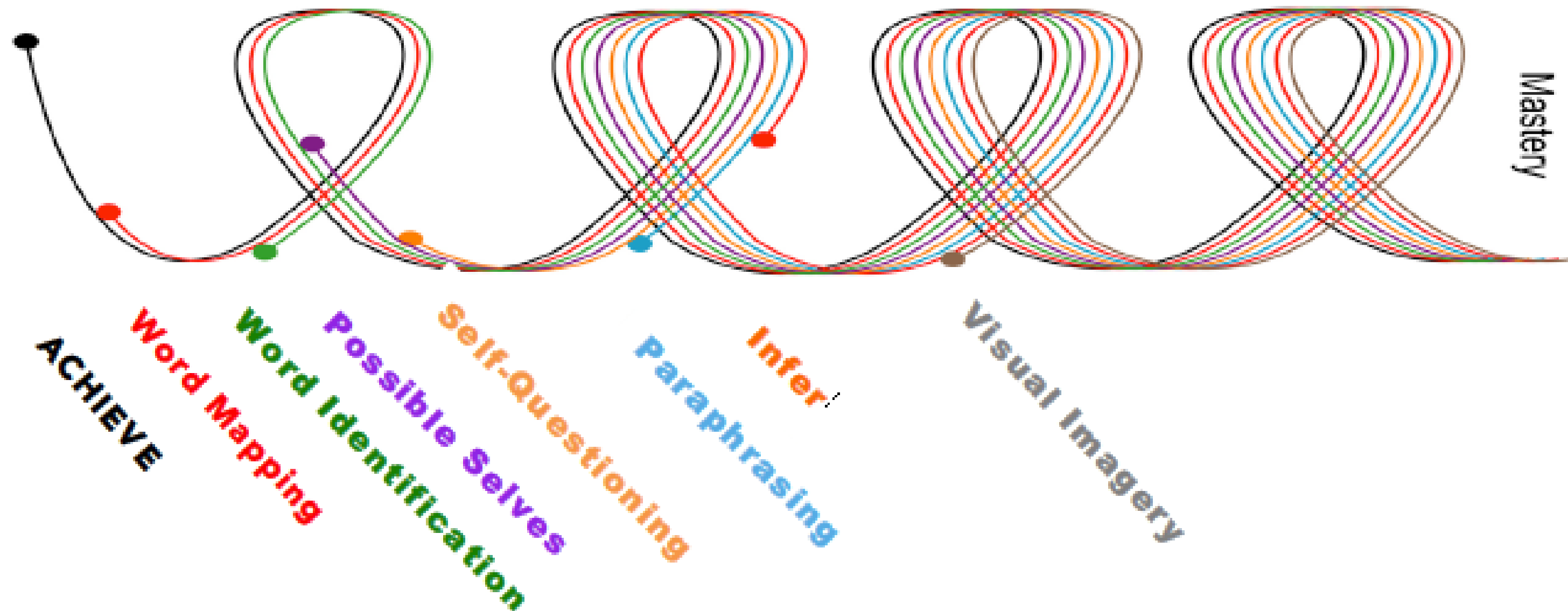
XTREME READING

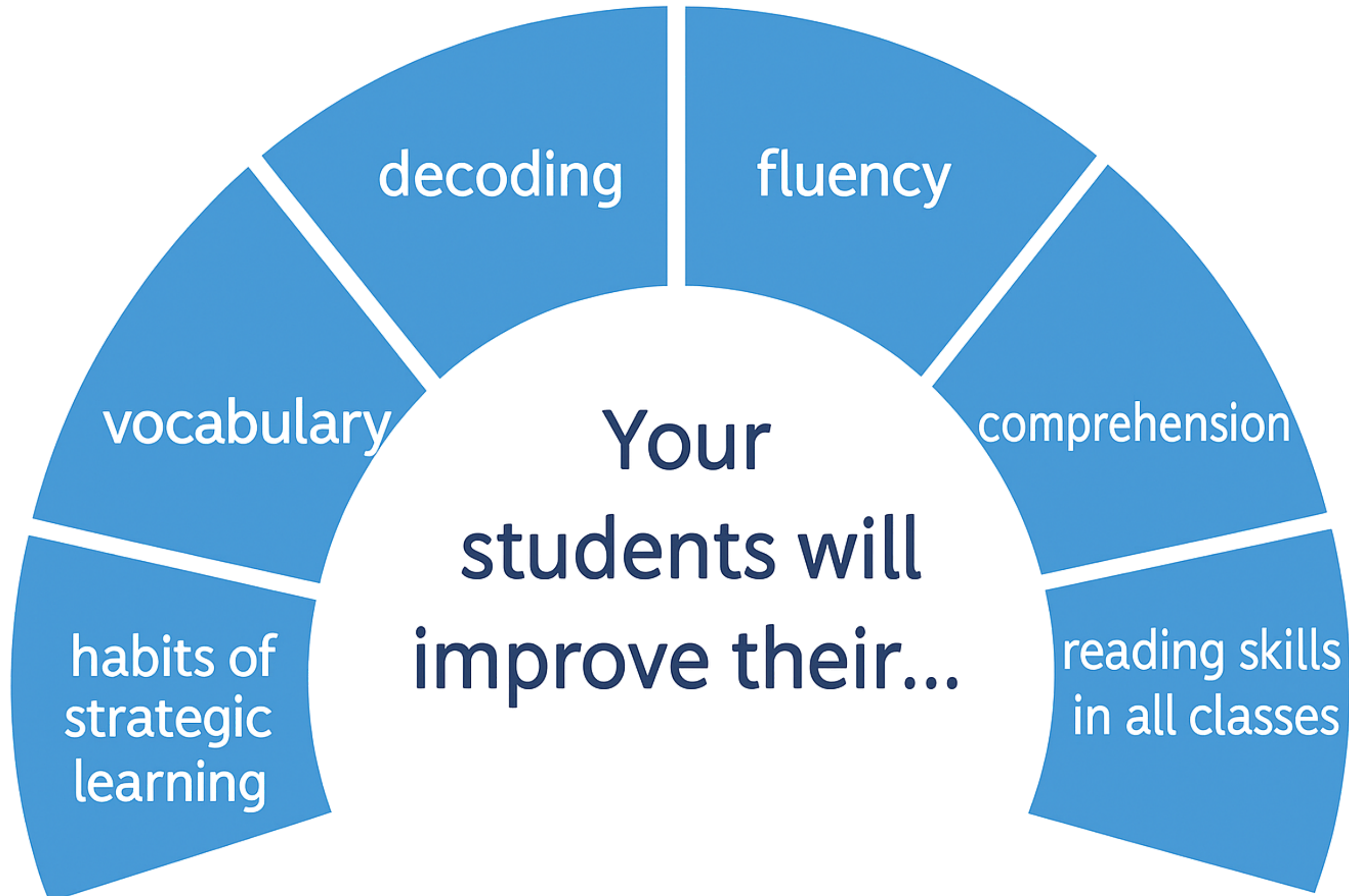
XTREME READING

- **Xtreme Reading is an evidence-based spiral curriculum designed to teach adolescents the strategies, habits, and knowledge needed to thrive in school and beyond.**
- **The program entails explicit instruction in seven foundational reading and motivation strategies across a single school year.**
- **Pacing: 45 minutes daily for 1 year.**
- **Class Size: No more than 15 students.**
- **Criteria: Reading at the 4th-grade level, but performing two or more years below their actual grade level.**

Xtreme Reading's Spiral Curriculum

← Integration and Application →





Teacher:
Time:

The Course Organizer

Student:
Course Dates:

☐ This Course: *Xtreme Reading*

is
about

building the knowledge, strategies, and habits of learning that will make you a great reader and help you reach important goals.

☐ Course Questions:

1. How does thinking about your dreams and possibilities for your life change the way you approach learning?
2. Why do good learners know and use several different reading strategies?
3. How can you use several reading strategies to improve your understanding and memory of what you read?
4. How can learning new words and spending lots of time reading improve the knowledge that you have?
5. Why is reading fluently important?
6. Why is developing good habits of learning important?
7. How does improving your reading help you reach your goals and dreams?

☐ Grading Procedures

Classroom Skills

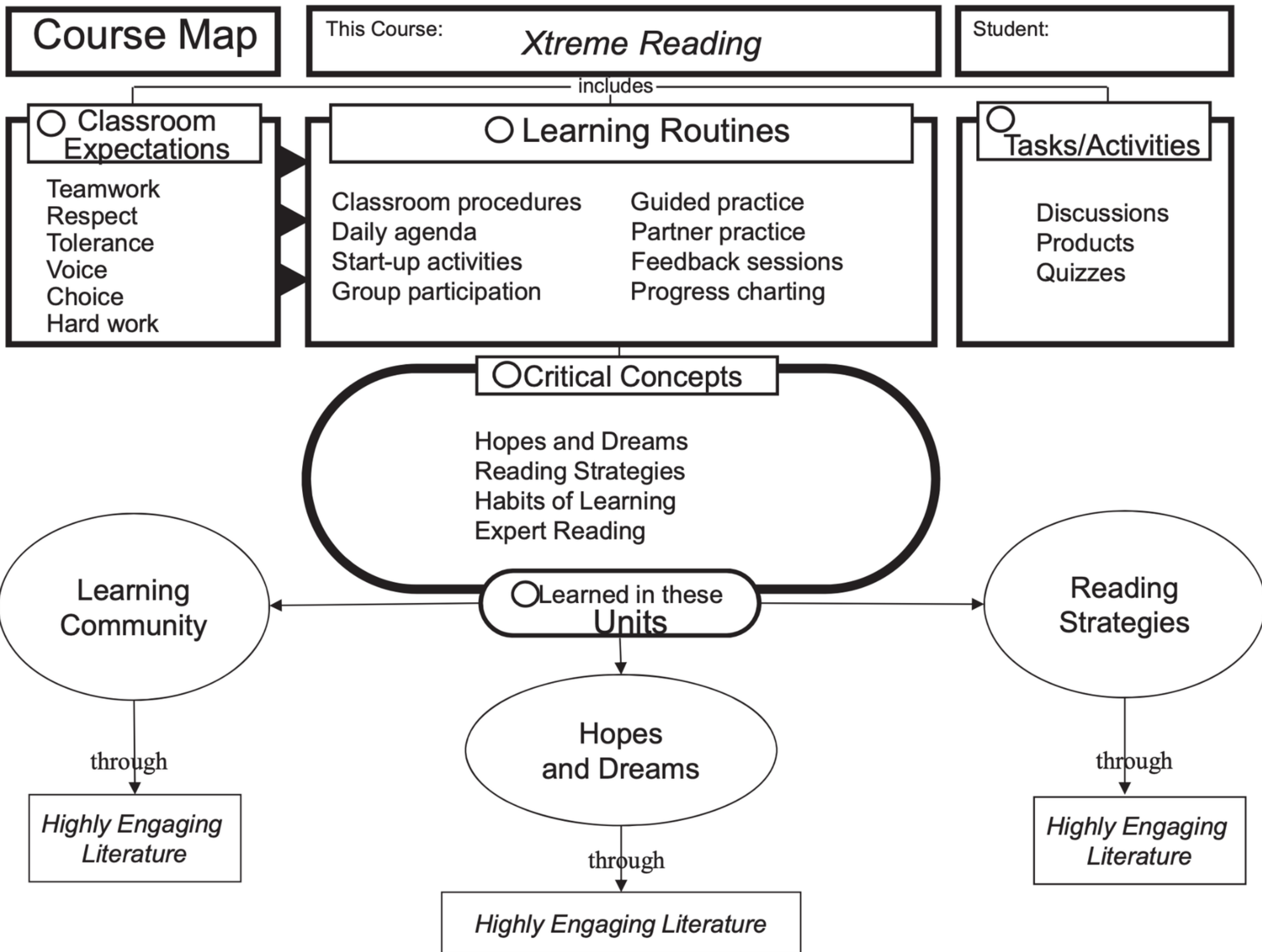
Start-Up Activities

Participation in Discussions

Assignments

Tests & Quizzes

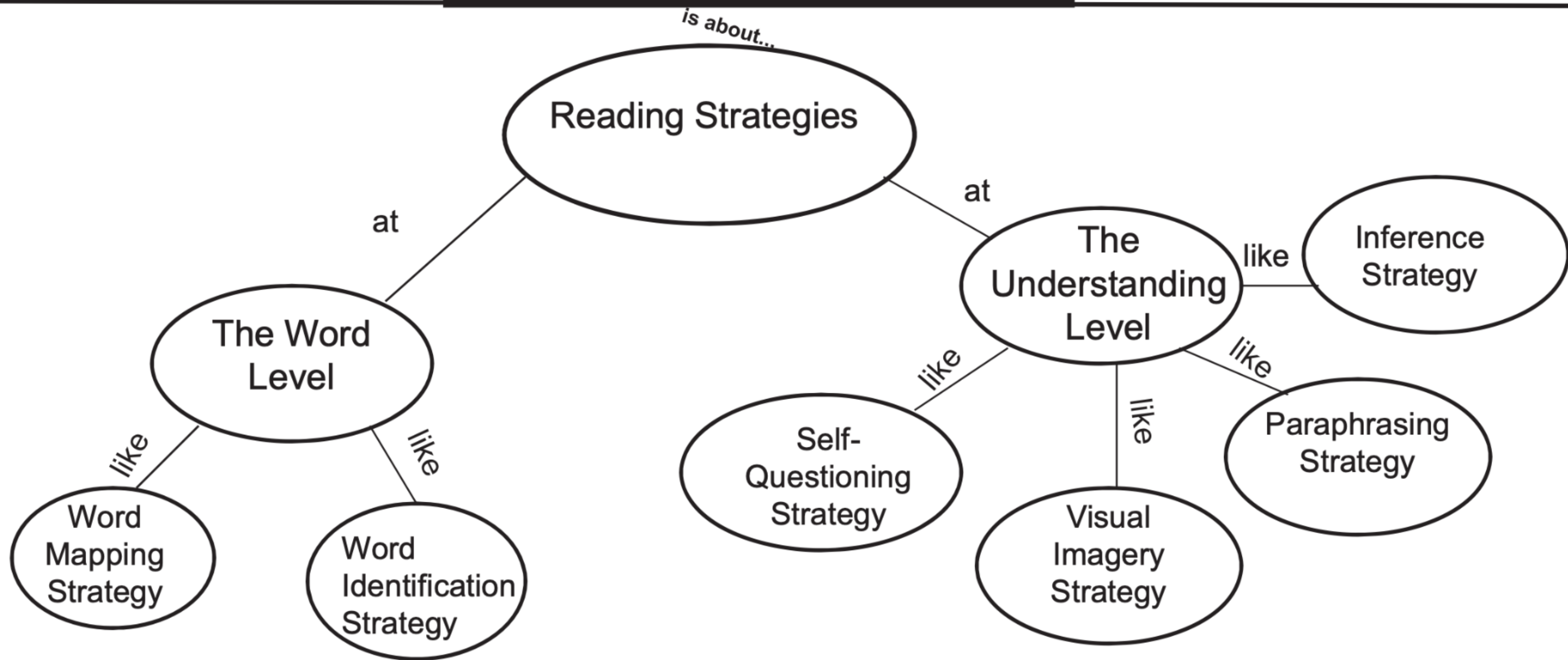
Book Study



Expanded Course Map

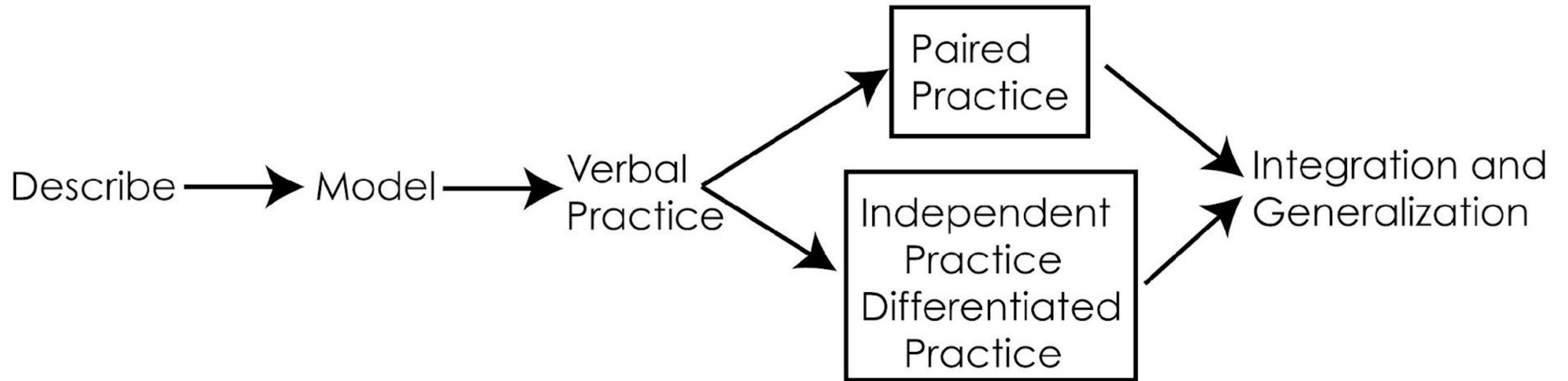
Xtreme Reading

Student:



X^{TREME} READING

←———— Guided Practice —————→



Collaborative Teaching with



Teacher A	Teacher B
Leads the Describe phase with the class	Monitors note-taking and ensures students take all notes necessary
Administers written quiz for verbal practice	Administers oral quiz for verbal practice
Oversees independent practice with class	Conducts differentiated practice with one student or a small group
Conducts differentiated practice with one student or a small group	Oversees paired practice with the class

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"If it weren't for students impeding our progress in our race to the end of the term, we could certainly be sure of covering the material. The question, however, is not whether we as teachers can get to the end of the text or the end of the term, but whether our students are with us on that journey."

Pat Cross, Director
Classroom Research Project
University of California, Berkley

THANK YOU!

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- **Visit our Website!**
 - <https://uca.edu/else/mashburncenter/>

