
Arkansas Adolescent Literacy Intervention (AALI)

The Strategic Instruction Model SIM

How does it relate to School Improvement?

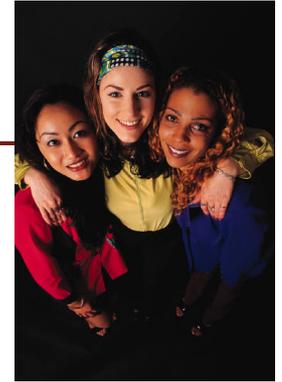
University of Central Arkansas
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Focus Questions

- What do I need to know about AALI/SIM?
- How do the AALI/SIM methodologies align with school improvement?
- How do I see the AALI/SIM methodologies maximizing academic and social outcomes for all students?

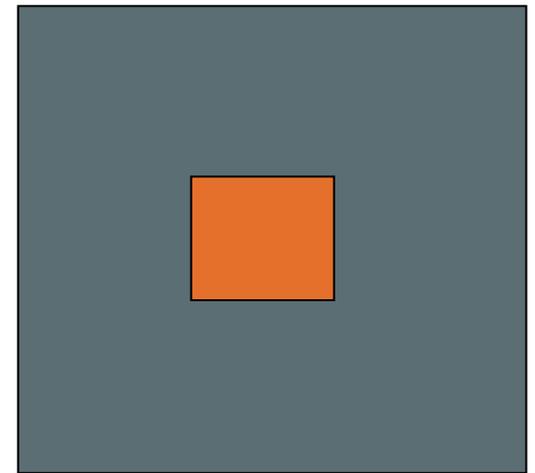
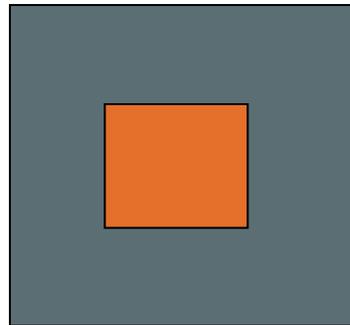
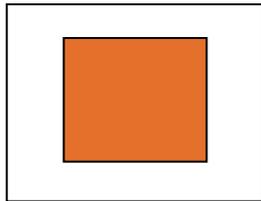


Current Realities or Challenges

Current Realities

- Increasing Content
- “Disconnectedness” of Content
- Limited Time
- Larger Class Size
- Electronic Revolution
- Greater Accountability
- Increasing Student Diversity

Content Explosion Dilemma



Non-Strategic Learners

- **Do not use effective & efficient study procedures**
- **Spend inordinate amounts of time on assignments**
- **Have difficulty distinguishing the important from the unimportant**
- **Do not organize information appropriately for learning**
- **Have difficulty setting and attaining goals**
- **Often fail to take advantage of prior knowledge when facing new problems**
- **Use no systematic approach to solving problems**



“ Since 1978, the University of Kansas Center for Research on Learning has conducted research designed to develop ways to help students meet the demands of life, not just in school, but after they leave school as well.”





The Vision...

Creating solutions that dramatically improve the quality of life, learning, and performance of those who experience barriers to success.





The Goal...

An approach to teaching content to academically diverse groups of students, improving the learning experience for students and the teaching experience for teachers.



STRATEGIC INSTRUCTION MODEL (SIM)

A comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large volumes of complex materials as well as their need to be able to express themselves effectively in writing.

More than 1,600 Professional Developers



400,000
Participating Teachers
3,500
School Districts



ARKANSAS

Arizona

California

Florida

Iowa

Louisiana

North Carolina

Vermont

Virginia

ARKANSAS ADOLESCENT LITERACY INTERVENTION (AALI)

- Improve Academic Outcomes for Students at Risk for School Failure
- High quality, Research-Based, Strategy Instruction Professional Development to General and Special Education Teachers

University of Central AR
Mashburn Center for
Learning

AR Adolescent Literacy Intervention (AALI)

improving academic outcomes for students at risk for school failure by ensuring access to high quality, research-based, strategy instruction.

such as

SIM

and

**Social and
Emotional
Learning
Supports**

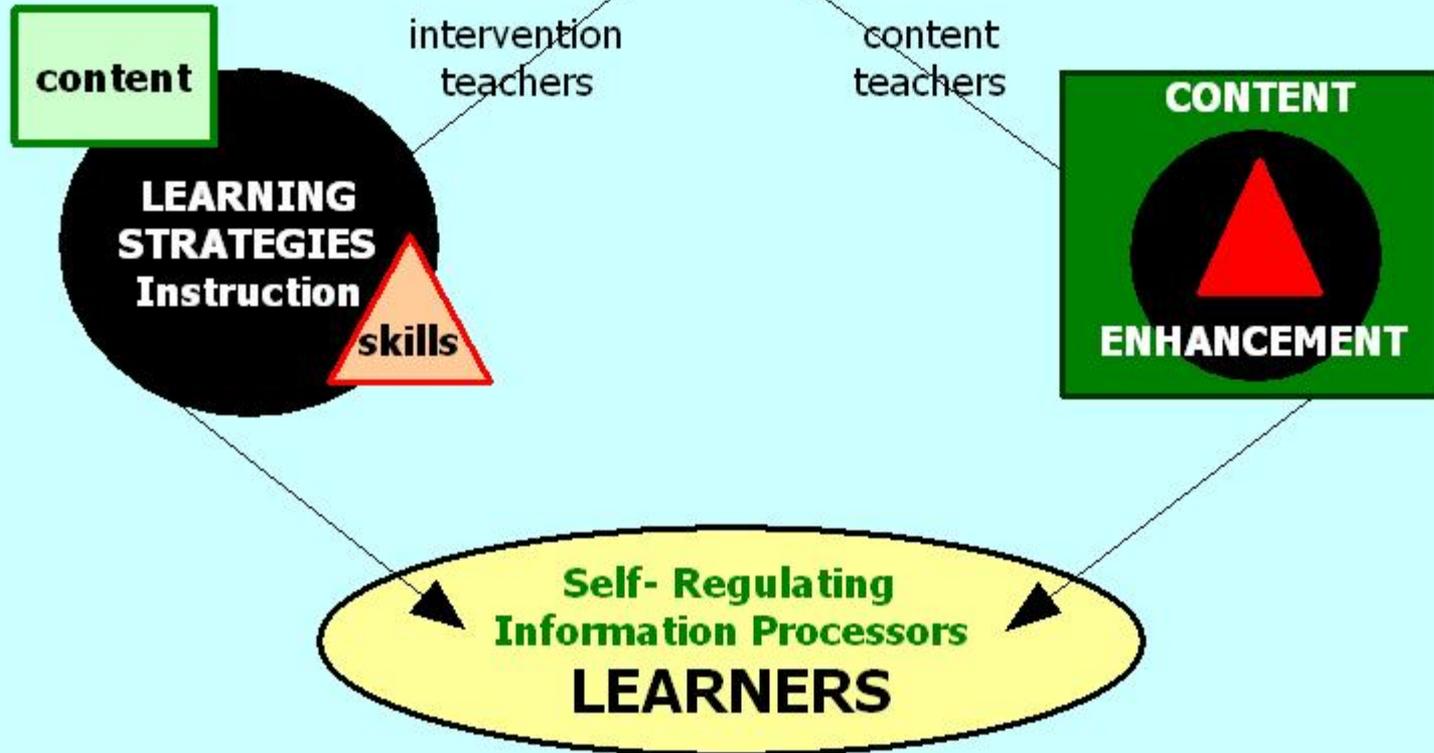
as well as

**Other
Research-
Based
Interventions**

STRATEGIC INSTRUCTION

Is about

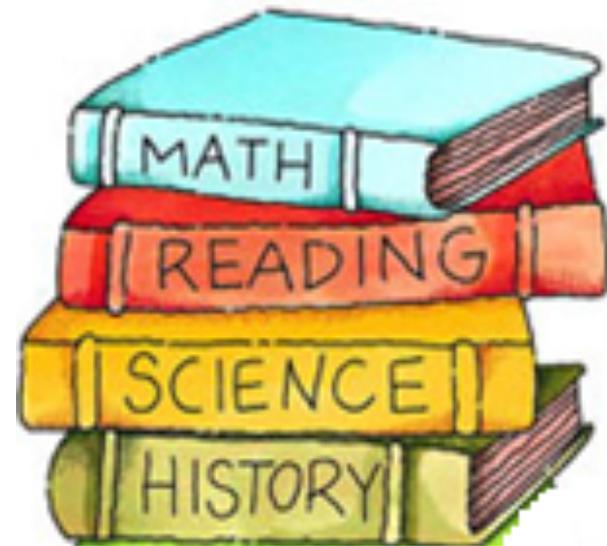
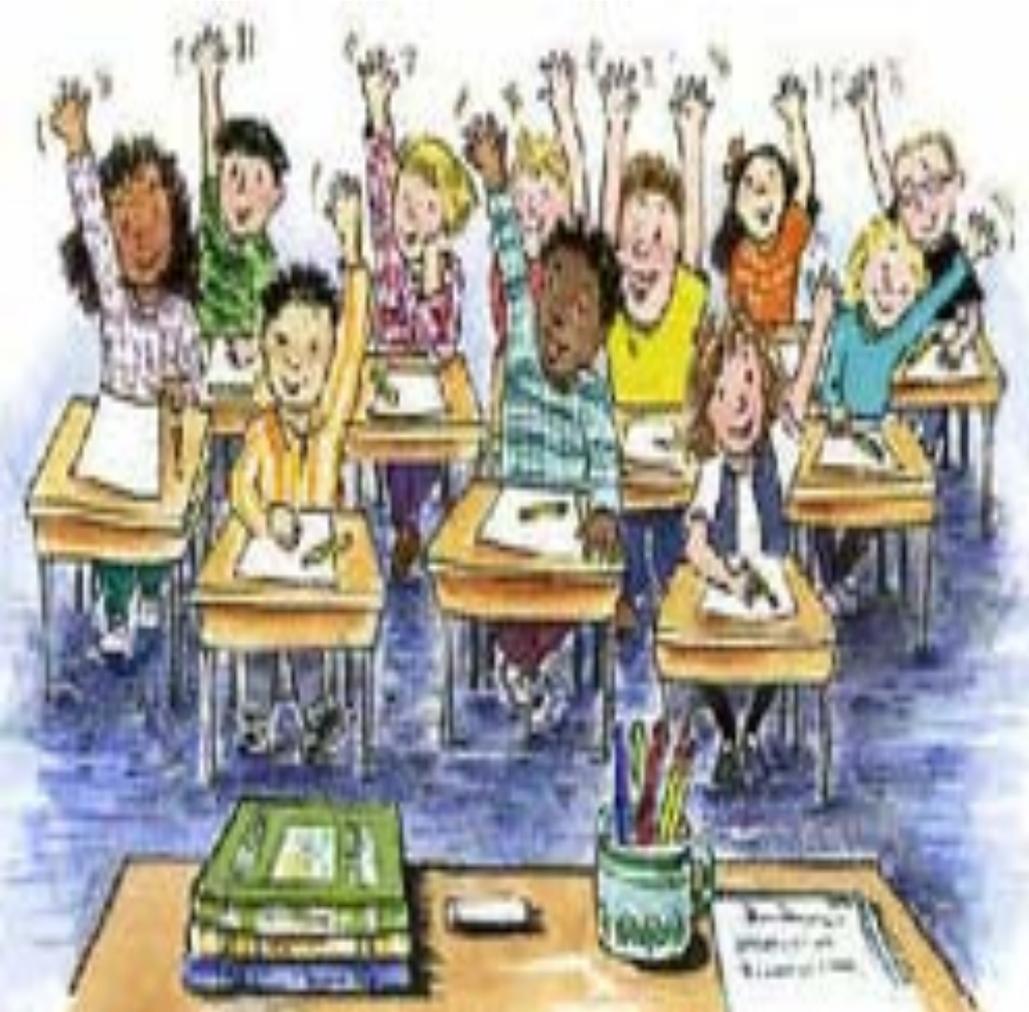
the instructional interaction between teachers and students that creates a learner



“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

Think About...





The Challenge(s) We Face

Many students have difficulty:

- Relating new information to known information.
- Seeing the "big ideas" among the details.
- Translating the "big ideas" into words, phrases, and concepts that make sense to them.
- Identifying the structure of information.





The Challenge(s) We Face

Many students have difficulty:

- Seeing the relationships between different sets of information.
- Generating questions to help them focus their learning.
- Projecting and managing time in order to complete tasks.
- Keeping the "big ideas" and structure of a unit in mind as they progress through the unit.



Responding to the Challenge

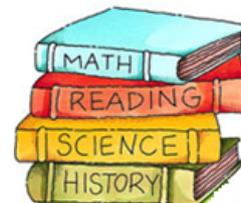
Content Enhancement Series

Content Enhancement Series

Level 1 & 2
(Tier I & II Interventions)

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

- Both group and individual needs are valued and met
- The integrity of the content is maintained

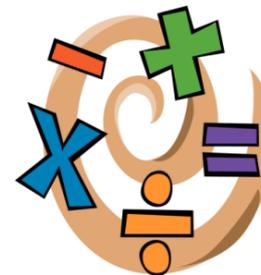


Content Enhancement Series

Level 1 & 2
(Tier I & II Interventions)

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

- Critical features of the content are selected and transformed in a manner that promotes student learning; and
- Instruction is carried out in a partnership with students.



Content Enhancement Routines

Planning & Leading Learning

Course Organizer
Unit Organizer
Lesson Organizer

Explaining

Framing Routine
Survey Routine
Clarifying Routine
Vocabulary LINCing Routine

Increasing Performance

Quality Assignment Routine
Recall Enhancement Routine
ORDER Routine

Teaching Concepts

Concept Mastery Routine
Concept Anchoring Routine
Concept Comparison Routine

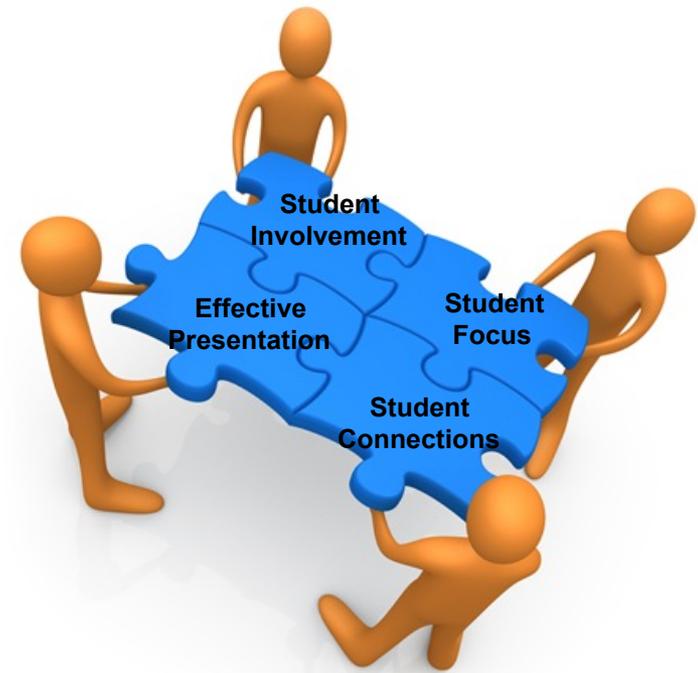
Higher Order Thinking

Question Exploration Routine
Scientific Argumentation Routine
Teaching Cause and Effect Routine

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



A Structured Cue-Do-Review Sequence:

Today we will be using the Unit Organizer .

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



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.



The Benefits

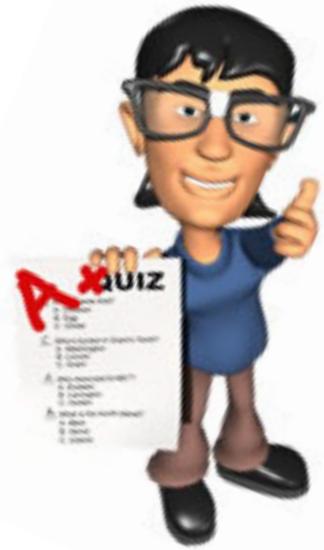
- Many students have difficulty seeing the big picture, understanding, important ideas, and responding to classroom tasks.
 - Content Enhancement helps students meet these demands.

The Benefits

- Many students do not believe that they can learn or do not believe that learning information selected by teachers is important.
 - Content Enhancement helps students see that they can learn and that information can influence their lives.

The Benefits

- Class enrollments are becoming more heterogeneous.
 - The adoption of a Content Enhancement approach to instruction enables teachers to meet many of the learning needs of both individuals and the group.



Teaching Routines

effectively and efficiently promote learning when they:

- are built on powerful Teaching Devices
- incorporate use of explicit Linking Steps
- follow the Cue-Do-Review Sequence
- are used regularly, flexibly, and creatively

Strategic Instruction Model

Learning Strategies

+

Content Enhancements

=

*Effective, efficient,
successful learners!*

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.

Study these words for 30 seconds
and remember as many as you can.

Lion

Orange

Fish

Chevy

Chevrolet

Horse

Ford

GMC

Banana

Zebra

Apple

Volkswagen

Lemon

Dodge

Frog

The most successful strategy is one that is both



Effective
&
Efficient!

Learning Strategies

Level 2 & 3 (Tier II Interventions)

- Pretest and Make Commitments
- Describe the Strategy
- Model the Strategy
- Verbal Practice
- Controlled Practice and Feedback
- Advanced Practice and Feedback
- Posttest and Make Commitments
- Generalization

Learning Strategies Curriculum

Level 2 & 3 (Tier II Interventions)

Acquisition

- Word Identification
- Visual Imagery
- Self-Questioning
- Paraphrasing
- Inferencing

Written Expression

- Paragraph Writing
- Theme Writing
- Error Monitoring
- InSPECT
- Fundamentals/
Proficiency in
Sentence Writing
- Essay Test-Taking

Storage

- FIRST-Letter
Mnemonic
- Paired Associates
- LINCS Vocabulary

Cooperative Thinking

- SCORE Skills
 - BUILD
 - LEARN
 - THINK
- Teamwork

Motivation

- Self-Advocacy
- Possible Selves

Demonstration of Competence

- Assignment Completion
 - Test-Taking
 - SLANT

Community Building

- Following Instructions Together
- Talking Together
- Taking Notes Together
- Organizing Together

Math

- Addition/Subtraction
Facts 0 - 18
- Place Value
- Multiplication/Division
Facts 0 to 81

Level 4 & 5

Tier III

- **Intensive Skill Development**
 - Insufficient decoding skills, language concerns, comprehension struggles
 - Need intensive research-based programs
- **Intensive Clinical Intervention Options**
 - Underlying language disorders, metalinguistic and metacognitive underpinnings
 - Need strategies in intensive clinical one-to-one instructional settings



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Contact Info

- Teacher Center Coordinator at your Cooperative
- AALI- Patty Kohler-Evans or Renee Calhoon

pattyk@uca.edu or kcalhoon@uca.edu

Questions

