### Universal Approaches, Skills, and Strategies

- **Goal = Balanced**: Whole group Focus Lesson with Exploratory Instruction (10 minutes)
- **Goal = Connect**: Whole group – Sharing and Wrap Up

#### Introduction (5 minutes)

1. **The Teacher will:**
   - Explain the goal of the lesson.
   - Teach students to connect the current lesson to prior lessons.

2. **Elements of Effective Adolescence Literacy Program (Flanagan and Shaw, 2004):**
   - Academic Success and Succession Program (Flanagan and Shaw, 2004)
   - Personal Skills, Communication, and Literacy Skills
   - Social Skills, Communication, and Literacy Skills

3. **Whole Group – Sharing and Wrap Up:**
   - Purposeful Small Group Instruction and Independent Work – Application

#### Block Structure and Instructional Methods

- **Handout 3.07**
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- **Lesson Focus:**
  - Read students to connect the learning and discuss how they will apply the content of the lesson.
  - Pre-Phase: Introduce the concept, define terms, and talk about cooperative learning.
  - Provide additional information or clarification to ensure understanding and support.
  - Ask students to record learning in learning logs.

- **Student Written Work:**
  - Outline activities and supports for students. Include student take-home activity about learning the lesson.
  - Include activities for students to discuss, reflect, and apply what they have learned.
  - Provide examples of effective adolescent student behavior.

- **Handout 3.07:**
  - Provide a clear and understandable vision of the learning target.
  - Develop a plan for assessment for learning (Anderson, Fisher, and Handy, 2002)

- **Handout 3.07:**
  - Focus on student engagement and feedback.
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Teaching and Teacher in Their Learning Roles

2. Facilitate opportunities for student autonomy and independence.
3. Create a safe and supportive classroom environment.
4. Encourage students to take ownership of their learning.
5. Foster a culture of inquiry and investigation.

The Reader Will:
- Develop a deeper understanding of the role of the teacher.
- Understand how to create an inclusive and supportive learning environment.
- Learn strategies for promoting student autonomy and independence.

Differential Instructional Practices (for Grades 1-5)
- Differentiate instruction based on student needs and readiness.
- Provide targeted instruction to support diverse learning needs.
- Use active engagement strategies to enhance student participation.

Characteristics of Successful Teaching and Learning (Kappan, 2002)
- Student-centered learning.
- Active participation.
- Relevant content.
- Engaging instruction.

Exemplar Small Group and Independent Reading Work Period (15 minutes)
- Small group instruction.
- Independent reading.
- Use of instructional materials.

Whole Group Shared Reading (10 minutes)
- Read aloud to the class.
- Engage in discussion and reflection.
- Practice comprehension strategies.

Teaching, Learning, and Assessment

1. Monitor student progress regularly.
2. Provide timely and constructive feedback.
3. Analyze student work to inform instruction.
4. Use assessments to inform instructional planning.

The Reader Will:
- Understand the importance of monitoring student progress.
- Learn strategies for providing constructive feedback.
- Analyze student work to inform instruction.
- Use assessments to inform instructional planning.

The Reader Will:
- Develop a deeper understanding of effective teaching and learning practices.
- Learn strategies for creating an inclusive and supportive learning environment.
- Understand the role of the teacher in promoting student autonomy and independence.

Key Classroom-Related Practices (Adapted from Kline, 2005)
- Establish clear expectations.
- Use effective communication.
- Build a positive classroom culture.

Reflective Reading Strategies (Jelinek, 1999)
- Engage in critical thinking.
- Use questioning strategies.
- Apply reading strategies to new contexts.

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Behavioral and Social Skills (Adapted from Pick, 1996)
- Develop self-control.
- Foster cooperation.
- Improve communication skills.

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Classroom Period, Culture, Collaboration:
- Children are engaged in meaningful work.
- Children learn skills and knowledge in multiple lesson types.
- Lessons become more meaningful and engaging.

Presence of Effective [Learner] Instruction (Langer, Cross, Auger's, and Belenky, 2000):
- Children make connections between instruction and life.
- Lessons include elements of adult feedback.

Whole Group — Sharing and Reflection (5-10 minutes):
- The teacher will:
  - Introduce learning through discussion, media, and technology.
  - Engage students in writing and oral forms of communication.
  - Engage students in reflective and inquiry-based learning.

Wrap-Up (6-8 minutes):
- The teacher will:
  - Guide students as they engage in a writing process independently, in writing centers.
  - Provide feedback on student work.
  - Encourage students to continue exploring their interests.

Session 3: Learning to Learn, Learning Through Writing:
- Initiate learning through writing and questioning in pairs to foster collaborative thinking.
- Encourage students to explore their ideas and reflect on their learning.

Reflective Teaching Workshop (Graves, 1994):
- Teacher workshops.
- Reflective teams.
- Writing-reading connection.
- Six Traits of Effective Writing.
- Writing process.
- Write what you know.

Best Practices in Writing (Carrington, Duvall's, and Hyde, 2005; Cappers, 2006; and Milwaukee Whole Writer Project:
- Access to curriculum.
- Quick response.
- Provide instruction.
- Share examples.
- Instruct the teacher.

Element of the Write-Up (Carrington, 2002):
- Independent readers.
- Self-selected reading (Sawatsky, 1979).

20 minutes may alternate with reading or happen daily in double blocked
Exam Small Group Work and Independent Writing Work Period (15 minutes):
<table>
<thead>
<tr>
<th>Resources</th>
<th>Evidence</th>
<th>Assessment</th>
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**Additional Information:**

- [Description of additional information]
- [Additional details]

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**Evidence of Effectiveness:**

- [Evidence of effectiveness]
- [Additional evidence]

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**Assessment Criteria:**

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- [Additional criteria]

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**Common Core Standards for English Language Arts:**

- [List of standards]
- [Additional standards]

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**Reading, Writing, Speaking, Listening, and Using Language:**

- [Details of reading, writing, speaking, listening, and using language]
- [Additional details]

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