

Weekly Lesson Plan – Gradual Release Model

Week of: _____ to: _____ Period(s): _____

Focus/Standard	Learning Objectives	Exit Ringers	Assessment	Strategies	Home Learning

DAY	LESSON INFO	I DO TASK(s)	WE DO TASK(s)	YOU DO TASK(s)
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Gradual Release Model Lesson Template

Roberta L. Sejnost



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Better Lesson Plans, Better Lessons Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871

Powerful Thinking Adrienne Gear, 2024-03-18 An inspiring book to help teachers shift their beliefs and stretch their thinking around reading comprehension literacy instruction and content area learning Using the key concepts and strategies introduced in her ground breaking book *Reading Power* Adrienne Gear shows teachers practical ways to create a culture of thinking that can be integrated into all areas of learning Using knowledge rich texts as tools Adrienne shares how read alouds can be used in content areas to support literacy skills and build knowledge This timely book offers classroom tested lessons and anchor books to create a content rich learning environment that helps strengthen student learning and knowledge building

Rigorous Curriculum Design Larry Ainsworth, 2010 The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year *Rigorous Curriculum Design* presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

The Teacher Residency Model Cheryl A. Torrez, Marjori Krebs, 2019-11-26 Teacher residencies are on the rise across the United States as a successful way to address the high rate of teacher shortages and attrition The National Center for Teacher Residencies NCTR has been guiding this work for over ten years partnering with teacher preparation institutions local school districts and community partners to implement best practices for teacher preparation With an introduction by NCTR on the key components of successful residencies each subsequent chapter is written by an exemplary NCTR partner who have successful residency programs and who share specific aspects of their programs from which others can learn

Intensifying Classroom Routines in Reading and Writing Programs Michael P. Ford, 2017 Three common routines

are seen in almost every primary language arts programs morning messages shared readings and word walls These routines should be integrated to support the total language arts program but are teachers of grades K 2 getting the most bang for their buck out of these activities Morning messages can become very routinized and repeat the same experiences over and over again Shared readings are sometimes conducted with little variation in spite of changing demands from the texts being used and changing needs in the learners with whom they are being used Word walls might be put up with some attention early in the year and remain virtually unchanged as the year moves forward Intensifying Classroom Routines in Reading and Writing Programs focuses on how teachers can get more instructional mileage out of these three common classroom routines Author Michael P Ford lays out step by step day by day plans to put those three key routines on a cycle that changes as students move through developmental phases This resource helps teachers plan for emergent and early readers and writers It also looks at how teachers can assist students as they move through critical areas including concepts of print alphabetic knowledge phonological awareness sound symbol relationships high frequency words structural analysis context clues comprehension strategies and composition strategies With these intensified routines in place students will clearly see connections between reading and writing

Tools for Teaching in the Block Roberta L. Sejnost, 2009-04-09 It is not unusual for teachers to feel overwhelmed when their school shifts from a traditional bell schedule to a 90 minute block Sejnost guides teachers from feelings of apprehension and nervousness to those of confidence and excitement by giving them tools and research based strategies to reach their students in new and challenging ways Nancy W Sindelar Instructor and Consultant California State University San Bernardino Sejnost presents strategies that enable students to locate synthesize evaluate retain and utilize information as successful adolescent learners and as successful adults in our fast paced knowledge driven society Nancy K McGill Program Director Our American Voice Barat Education Foundation Effectively use extended class periods to enhance student achievement Roberta L Sejnost offers an alternative to the usual lecture format to help teachers create coherent effective lessons for extended blocks of instructional time no matter what the subject or grade level This book provides teachers with a four phase lesson planning framework and numerous teaching strategies to build higher level thinking skills and increase student learning Teachers can use practical research based methods and tools such as cooperative learning quality questioning and graphic organizers to reach secondary students The author includes reproducible blackline masters for classroom use plus activities for Preparing students for learning by fostering their prior knowledge helping them set a purpose for reading and learning and teaching the vocabulary necessary for understanding Helping students actively interact with and process what they have learned Clarifying and reinforcing content and taking learning to the next level Tools for Teaching in the Block enables educators to take advantage of block scheduling to promote reading writing and critical thinking in adolescents

The Feedback-Friendly Classroom Deborah McCallum, 2015-12-11 Learning is inherently social built on the daily interactions in the classroom What if feedback from teacher to student

between students from student to teacher could be seen as essential to the ongoing process that defines the learning environment This groundbreaking book explores using feedback to help students become better learners examines the crucial use of verbal and nonverbal language to engage and guide students and shows strategies and activities to establish and promote effective feedback within the classroom and beyond

The Common Core Coaching Book Laurie Elish-Piper,Susan K. L'Allier,2014-04-10 This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards CCSS The authors explain the key instructional shifts brought about by the CCSS in K 5 English language arts classrooms Eighteen specific strategies for coaching large groups small groups and individual teachers are presented including clear cut procedures vivid illustrative examples and 28 reproducible forms Grounded in research on adult learning the book addresses common coaching challenges and how to overcome them The large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials

The Complex Work of Teacher Educators Rebecca West Burns,Jennifer Jacobs,2025-05-30 The challenge of being a teacher educator in today s shifting context and accountability climate is real The Complex Work of Teacher Educators Cases that Illustrate Teacher Educator Standards in Action provides concrete contemporary examples of the ATE Standards from practicing teacher educators

Guided Practice for Reading Growth, Grades 4-8 Laura Robb,David L. Harrison,2020-09-02 Use these lessons to build developing readers skill and desire to read read read This book will be your guide as you support middle grade students who are reading two or more years below grade level The lessons enlarge students vocabulary and background knowledge and engage them in meaningful discussions and writing about their reading As students reading skill and desire to read increases you ll watch them complete more independent reading and ramp up their reading volume the practice they need to improve Guided Practice for Reading Growth provides all you need to get started Laura Robb and poet David L Harrison have collaborated to design twenty four powerful reading lessons using original poems and short texts that interest your students and encourage them to think deeply The opening chapters offer background knowledge for the lessons and teaching tips then the bulk of this book consists of lessons with full texts and suggested videos provided Guided practice lessons are the instructional piece that can move developing readers forward by building their self confidence and the reading expertise needed to read to learn and for pleasure This unique book shows you how to Build students background knowledge by watching and discussing videos Use the poems to improve reading and to improve fluency through practice and performance Invite students to write about their reading and increase comprehension and recall Ask partners to discuss before during and after reading as meaningful talk enlarges students analytical thinking and understanding Design your own lessons for students with extra texts by David L Harrison in the appendix Use this book to develop students self confidence and the reading skill they require to become lifelong joyful readers

Reading and Writing Instruction for Second- and Third-Grade Classrooms in a PLC at Work®

Sarah Gord, Kathryn E. Sheridan, 2020-06-30 Fully prepare students to begin the pivotal transition from learning to read to reading to learn Written for individual teachers and collaborative teams this resource outlines how to craft instruction to ensure every learner masters literacy expectations in second and third grade Readers will gain a wealth of strategies and practices for designing standards aligned instruction developing quality assessment providing timely interventions and more Use this resource to address specific literacy challenges found within the second and third grade band Understand the role professional learning communities PLCs play in literacy development Learn how teams of teachers can maximize their collective strengths to make profound impacts on student literacy and reading comprehension Obtain instructional strategies and tools such as the pre unit protocol PREP for unpacking and clarifying literacy standards Observe how to collaboratively score quality assessments as a team and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity in grades two and three Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Essential Understandings and Guiding Questions References and Resources Index

What works in early grade literacy instruction Jennae Bulat, Margaret

Dubeck, Paula Green, Karon Harden, Catherine Henny, Mónica Mattos, Alison Pflepsen, Ana Robledo, Yasmin Sitabkhan, 2017-02-28 Over the past decade RTI International has pursued the goal of quality inclusive differentiated early grade literacy instruction in nearly 30 early grade reading or early grade literacy programs in low and middle income LMI countries Across our diverse portfolio we have supported Ministries of Education Ministries in diverse contexts in their development and implementation of research based early grade literacy programs and have learned important lessons based on our experience working with Ministries to design develop and implement early grade literacy programs This paper describes the core elements that we have found to improve early grade literacy instruction and learner outcomes the approach to teaching Teach the availability of quality relevant learner materials Text the effective use of instructional time Time the use of formative assessment to guide instruction Test and provision of instruction in the most effective language Tongue This paper focuses on the acquisition of literacy in alphabetic and alphasyllabic languages in the early primary years most typically academic levels 1 through 3 and the kinds of exposures instruction and support learners need to become fully literate These are the elements of a literacy program that can be taught that should be present in teaching and learning materials and in teacher trainings and that relate specifically to what happens in a classroom Many more factors contribute

to literacy acquisition However we focus on the core elements in this paper to delve deeper and facilitate a richer discussion about these components No one size fits all approach to the development and implementation of literacy programs exists the local context and constraints of any implementation can require adaptation and adjustments In many cases the fully diversified approach to early grade literacy instruction described in the classroom scenario has not yet been achieved However we hope that this compilation of lessons learned and best practices achieved through our experiences will help to further the efforts of all to provide high quality effective literacy instruction to all learners particularly those in LMI countries

Teaching Better Day by Day Jim Burke,2023-03-23 A low tech highly practical planner everyone wishes for and every teacher needs Renowned educator Jim Burke discovered that teaching at the top of your game requires low tech low profile moments for picking up a pen reflecting and looking ahead Maybe that s why every page of this remarkable planner feels handcrafted with Jim s wisdom on managing your time your classes and your life You ll find professional development ideas to nudge you toward new practices as well as the tried and true with yearly monthly weekly and daily planning pages for setting your own personal and professional goals Highlights include Fill in pages for long range dreaming annual unit envisioning and short term planning as well as downloadable pages for daily ideas and improvisation based on students needs Personal Professional Development PPD pages and essential readings to help you focus every month on pressing issues and timeless pedagogy about teaching and learning Space to help you set personal goals and reflect on them throughout the year Tools to help you plan instructional time and focus on students who need extra support A planner is never about the lessons it s always about the life It s about the life and growth of teachers and students and the robust happy development of one s days And there s no better educator than Jim Burke to remind us of that in **Teaching Better Day by Day** **The Nonfiction Now Lesson Bank, Grades 4-8** Nancy Akhavan,2014-02-04 What exactly makes The Nonfiction NOW Lesson Bank such a stand out If you consider the amount of instructional support that alone is substantial enough to transform your teaching But Nancy Akhavan happens to be an educator who has performed many roles over her career so she divests in this book just about everything in her professional vault A whole new vision of teaching nonfiction 50 powerhouse lessons A bank of short informational texts Dozens of student practice activities Graphic organizers for taming textbooks Unlike so many books this one will live its life in actual use dog eared sticky noted and loved *Instructional Coaches & Classroom Teachers* Cheryl Jones,Mary Vreeman,2008-04-01 Coaches and teachers alike will benefit from the research based classroom tested coaching model discussed in this book This unique look at instructional coaching as a team approach will give both coaches and teachers the tools they need to create a successful partnership and improve classroom instruction *A Case for Change in Teacher Preparation* Julie Gorlewski,Amanda Winkelsas,Suzanne N. Rosenblith,Corrie Stone-Johnson,Elisabeth Etopio,David Gorlewski,Tiffany Karalis Noel,Bobbie Finocchio,Amanda Seccia,Ling Zhai,Erin Kearney,Xiufeng Liu,Nooshin Shafaei,Tanika Shedrick,2021-08-19 Why are preservice teachers often told by veteran teachers to forget what you learned in

teacher preparation programs Why is there a gap between pedagogical practices employed at schools and those taught at colleges and universities And why after evidence from countless studies are there still so few teachers of color working in our rapidly diversifying schools These questions are addressed in this book which describes a reconceptualized teacher preparation program based on a teacher residency model This model is grounded in three core beliefs first that teacher quality is a shared responsibility between universities and school districts second that all students have a right to high quality teachers who are as racially ethnically and linguistically diverse as the students they teach and third that for education to be transformative future educators must have the right balance of theoretical knowledge and practical experiences grounded in specific contexts Through a combination of rich description and qualitative and quantitative program data the authors make the case that university programs focused on the communities they serve can ensure more effective learner ready teachers who remain in the profession longer By providing a detailed blueprint for program development the contents of this book will be of value and interest to educational leaders policy makers and researchers

Collaborative Coaching for Disciplinary Literacy Laurie Elish-Piper, Susan K. L'Allier, Michael Manderino, Paula Di Domenico, 2016-01-15 Today's standards challenge middle and high school teachers to teach their content deeply and meaningfully This book provides an innovative coaching model for helping science social studies and English language arts teachers promote the reading writing listening speaking and thinking skills needed for high level work in each discipline Seventeen specific strategies are presented for large group small group and individual coaching including step by step instructions and implementation tips Profiles of highly effective disciplinary literacy coaches illustrate the nuts and bolts of the job and highlight ways to deal with common challenges In a large size format for easy photocopying the book includes 21 reproducible forms Purchasers get access to a Web page where they can download and print the reproducible materials

Mindsets and Moves Gravity Goldberg, 2015-08-24 Step back so readers can step forward When it comes to teaching reading Gravity Goldberg declares there is a structure one that works with your current curriculum to help readers take charge The way forward Gravity says lies in admiring studying and really getting to know your students Easily replicable in any setting any time her 4 Ms framework ultimately lightens your load because it allows students to monitor and direct their reading lives Miner Uncovering Students Reading Processes Focus Assessment Mirror Giving Feedback That Reinforces a Growth Mindset Focus Feedback Model Showing Readers What We Do Focus Demonstration Mentor Guiding Students to Try New Ways of Reading Focus Guided Practice and Coaching

Beyond Differentiated Instruction Jodi O'Meara, 2010-04-14 This guide through the ten steps of implementing differentiated instruction is an invaluable resource for providing meaningful curriculum to ensure every student is learning Donnajo Smith Teacher and Program Specialist for Gifted Bureau of Curriculum and Instruction Florida Department of Education In an easy to read format O Meara outlines how teachers can structure their assessment planning and instructional practices to help all students invest in their learning

Kimberly McAfee Third Grade Teacher B D Gullett Elementary School Bradenton FL I know I should differentiate instruction but how do I actually do it in my classroom Differentiated instruction focuses on helping all students learn and achieve This invaluable book goes beyond the theory of differentiated instruction to actual classroom practice showing teachers step by step how they can successfully put differentiation into action to create an empowering learning environment for every child Author Jodi O Meara presents a 10 step approach to differentiating instruction supported by realistic strategies and manageable techniques that are easily adaptable for any K 12 student This resource includes A guided step by step framework for creating an effective differentiated instruction program Vivid case studies illustrating the how to s of differentiated instruction from planning through implementation and assessment Recommendations for appropriately structuring the pace and flow of instruction Guidance on when to use tiered instruction and accommodations including the relationship between differentiation and Response to Intervention RTI Classroom ready templates resources and tools for each step of the process Discover how differentiated instruction can help your students master curriculum fundamentals and benefit from learning that lasts

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