Garden Grove Unified School District
Office of Secondary Education
Department of 7-12 Instruction

Gradual Release of Responsibility Lesson Planning Template *with guiding questions*

DEPENDENT	SHARED	INDEPENDENT

I Do It		We Do It	You Do It (together/alone)
Input	**Modeling**	**Guided Practice**	**Collaboration /Independent Practice**

Teacher

*Provide instruction to * Identifies objective & purpose (content lesson / metacognitive) * Provides input "Think aloud" Questions (CFU)*

How did you:
- make lesson objectives clear to your students?
- connect to prior learning?
- build background knowledge?
- identify both academic & content vocabulary so students can access new material?

Student

*Observes *Listens *Processes *Responds *Instructs*

Based on student responses, how did you:
- assess students' prior knowledge?
- allow for student interaction?

Teacher

*Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)*

How did you:
- know that call or a specific student thought through and formulated a response to (specify) question?
- provide corrective feedback to students?
- differentiate the modeling for students (think aloud model, performance model)?
- provide multiple explanations for new concepts?

Student

*Interacts * Collaborates *Responds *Asks Questions*

How did you:
- prepare students to ask probing/clarifying questions?
- allow students a variety of methods and modalities in which to respond?
- aide students in processing information?

Teacher

*Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary*

As students take more responsibility, how did you:
- assess their progress/understanding?
- provide students with hands-on experience and practice?
- determine grouping (pairs, groups) for this activity?
- use scaffolds to help struggling students understand the lesson?
- support ELs (what scaffolds are in place)?

Student

*Applies Learning * Takes Charge * Practices * Problem Solves * Self-regulates * Self-corrects*

How did you:
- support students to use self-regulatory strategies?
- provide opportunities for students to practice self-correction?
- assist students in self-correcting their relative strengths and weaknesses in regard to the given task?

Teacher

*Monitors * Responds * Acknowledges * Evaluates *Assesses when to add intervention or extension * Sets new goals*

How did you:
- intervene with students who are not ready to move on?
- assess at the close of the lesson to determine who has mastered content and who needs further assistance?
- extend the lesson for those who are ready to move on?

Student

*Collaborates * Initiates * Self-regulates * Problem Solves * Self-assesses *Reflects * Explores * Extends *Applies to new setting*

How did you provide opportunities for students to:
- connect content to prior learning and explore real-life application?
- generate evidence of self-regulatory strategies?
- self-assess?
- extend their learning?
- initiate independent learning or more in-depth study of content?

Instructional content, context & resources			Independent Practice & Application

In what way might you utilize materials (i.e. Universal Access materials, other materials) to further support students reading below level or ELs?
Have you provided a wide variety of media/texts throughout instruction? Specify.
How are your activities, homework and assessments directly linked to the standards?

In class practice: does the practice allow students to transfer knowledge?

Homework: How is it tied to the lesson?

Application/Assessment: How did you go back to the objectives to reinforce the goal of the lesson?

The Gradual Release Of Responsibility (GRR) model may be implemented in a single period/lesson or over the course of several days as a means of scaffolding instruction.
Because students' content, language, and metacognitive needs vary, differentiation of instruction is recommended at key stages of the lesson, especially for struggling learners prior to assigning independent practice.

Adapted by GGUSD, Dept. of 7-12 Instruction, based on work by Pearson & Gallagher (1983) and Fisher & Frey (2008)

C. Mull, 2007

Gradual Release Of Instruction Template

H Kauffman

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