

Clarendon 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  |
|--|---|--|
| <b>Input Teacher</b><br><br>Provide students with “dependent” information (all pre-teach information, teacher directions, etc.)<br>• “Presentation script” (“Teacher’s column”)<br>• “Information (CPTE)”.<br><br>Show what you:<br>• model learning objectives/curriculum goals<br>• demonstrate/teach<br>• present/lead discussion?<br>• facilitate/lead group knowledge?<br>• facilitate/lead audience discussion/questioning for students to access more material?<br><br><b>Student</b><br><br>Showcase “Students” (“Independent” “Students”)<br><br>Showed my students management, Show what you:<br>• present students’ prior knowledge?<br>• allow the students to question? | <b>Modelling Teacher</b><br><br>Show students “Independent” (“Modelling”, “Presentation”, “Other column”) & “Information” & “Dependent” (“Teacher”, “Comments”).<br><br>Show what you:<br>• Assess their skills in responding/reviewing through pre-teach information (script, presentation, etc.)<br>• Model how students can respond to the information?<br>• Differentiate their modelling for students (through visual, auditory, performance analysis)?<br>• provide multiple explanations for new concepts?<br><br><b>Student</b><br><br>Showcase “Students” (“Independent” “Students” “Comments”).<br><br>Show what you:<br>• generate students for each pre-teaching/presentation?<br>• allow students to identify and understand their responsibilities for responses?<br>• allow students to participate in discussions?<br><br><b>Independent (student), student &amp; teacher</b><br><br>Explain what you will do with materials like: Classroom rules or protocols, other materials to further support students reading below level or ELLs?<br>Show what you presented in order to set up a culture of collaboration throughout the classroom? Specifically:<br>Show what you will do with, showcase and communicate effectively (allow students to take ownership)?<br><br><b>Independent (Teacher), Teacher &amp; Application</b><br><br>Explain what you will do with the practice allows students to transition between levels?<br>Show what is shared for the lesson?<br>Application/Assessment: Show what you will do for the application or assessment that goes with the lesson?<br><br><b>Independent (Teacher), Teacher &amp; Application</b><br><br>Explain what you will do with the practice allows students to transition between levels?<br>Show what is shared for the lesson?<br>Application/Assessment: Show what you will do for the application or assessment that goes with the lesson?<br><br><b>Handover of Responsibility</b> | <b>We Do It</b><br><br>Teacher: “Show others (CPTE)”, “Show me pre-teach information”<br>“Independent operation, pre-teach, comment”<br>“Assessments for learning”<br><br>Show what you:<br>• assess their pre-teaching/presentation?<br>• give the students with hands-on experience and pre-teach?<br>• differentiate pre-teaching species, pre-teach the students?<br>• encourage students to facilitate/leading students to learn?<br>• support ELLs (other students can be placed)?<br><br><b>Student</b><br><br>Showcase “Students” (“Independent” “Students” “Comments”).<br><br>Show what you:<br>• support students for each pre-teaching/presentation?<br>• generate opportunities that students can participate in?<br>• create conditions for self-explaining their concepts/concepts, and responsibilities for long and for other groups needs?<br><br><b>Independent (Teacher), Teacher &amp; Application</b><br><br>Explain what you will do with the practice allows students to transition between levels?<br>Show what is shared for the lesson?<br>Application/Assessment: Show what you will do for the application or assessment that goes with the lesson?<br><br><b>Independent (Teacher), Teacher &amp; Application</b><br><br>Explain what you will do with the practice allows students to transition between levels?<br>Show what is shared for the lesson?<br>Application/Assessment: Show what you will do for the application or assessment that goes with the lesson? |

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# Gradual Release Of Instruction Template

**Laurie Elish-Piper,Susan K. L'Allier**

## **Gradual Release Of Instruction Template:**

**Gradual Release of Responsibility in the Classroom (Quick Reference Guide - 25 Pack)** Douglas Fisher,Nancy Frey,2016-07-11    **Gradual Release of Responsibility in the Classroom** Douglas Fisher,Nancy Frey,2016    **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    *Collaborative Coaching for Disciplinary Literacy* Laurie Elish-Piper,Susan K. L'Allier,Michael Manderino,Paula Di Domenico,2016-02-12 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    [Video Reflection in Literacy Teacher Education and Development](#) Evan Ortlieb,Mary B. McVee,Lynn E. Shanahan,2015-05-06 Within education there is a growing body of research focused on the use of video as a mediational tool

for reflection The purpose of this volume is to bring together research and research based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching **Teaching New Literacies in Grades K-3** Barbara Moss,Diane Lapp,2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included

**Better Learning Through Structured Teaching** Douglas Fisher,Nancy Frey,2021-07-23 Now in its 3rd edition Better Learning Through Structured Teaching is the definitive guide to the gradual release of responsibility an instructional framework any teacher can use to help students to be more successful and self directed learners To gradually release responsibility is to equip students with what they need to master content and develop new competencies On a day to day basis it means delivering lessons intentionally structured to incorporate four interrelated phases Focused Instruction I do it that sets students up for cognitive apprenticeship by establishing lesson purpose modeling strategies and skills and sharing information and insight Guided Instruction We do it together that incorporates targeted prompts cues and questions to scaffold understanding Collaborative Learning You do it together that allows students to consolidate and extend understanding through accountable group tasks built on discussion and cooperative problem solving Independent Learning You do it alone that provides students opportunities to practice and apply the skills and knowledge they ve acquired to create authentic products and ask new questions Authors Douglas Fisher and Nancy Frey detail the components of each phase sharing proven strategies and real life examples You ll find a variety of useful tips for classroom implementation along with new guidance on teacher credibility social emotional learning and embedding assessment throughout all four phases No matter what grade level or subject you teach Better Learning Through Structured Teaching is an essential resource for improving your practice and empowering your students

**Literacy Instruction with Disciplinary Texts** William E. Lewis,John Z. Strong,2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features

include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1 2 x 11 size     [One on One 101](#)  
Robert Ahdoot,2015-07-07 One on One 101 confronts longstanding and often hidden roadblocks to successfully getting through to students Modern education must address how to positively inspire students on a One on One level as the system pivots towards emerging methods such as flipped and blended learning homeschooling independent study schools and One on One academies Traditional classroom models must also cultivate positive One on One dynamics as well as they are at the heart of the teacher student bond We are in dire need of a complete field manual for how to habitually create a transcendent One on One relationship between a teacher and student     **Literacy Triangle** LeAnn Nickelson,Melissa Dickson,2022-06-28

Accelerate learning with high impact strategies Beginning and veteran teachers alike will find insights and practices they can use immediately The authors dovetail their proven instructional process of chunk chew check change with before during and after reading strategies in this must have guide for powerful literacy instruction No matter what content area you teach this book will help you develop the strategic reader in every student K 8 teachers who are interested in high impact teaching strategies will Learn how to incorporate the literacy triangle s three points reading discussing and writing into instruction for any subject Cut through the conflict caused by the reading wars and gain clarity on the science behind effective well rounded literacy instruction Help students enjoy reading gain comprehension and build reading stamina Get differentiation ideas for scaffolding and enriching each strategy using best practices in literacy instruction Discover how to engage students in opportunities for making meaning choosing texts and leading discussions Understand how setting a student s purpose for reading can encourage focus engagement deeper conversations and a motivation to keep reading with literacy strategies Contents Introduction Part 1 Planning for Quality Literacy Instruction Chapter 1 Teaching Literacy Effectively Chapter 2 Choosing the Right Text Chapter 3 Using the Literacy Triangle to Drastically Improve Literacy Part 2 Implementing Quality Literacy Instruction Chapter 4 Preparing for Success Before Reading Chapter 5 Staying Focused on the Goal During Reading Chapter 6 Consolidating With Discussion and Writing After Reading Chapter 7 Bringing It All Together Conclusion

References and Resources Index     *Handbook of Research on Reconceptualizing Preservice Teacher Preparation in Literacy Education* Araujo, Juan J.,Araujo, Dawn L.,2021-12-17 As it stands there is currently a void in education literature in how to best prepare preservice teachers to meet the needs of individualized learners across multiple learning platforms social economical contexts language variety and special education needs The subject is in dire need of support for the ongoing improvement of administrative clinical diagnostic and instructional practices related to the learning process The Handbook of Research on Reconceptualizing Preservice Teacher Preparation in Literacy Education stimulates the professional development of preservice and inservice literacy educators and researchers This book also promotes the excellence in preservice and inservice literacy both nationally and internationally Discussing topics such as virtual classrooms critical

literacy and teacher preparation this book serves as an ideal resource for tenure track faculty in literacy education clinical faculty field supervisors who work with preservice teacher educators community college faculty university faculty who are in the midst of reconceptualizing undergraduate teacher education curriculum mentor teachers working with preservice teachers district personnel researchers students and curricula developers who wish to understand the needs of preservice teacher education

**Comprehension [Grades K-12]** Douglas Fisher,Nancy Frey,Nicole Law,2020-08-20 Radically change the way students learn from texts extending beyond comprehension to critical reasoning and problem solving Is your reading comprehension instruction just a pile of strategies There is no evidence that teaching one strategy at a time especially with pieces of text that require that readers use a variety of strategies to successfully negotiate meaning is effective And how can we extend comprehension beyond simple meaning Bestselling authors Douglas Fisher Nancy Frey and Nicole Law propose a new comprehensive model of reading instruction that goes beyond teaching skills to fostering engagement and motivation Using a structured three pronged approach skill will and thrill students learn to experience reading as a purposeful act and embrace struggle as a natural part of the reading process Instruction occurs in three phases Skill Holistically developing skills and strategies necessary for students to comprehend text such as monitoring predicting summarizing questioning and inferring Will Creating the mindsets motivations and habits including goal setting and choice necessary for students to engage fully with texts Thrill Fostering the thrill of comprehension so that students share their thinking with others or use their knowledge for something else Comprehension is the structured framework you need to empower students to comprehend text and take action in the world

**Conferring** Patrick Allen,2023-10-10 In his years of teacher workshops author Patrick Allen has heard it all I don t have time I don t know what questions to ask I don t know what to write in my notes it s too hard In his book Conferring The Keystone of Reader s Workshop Allen argues that the benefits of conferring outweigh the challenges and that teachers must put forth the effort of learning how to do it well Inside he shows teachers how to overcome their perceived obstacles and shows them how they can make conferring tangible Conferring lays the groundwork for effective reading instruction Conferences with students are purposeful conversations that scaffold reading comprehension strategies to guide the reader s progress Ultimately through the gradual release of responsibility you will create engaged and independent readers Starting with what conferring isn t Allen unpacks the essential components of the process Intimacy the social context of conferring Rigor the cognitive context of conferring Inquiry the analytical context of conferring With his guidance you will be able to set goals for student conferring and elevate student reader conferences from start to finish

**Teaching Adult English Language Learners** Betsy Parrish,2019

**General Pedagogy** Martha M. A. Zama,Margaret Nalova Endeley,2023-02-24 General Pedagogy A Guide to Effective Teaching demystifies the scientific art of teaching by providing facts principles and concrete examples in real life situations such that neither the novice teacher who peruses it will stutter in front of students on the first day of school nor will the experienced teacher write and execute the

same old lesson plans on that day The best teachers are those who show you where to look but don t tell you what to see is a popular quote attributed to Alexandra K Trenfor which aptly summarises the kind of teachers this book intends to produce when used as a teacher training resource Real teachers facilitate learning they do not simply tell learners the answers to their questions and concerns Accordingly the authors take the readers through well researched themes in the academic discipline of teaching wherein they present analyse and discuss pertinent issues Although they provide useful suggestions for teaching success the authors encourage teachers to interpret facts ideas and suggestions presented against the sociocultural contexts of their practice The materials are presented creatively while adding a personal touch intended to facilitate effective and efficient learning For coherence and better comprehension the book has been carefully crafted in eighteen chapters lodged in six parts The first part introduces the reader to the concepts of teaching and teaching effectiveness The theoretical underpinnings of these concepts are brought out in the second part which paves the way for the third part that describes generic teaching approaches strategies and methods Part four and five comprise essential teaching skills and teaching tools for the 21st century while part six wraps up with the transition from teacher training laboratories to classrooms in the real world The last two chapters intentionally prepare the teacher to overcome challenges of professional work in contemporary African classrooms

*Everyday Executive Function Strategies* Valerie Saxton Sharpe, Roberta Strosnider, 2022-10-03

Everyday executive function strategies to engage and motivate YOUR students With an impressive collection of 75 grade appropriate executive function strategies this practical guide addresses student needs in areas such as planning working memory time management inhibitory behavior cognitive flexibility and self regulation Inside you ll find the strategies shown most effective in facilitating students readiness and success in learning plus Suggestions for incorporating executive function skills into your daily lesson planning and teaching routine without detracting from instructional time A step by step manual for explicitly teaching metacognitive skills Grade level appropriate strategies grouped according to elementary middle and high school levels Guidance for adapting strategies to meet a wide range of individual student needs

*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

**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     **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     **Virtual Mentoring for K-12 Literacy Instruction** Paula Saine,2018-10-12 There is no research based text that provides a model for teaching and learning in a virtual environment with literacy learners Therefore this book will focus on preparing challenging students to be successful independent learners for the twenty first century This will involve one where students are constructing their own meaning not only within the traditional brick and mortar environment with the assistance of the classroom teacher but also in an online environment scaffolded by a virtual tutor Today virtual environments are a common alternative space for students in K 12 to engage in meaningful online literacy learning with their tutors Boxie 2004 Hurst 2007 Williams Witte 2007

Reviewing **Gradual Release Of Instruction Template**: Unlocking the Spellbinding Force of Linguistics

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