

## Tier I: Core Reading Instruction Gradual Release of Responsibility Model

This two-page model indicates a scaffolded progression including: teacher modeling; shared reading and writing; guided reading and writing in small groups or with individuals; independent reading and writing. With reading and writing being reciprocal processes, explicit teaching and inclusion of both is essential.

\*This model doesn't necessarily happen all in one day.

DEMONSTRATION (Teacher Modeling)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
<p><b>Direct Instruction</b> <i>Materials to use for modeling:</i> Picture books, novels, poetry, short stories, informational text, on-line text, newspapers, music textbooks, technical text, word sorts, graphic organizers, etc.</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Intentionally selects materials for modeling to support desired outcomes as stated in the curriculum guide</li> <li>Models think aloud (metacognition)</li> <li>Models skills and reading strategies (decoding, fluency, and comprehension)</li> <li>Fosters reading for enjoyment</li> <li>Encourages active engagement through the use of questioning, cooperative learning, discussion, etc.</li> <li>Activates prior knowledge</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Wasting and filling time</li> <li>Kids being passive</li> <li>Rushed teaching</li> <li>The <u>only</u> component of instruction</li> <li>Study hall</li> <li>Graded</li> </ul>	<p><b>Shared Learning</b> <i>Materials to use for Shared Instruction:</i> Big books, basal/textbooks, novels, content-area books, poetry, student writing, newspapers, articles, on-line text, reader's theatre, word sorts, graphic organizers, etc.</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Intentionally models and provides instruction on skills and strategies with student participation as outlined in the curriculum guide</li> <li>Encourages active engagement by using strategies (i.e. coding, taking notes, starring items, revisiting text, utilizing sticky notes, sharing, making connections, rereading, highlighting, annotations, questioning, adjusting reading pace)</li> <li>Utilizes techniques such as Echo Reading, Choral Reading, Cloze Procedure, etc.</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Read this...answer the questions (worksheets)</li> <li>Independent reading without guidance</li> <li>Not just partner reading</li> <li>Round-robin reading, popcorn reading</li> <li>Graded</li> </ul>	<p><b>Small Group Learning</b> <i>Materials to use:</i> Instructional level text, student chosen text, various genres and text types, on-line text, word sorts, graphic organizers, etc.</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Uses guided reading, literature circles, novel units, reader's workshop, and genre/author studies when appropriate</li> <li>Focuses learning opportunities that are relevant to the reading developmental continuum</li> <li>Provides opportunities for students to use previously modeled strategies</li> <li>Uses purposeful, flexible, and fluid grouping based on students' instructional levels (i.e., word accuracy, fluency, comprehension)</li> <li>Meets with groups reflecting varied instructional levels using appropriately leveled materials</li> <li>Observes students in order to guide instruction, provide specific feedback, and encourage learning</li> <li>Uses ongoing formative assessment data to guide and inform instruction (e.g., running records, anecdotal records, etc.)</li> <li>Engages and empowers students' learning through instructional scaffolding</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Busy work</li> <li>Random groupings</li> <li>Rigid, permanent groups</li> <li>Frustrating tasks</li> <li>Whole groups always reading the same text</li> <li>Different lesson plans for every student</li> </ul>	<p><b>Independent Reading/Student Application</b> <i>Materials to use:</i> Independent level text, familiar re-reads, novels, picture books, magazines, newspapers, on-line text, purposeful/connected application</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Evaluates student application of skills and strategies as outlined on the district curriculum guides in order to inform instruction</li> <li>Monitors student learning by listening, questioning, interacting, and writing anecdotal notes</li> <li>Affirms, appreciates, and celebrates the learner's efforts</li> <li>Allows opportunities for students to read and/or apply previously modeled and practiced skills or strategies at increasingly independent levels</li> <li>Provides opportunities for students to read for different purposes (e.g., entertain, inform, instruct, persuade)</li> <li>Provides opportunities for students to read and connect with text</li> <li>Encourages student goal setting in order to promote student ownership of learning and develop enjoyment of independent reading</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Just reading a shared text</li> <li>Random</li> <li>Limited to school day</li> <li>For filling time or free time</li> <li>Teacher uninvolved with students (sitting behind computer, grading papers, etc.)</li> </ul>
<b>TO LEARNERS I DO, YOU WATCH</b>	<b>WITH LEARNERS I DO, YOU HELP</b>	<b>WITH LEARNERS YOU DO, I HELP</b>	<b>BY LEARNERS YOU DO, I WATCH</b>

## Tier I: Core Writing Instruction Gradual Release of Responsibility Model

This two-page model indicates a scaffolded progression including: teacher modeling; shared reading and writing; guided reading and writing in small groups or with individuals; independent reading and writing. With reading and writing being reciprocal processes, explicit teaching and inclusion of both is essential.

<b>DEMONSTRATION</b> (Teacher Directed)	<b>SHARED DEMONSTRATION</b> (Joint Practice)	<b>GUIDED PRACTICE</b> (Student Practices Under Teacher Guidance)	<b>INDEPENDENT PRACTICE</b> (Independent Use)
<p><b>Modeled Writing</b> <i>Types of text to model:</i> Note-taking, outlining, thesis, paragraphs, sentences, brainstorming, stories, 6-traits, response journals, text types, text structures, read a piece of writing</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Intentionally selects materials for modeling to support desired outcomes as stated in the curriculum guide</li> <li>Activates students' prior knowledge of content and/or process</li> <li>Models think aloud (metacognition)</li> <li>Models skills (Six Trait Writing) and writing process (pre-writing, drafting, editing, revising, publishing) through mini-lessons</li> <li>Uses a variety of writing resources for instruction (e.g., teacher created writing, student writing samples, literature, and rubrics)</li> <li>Demonstrates writing formats (e.g., text structures, story mapping/plot line, varied genres)</li> <li>Models writing for different purposes and audiences (e.g., entertain, inform, instruct, persuade) across the curriculum</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Direct copying</li> <li>About the <u>process</u>, not just the product.</li> </ul>	<p><b>Shared/Interactive Writing</b> <i>Materials to use:</i> Graphic organizers, writing formats, reading responses, letters, text types, text structures, note-card grids</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Intentionally models and works on skills and strategies with student participation as outlined in the curriculum guide</li> <li>Facilitates collaborative idea sharing and provides opportunities for discussion</li> <li>Practices skills (Six Trait Writing) and writing process (pre-writing, drafting, editing, revising, publishing) collaboratively</li> <li>Creates a shared writing sample with students using elements of the Six Trait Writing Rubric</li> <li>Practices different writing formats (e.g., text structures, story mapping/plot line, varied genres) with students</li> <li>Uses cooperative learning strategies to practice a common skill or strategy</li> <li>Provides joint practice in writing for different purposes and audiences (e.g., entertain, inform, instruct, persuade) across the curriculum</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Always a polished product</li> <li>Rushed</li> <li>Perfect the first time</li> </ul>	<p><b>Guided Writing/Writer's Workshop</b> <i>Possible Groupings by ability, interest, or learning style:</i> Guided writing, peer editing, 6-trait, journaling, free/quick writes, note-taking</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Uses purposeful, flexible, and fluid grouping to support different writing levels (developmental continuum), needed skills, or interests</li> <li>Supports and scaffolds the writer's progression as they apply Six Trait Writing skills through various steps of the writing process</li> <li>Observes students and examines their writing in order to guide instruction, provide feedback, and encourage learning</li> <li>Provides opportunities for students to evaluate writing samples using grade appropriate writing rubrics</li> <li>Practices different writing formats (e.g., text structures, story mapping/plot line, varied genres) with students</li> <li>Supports writing for different purposes and audiences (e.g., entertain, inform, instruct, persuade) across the curriculum</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Focusing on the writing piece more than the proficiency of the writer.</li> </ul>	<p><b>Independent Writing</b> <i>Materials to use:</i> Student-generated writing</p> <p><b>What it is:</b></p> <ul style="list-style-type: none"> <li>Allows opportunities for students to apply previously modeled and practiced skills or strategies at increasingly independent levels</li> <li>Guides, affirms, appreciates, and celebrates the learner's efforts to become an independent writer through meaningful feedback</li> <li>Monitors student use of the writing process</li> <li>Encourages student to evaluate and reflect on his/her own writing (e.g., rubric, reflection format, etc.)</li> <li>Expects students to use various writing formats (e.g., text structures, story mapping/plot line, varied genres)</li> <li>Provides authentic opportunities for students to write for different purposes and audiences (e.g., entertain, inform, instruct, persuade) across the curriculum</li> </ul> <p><b>What it isn't:</b></p> <ul style="list-style-type: none"> <li>Handwriting</li> <li>A certain # of pages, words, or paragraphs</li> <li>Filling time</li> <li>Perfection</li> <li>Plagiarizing</li> <li>Always published</li> </ul>
<b>TO LEARNERS I DO, YOU WATCH</b>	<b>WITH LEARNERS I DO, YOU HELP</b>	<b>WITH LEARNERS YOU DO, I HELP</b>	<b>BY LEARNERS YOU DO, I WATCH</b>