

GRADUAL RELEASE OF RESPONSIBILITY MODEL

(Based on the P. David Pearson Model)

Modeling

Teacher does a *think aloud* to model the use of a specific strategy. Students just observe; they do not participate verbally. (Teacher does this several times.)

Teacher does several *think alouds* modeling the specific strategy. Students are invited to give feedback to the teacher as to what they notice (see/hear) the teacher doing.

Teacher does several *shared think alouds* modeling the specific strategy. Students contribute verbally by personally using the strategy themselves in a whole group setting.

Scaffolding

Teacher and students share a piece a text. They all have the same text in front of them. The teacher could read it to them, choral read, read it with a partner, etc. Students share use of the specific strategy verbally.

Teacher and students share a piece of text. They all have the same text in front of them. The teacher could read it to them, choral read, read it with a partner, etc. Students demonstrate use of the specific strategy on paper.

Scaffolded application

Teacher gives two students a piece of text that is easy to read. The partners read the text. The partners share use of the specific strategy verbally.

Teacher gives two students a piece of text that is easy to read. The partners read the text. The partners demonstrate the use of the specific strategy on paper.

Teacher gives each student a piece of text that is easy to read. The students each read the text. (pair up only children you know will struggle with this text) The students each demonstrate use of the specific strategy on paper.

Independent application

Student self selects a just right text. Student independently reads text and demonstrates use of the specific strategy on paper. While some students are reading independently the teacher meets with Guided Reading groups.