

Gradual Release of Responsibility Model

1. Teacher does a think aloud to model the use of a specific strategy. Students just observe. (do this several times)
 2. 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.
 3. Teacher does several think alouds modeling the specific strategy. Students contribute verbally by personally using the strategy themselves in a whole group setting.
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4. 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.
 5. 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.
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6. 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.
 7. 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.
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8. 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.
 9. Each student self selects a just right text. Each student independently reads text and demonstrates use of the specific strategy on paper. While most students are reading independently the teacher meets with Guided Reading groups. All students need to be in Guided Reading groups. Groups must be flexible. Students may be grouped by reading level, need based (need reteaching of specific strategy).