

## **GRADUAL RELEASE OF RESPONSIBILITY MODEL**

Research shows that optimal learning is achieved when teachers use the **Gradual Release of Responsibility Model of Instruction.**

Routman. R. (2003). Reading essentials. Portsmouth, NH: Heinemann

*Note: The model has been modified to clearly incorporate the role of formative assessment.*

**FORMATIVE ASSESSMENT:** Assessment for learning.  
**SUMMATIVE ASSESSMENT:** Assessment of learning.

### **GRADUAL RELEASE PHASE ONE: DEMONSTRATION**

<b>TEACHER</b>	<b>Student</b>
Models Explains Thinks Aloud Shows "exactly how to do it"	Listens Observes May participate on a limited basis

### **GRADUAL RELEASE PHASE TWO: GUIDED PRACTICE**

<b>TEACHER</b>	<b>Student</b>
Leads Explains Responds Formatively Assesses	Interacts Tries it Out Participates Collaborates

### **GRADUAL RELEASE PHASE THREE: INDEPENDENT PRACTICE**

<b>TEACHER</b>	<b>Student</b>
Scaffolds Teaches as needed Encourages Clarifies Formatively Assesses	Takes Charge Practices Applies Learning Problem Solves Works in pairs or teams

### **GRADUAL RELEASE PHASE FOUR: APPLICATION**

<b>TEACHER</b>	<b>Student</b>
Responds Acknowledges Evaluates - Formatively Affirms	Self-monitors Self-directs Applies learning Self-evaluates

## Gradual Release (Routman) Common Core Sequence (Grall Reichel)

<b>Standard RL1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Essential Question:</b> <i>What motivates a character to act?</i>
<b>Prompt:</b> Support your inferences by referring to words, details, and examples from the text: What motivated the individual to act?
<b>Assessment:</b> <b>Summative:</b> Students explain character's behaviors/action by explicitly referring to details and examples from the text and infer how the behaviors/actions impact the meaning of the text.  <b>Example:</b> Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera out- break in Frances Hodgson Burnett's <i>The Secret Garden</i> by explicitly referring to details and examples from the text. (Appendix B)  <b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Identify character behaviors/actions and motivations</li><li>• Cite textual evidence</li><li>• Draw inferences from the text and cite textual evidence</li><li>• Explain how the inferences impact the meaning of the text.</li></ul>
<b>Instructional Resources:</b>  <i>Making Meaning Unit 6, Week 1 Amelia's Road and Roald Dahl Novels: Charlie &amp; The Chocolate Factory (810L), Danny the Champion of the World (770L) &amp; Fantastic Mr. Fox (600), Essie Trot (740L)</i>  Graphic Organizer : T-Chart (See end of gradual release)

### **Phase One: Model (Day One & Two)**

Instructional Resource: Making Meaning Unit 6, Week 1 *Amelia's Road*.

**In Day One**, teacher Model's her thinking by showing what is explicitly stated in the text and how she infers while reading the text.

**In Day Two**, teacher continues by drawing inferences about what motivates a character to act. The focus of the inferences is on how the character changes throughout the story.

### **Phase Two: Guided Practice**

**In Day Three:** Students continue with Making Meaning Unit 6, Week 1 *Amelia's Road*. Students underline and draw inferences with guided instruction as teacher asks clarifying questions about the text.

### **Phase Three: Independent Practice**

**In Day Four**, Practice in Pairs: Use excerpts from *The Secret Garden*

Gradual Release (Routman) Common Core Sequence (Grall Reichel)

**In Day Five**, Practice Independently using the following: Roald Dahl Books. *Charlie & The Chocolate Factory (810L)*, *Danny the Champion of the World (770L)* & *Fantastic Mr. Fox (600)*, *Essie Trot (740L)*

**Phase Four: Apply**

Continue to apply strategy using Roald Dahl Books.

<i>What motivates a character to act?</i>	
What is explicitly stated about the character?	What is inferred?

## Gradual Release (Routman) Common Core Sequence (Grall Reichel)

<b>Standard: RL3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>Essential Question:</b> How do readers use details to explore the depth of a text?
<b>Prompt:</b> Describe how the characters, setting and events are intertwined. Support your description with specific details and evidence from the text.
<b>Assessment:</b>  <b>Summative:</b> Analyze how detail is used in literary text to describe the character, setting/scene or event in depth.  <b>Example:</b> Students read Roald Dahl Novels, drawing on specific details in the text, from the text to gather information about character, setting, and events.  <b>Formative:</b> <ul style="list-style-type: none"><li>• Distinguish between character, setting, scenes and events in a story</li><li>• Visualize character, setting and events</li><li>• Cite evidence from text to support visualization</li></ul>
<b>Instructional Resources:</b> Making Meaning Unit 4: Week 1 & 2. <i>Thunder Cake</i> p.159 & <i>Chicken Sunday</i> p.175 & Roald Dahl Novels

### **Phase One: Model**

**In Day One,** teacher Model's her thinking by introducing character, setting, and key events using *Thunder Cake*. She models using the *Story Element* graphic organizer. Emphasis on time and place in setting.

### **Phase Two: Guided Practice**

**In Day Two,** teacher guides practice as students read *Chicken Sunday* determining things that are stated explicitly and those that are inferred in the text.

### **Phase Three: Independent Practice**

Independent practice using Roald Dahl Books

### **Phase Four: Apply**

Continue to apply strategy using Roald Dahl Books.

<b>Story Element</b>	<b>What is explicitly stated about the character?</b>	<b>What is inferred?</b>
<b>CHARACTER</b>		
<b>SETTING</b>		
<b>EVENTS</b>		

## Gradual Release (Routman) Common Core Sequence (Grall Reichel)

<b>Standard: RL4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology and/or stories (e.g., Herculean).
<b>Essential Question:</b> How does determining the meaning of words help us understand the text and significant characters?
<b>Prompt:</b> Support with evidence how words and phrases provide clues that help us make meaning of the text and characters.
<b>Assessment:</b>  <b>Summative:</b> Students read Roald Dahl books and support with evidence how words and phrases provide clues that help us make meaning of the text and characters.  <b>Formative:</b> <ul style="list-style-type: none"><li>• Distinguish between character, setting, scenes and events in a story</li><li>• Visualize character, setting and events</li><li>• Cite evidence from text to support visualization</li></ul>
<b>Instructional Resources:</b> <i>Making Meaning</i> , Unit 5, Week 2: <i>My Man Blue</i> , p.243  <i>Note: Students keep a journal page with descriptive adjectives from the text that will be used in narrative writing.</i>

### **Phase One: Model**

**In Day One**, teacher Model's her thinking by modeling how she makes meaning from text by attending to words and phrases. *Making Meaning*, Unit 5, Week 2: *My Man Blue*, p.243

### **Phase Two: Guided Practice**

**In Day Two**, teacher guides practice as students listen to addition poems from *My Man Blue*, in pairs.

### **Phase Three: Independent Practice**

**In Day Three**, students work in pairs continuing with poems from *My Man Blue*. Use T Chart in the *Making Meaning* student response book, p.28

### **Phase Four: Apply**

Continue to apply strategy using Roald Dahl Books.

Continue Story Element Chart

<b>Story Element</b>	<b>What is explicitly stated about the character?</b>	<b>What is inferred?</b>
<b>CHARACTER</b>		
<b>SETTING</b>		
<b>EVENTS</b>		

TRANSFER: How will we assess an integrated task using a genre of writing?

## Gradual Release (Routman) Common Core Sequence (Grall Reichel)

**NARRATIVE:** Students will create a personal narrative, telling a story of a time in their life when conflict motivated them to change. **They will include a description or a statement that requires the reader to infer.** Narrative will include setting, events and descriptions that allow us to make inferences about the character.

**Prompt:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Example:** Life experience narrative

### **Formative:**

- Establish a situation
- Introduce a narrator and/or characters
- Sequence events
- Use dialogue and description to show responses of characters
- Use a variety of transitional words
- Use concrete words, phrases and sensory details
- Provide a conclusion that follows the narrated experience.

**L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a) Use correct capitalization.
- b) Use commas

Gradual Release (Routman) Common Core Sequence (Grall Reichel)