

Gradual Release of Responsibility Lesson Planning Template *with guiding questions*

DEPENDENT

SHARED

INDEPENDENT

I Do It		We Do It	You Do It (together/alone)		
Input	Modeling	↔	Guided Practice	Collaboration /Independent Practice	
Teacher	Teacher		Teacher	Teacher	
<p><i>Provide anticipatory set * Identifies objectives & purpose (content-language-metacognitive) * Provides input *Thinks aloud * Questions (CFU)</i></p> <p>How did you:</p> <ul style="list-style-type: none"> make lesson objectives clear to your students? connect to prior learning? build background knowledge? identify both academic & content vocabulary so students can access new material? 	<p><i>Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)</i></p> <p>How did you:</p> <ul style="list-style-type: none"> know that (all or a specific student) thought through and formulated a response to (specify question)? provide corrective feedback to students? differentiate the modeling for students (think aloud model, performance model)? provide multiple explanations for new concepts? 	Hand over of Responsibility	<p><i>Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary</i></p> <p>As students take more responsibility, how did you:</p> <ul style="list-style-type: none"> assess their progress/understanding? provide students with hands-on experience and practice? determine grouping (pairs, groups) for this activity? use scaffolds to help struggling students understand the lesson? support ELs (what scaffolds are in place)? 	<p><i>Monitors * Responds * Acknowledges * Evaluates *Assesses who needs intervention or extension * Sets new goals</i></p> <p>How did you:</p> <ul style="list-style-type: none"> intervene with students who are not ready to move on? assess at the close of the lesson to determine who has mastered content and who needs further assistance? extend the lesson for those who are ready to move on? 	
					Student
	<p><i>Interacts * Collaborates *Responds *Asks Questions</i></p> <p>How did you:</p> <ul style="list-style-type: none"> prepare students to ask probing/clarifying questions? allow students a variety of methods and modalities in which to respond? aide students in processing information? 			<p><i>Applies Learning * Takes Charge * Practices * Problem Solves * Self-regulates * Self-corrects</i></p> <p>How did you:</p> <ul style="list-style-type: none"> support students to use self-regulatory strategies? provide opportunities for students to practice self-correction? assist students in self-correcting their relative strengths and weaknesses in regard to the given task? 	<p><i>Collaborates * Initiates * Self-regulates * Problem Solves * Self-assesses *Reflects * Explores * Extends * Applies to new setting</i></p> <p>How did you provide opportunities for students to:</p> <ul style="list-style-type: none"> connect concepts to future lessons and explore real-life applications? generate evidence of self-regulatory strategies? self-assess? extend their learning? initiate independent learning or more in-depth study of content?
<p>Student</p> <p><i>Observes *Listens *Processes *Responds *Interacts</i></p> <p>Based on student responses, how did you:</p> <ul style="list-style-type: none"> assess students' prior knowledge? allow for student interaction? 					
Instructional context, content & resources				Independent Practice & Application	
<p>In what way might you utilize materials (i.e. Universal Access materials, other materials) to further support students reading below level or ELs? Have you provided a wide variety of media/texts throughout instruction? Specify. How are your activities, homework and assessments directly linked to the standards?</p>				<p><i>In-class practice:</i> does the practice allow students to transfer knowledge? <i>Homework:</i> How is it tied to the lesson? <i>Application/Assessment:</i> How did you go back to the objectives to reinforce the goal of the lesson?</p>	
<p><i>The Gradual Release Of Responsibility (GRR) model may be implemented in a single period/lesson or over the course of several days as a means of scaffolding instruction. Because students' content , language, and metacognitive needs vary, differentiation of instruction is recommended at key stages of the lesson, especially for struggling learners prior to assigning independent practice.</i></p>					

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I Do It		↔	We Do It		You Do It (together/alone)	
Input	Modeling		Guided Practice	Collaboration/Continued Practice		
Teacher	Teacher		Teacher	Teacher		
<i>Provide anticipatory set * Identifies objectives & purpose (content-language-metacognitive) * Provides input *Thinks aloud * Questions (CFU)</i>	<i>Demonstrates * Models * Thinks Aloud * Explains * Questions (CFU) * Clarifies * Responds (Praise, Prompt, Correct)</i>	→ H a n d o v e r o f R e s p o n s i b i l i t y ←	<i>Observes * Questions (CFU) * Assesses progress * Responds (praise, prompt, correct) * Intervenes as necessary</i>	<i>Monitors * Responds * Acknowledges * Evaluates *Assesses who needs intervention or extension * Sets new goals</i>		
				Student		
				<i>Collaborates * Initiates * Self-regulates * Problem Solves * Self-assesses *Reflects * Explores * Extends * Applies to new setting</i>		
			Student			
	<i>Interacts * Collaborates *Responds *Asks Questions</i>		<i>Applies Learning * Takes Charge * Practices * Problem Solves * Self-regulates * Self-corrects</i>			
Student						
<i>Observes *Listens *Processes *Responds *Interacts</i>						
Instructional design: standards/objectives, context, content & resources				Independent Practice & Application		
				<i>In-class practice:</i> <i>Homework:</i> <i>Application/Assessment:</i>		
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