





Gradual Release of Responsibility - Instructional Approaches

Approach	Purpose	Teacher's Role	Student's Role
<p>Modelled Reading <i>Teacher to Students</i> "I do it"</p> 	<p>The teacher explicitly demonstrates important cognitive strategies for comprehending and responding.</p>	<p>- Communicates clear instructional goal based on curriculum expectations - Plans and identifies: <ul style="list-style-type: none"> • appropriate texts (which may be above student independent level) based on purpose • brief, focused lesson for whole-class • where explicit instruction will occur within the selected text • before, during and after strategies • intentional reading language - During reading, pause and explain what is going on in teacher's head as a reader (think aloud) to model what proficient readers do (comprehension, engaged reading, fluency)</p>	<p>- Understands purpose for listening - Actively listens and observes the modelled reading - Actively listens and observes the teacher reflecting as a reader</p>
<p>Shared Reading <i>Teacher with Students</i> "We do it"</p> 	<p>The teacher invites students to share in the demonstration of comprehending and responding cognitive strategies. It is this participation that helps develop confidence in the development of new and previously taught skills.</p>	<p>- Communicates clear instructional goal based on curriculum expectations - Plans and provides opportunities for: <ul style="list-style-type: none"> • selecting, revisiting or creating appropriate texts - visible to all (which may be at students' instructional level) based on purpose • reading aloud together in a risk free environment • interacting with text • practicing the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) - Reinforces and continues to demonstrate reading language - Uses ongoing formative assessment to guide instruction</p>	<p>- Understands purpose of reading - Participates by: <ul style="list-style-type: none"> • taking risks • practicing what proficient readers do (comprehension, engaged reading, fluency) • engaging in meaningful conversations with partners, small groups, whole class </p>
<p>Scaffolded/Guided Reading <i>Students with Teacher</i> "We do it together"</p> 	<p>The teacher scaffolds a student's learning by building on strengths and needs, reinforcing previously taught strategies and providing feedback to move each student towards independence.</p>	<p>- Determines instructional goal based on observed student's needs and curriculum expectations - Plans and provides opportunities for: <ul style="list-style-type: none"> • individual copies of text at student's instructional level • flexible and varied groupings as needed (individual or small group) • timely and specific scaffolding for students to practice what proficient readers do (comprehension, engaged reading, fluency) • gathering individual assessment data • immediate descriptive feedback - Student(s) with teacher sets reading goals</p>	<p>- Understands purpose of and is involved in co-constructing individual goals - With support, practices the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) by: <ul style="list-style-type: none"> • practicing and consolidating strategies to create meaning of text • participating in conversations about the text by sharing thinking processes (metacognition) - Students are guided in reading and re-reading texts at their own rate</p>
<p>Independent Reading <i>Student</i> "You do it"</p> 	<p>Students read independently to achieve the three goals of proficient reading (comprehension, engaged reading, fluency) using appropriate, "just right", self-selected texts.</p>	<p>- Determines which students to confer with based on formative assessment - When conferring with a student, plan and provide opportunities for: <ul style="list-style-type: none"> • supporting a student with self-selection of appropriate and "just right" texts • conversing with individual student on what proficient readers do (comprehension, engaged reading, fluency) • discussing progress and goals with student • gathering evidence from observations and conferences - Daily blocks of extended time for independent reading</p>	<p>- Identifies his/her purpose for reading (enjoyment, information, etc.) - Self-selects and reads appropriate and "just right" texts - Independent reading may include: <ul style="list-style-type: none"> • building stamina, comprehension, fluency • monitoring comprehension • choosing appropriate before, during, after reading strategies • engaging in reading conversations with peers and/or teacher • planning for future reading • responding to reading • setting goals for reading in collaboration with the teacher and reflecting on progress </p>

As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The gradual release of responsibility model is not prescribed or scripted and allows for teachers to use on-going assessments to make instructional decisions.