

## What is the intended learning and why is it important?

What are your learning intentions?  
Why are you teaching this strategy?  
How will you share the learning intentions with your students?

Refer to  
[Comprehension Article](#) (Ann Bayetto)  
[DECD Best Advice Comprehension](#) (Deslea Konza)

## What could the intended learning look like at this level?

Refer to the year level appropriate expectations for comprehension found in:  
[Australian Curriculum](#) (English connections)  
[Literacy Progressions](#) (Comprehension)  
[Comprehension Scope and Sequence](#) (Draper)  
[NAPLaN skills by Band](#)  
How can you use the various continua to differentiate instruction back and forward to match students' ZPD (Zone of Proximal Development)?  
How can you ensure students help develop and are aware of success criteria?

## How will we engage, challenge and support their learning?

Some ideas for teaching strategies here  
[Booklet 1: Making Connections](#)  
[Booklet 2: Questioning](#)  
[Booklet 3: Inference](#)  
[Booklet 4: Visualising & Visual Literacy](#)  
[Booklet 5: Summarising, Synthesising and Determining Importance](#)  
[Booklet 6: Comprehension Strategies for Non-Fiction Texts](#)  
[Booklet 9: Monitoring Comprehension](#)

What do we want them to learn?

**Comprehension Strategies**  
Gradual Release of  
Responsibility Planner

How will we know if they got it?

- Making Connections*
- Questioning*
- Inferring*
- Visualising*
- Determining Importance*
- Summarising / Synthesising*

So what will we do to get there?

## What do they bring?

What do you know about your learners'

- Independent reading levels
- Instructional reading levels
- Reading dispositions
- Comprehension skills
- Knowledge of comprehension strategies
- Content knowledge
- Vocabulary knowledge
- Knowledge of text types, text structures and text features?
- ....

## What evidence will enable us to assess the intended learning?

[10 Creative Ways to Check for Comprehension](#)  
[Graphic Organisers](#)  
[Leaving tracks of thinking](#)

Refer back to

- your learning intentions
- intended learning at this level

## Design the teaching and learning plan

The Gradual Release of Responsibility is the model used for explicit teaching of comprehension strategies.  
Read more about it on my [website](#)  
Learn more about it with this [tutorial](#)  
Watch a video about it [here](#)

[Design your teaching and learning plan...](#)

## Gradual Release of Responsibility Model – Planning pro-forma

|                                                                                                                                                                                                                                                                                                                                                                                                          |                                                   |                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year Level/s:                                                                                                                                                                                                                                                                                                                                                                                            | Teacher/s:                                        | Date/s:                                                                                                                                                                                                                                                                                                                                          |
| <input type="checkbox"/> Making Connections<br>text to - self / text / world                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> Questioning              | <input type="checkbox"/> Inferring                                                                                                                                                                                                                                                                                                               |
| <input type="checkbox"/> Determining Importance                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> Summarising              | <input type="checkbox"/> Visualising                                                                                                                                                                                                                                                                                                             |
| <input type="checkbox"/> Synthesising                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> Monitoring Comprehension |                                                                                                                                                                                                                                                                                                                                                  |
| <u>Content outcomes:</u> <i>(what I want students to know about the topic)</i><br>Refer to Australian Curriculum Content Descriptors and Achievement Standards                                                                                                                                                                                                                                           |                                                   | <u>Strategy outcomes:</u> <i>(what I want students to be able to do)</i><br>You may wish to refer to Comprehension Scope and Sequence / National Literacy Learning Progressions                                                                                                                                                                  |
| <u>Text type outcomes:</u> <i>(what I want students to understand about the text structure and features)</i><br>Authors' purpose, audience, text type<br>Text structure<br>Text features                                                                                                                                                                                                                 |                                                   | <u>Vocabulary:</u> <i>(what words I want students to understand and use)</i><br>Tier 2<br>Tier 3                                                                                                                                                                                                                                                 |
| <b>What phase of the model are you planning for?</b> Modelled Demonstration / Shared Demonstration / Guided / Independent                                                                                                                                                                                                                                                                                |                                                   |                                                                                                                                                                                                                                                                                                                                                  |
| Resources needed:                                                                                                                                                                                                                                                                                                                                                                                        |                                                   |                                                                                                                                                                                                                                                                                                                                                  |
| <b>Demonstration / Modelling (I do, you watch) SHOW ME</b>                                                                                                                                                                                                                                                                                                                                               |                                                   | <b>2. Shared Demonstration (I do, you help) HELP ME</b>                                                                                                                                                                                                                                                                                          |
| Consider how you will access and activate students' prior knowledge<br>Establish the purpose of the lesson<br>Name the strategy – what it is and why it is important Select an appropriate text for your purpose e.g. introduce new content, vocabulary, strategies, text type<br>Read & prepare sticky notes ready for the think-aloud<br>Consider vocabulary and how you will introduce students to it |                                                   | As for Demonstration plus...<br>Ask students to recall learning from the modelled lesson<br>Stop to summarise “so far” and ask students to contribute their ideas<br>Stop to ask and answer questions<br>Reread or go back in the text to make connections explicit<br>Build an anchor chart with students or some visual reminder of the lesson |
| <b>3. Guided Practice (You do, I help) HELP ME</b>                                                                                                                                                                                                                                                                                                                                                       |                                                   | <b>4. Independent Practice (You do, I watch) LET ME</b>                                                                                                                                                                                                                                                                                          |
| Decide how students will demonstrate their understanding of the strategy with a suitable text (instructional level in guided reading groups or independent level if it is a whole class activity)?<br>Consider how you will monitor and support their learning.                                                                                                                                          |                                                   | Consider the students who are ready for independent practice.<br>What routines and expectations are in place to scaffold students for success? (accountable talk, cooperative learning)<br>What text/s (student or teacher selected)?<br>What structure / process?                                                                               |
| <b>Reflection / Summary</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                   | <b>Formative Assessment Strategies</b>                                                                                                                                                                                                                                                                                                           |

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| <input type="checkbox"/> Determining Importance                                                                           | <input type="checkbox"/> Summarising                    | <input type="checkbox"/> Visualising                                                             |
| <input type="checkbox"/> Synthesising                                                                                     | <input type="checkbox"/> Monitoring Comprehension       |                                                                                                  |
| <u>Content outcomes:</u> <i>(what I want students to know about the topic)</i>                                            |                                                         | <u>Strategy outcomes:</u> <i>(what I want students to be able to do)</i>                         |
| <u>Text type outcomes:</u> <i>(what I want students to understand about the text structure and features)</i>              |                                                         | <u>Vocabulary:</u> <i>(what words I want students to understand and use)</i><br>Tier 2<br>Tier 3 |
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|                                                                                                                           |                                                         |                                                                                                  |
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|                                                                                                                           |                                                         |                                                                                                  |