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| **Gradual Release of Responsibility Model – Planning pro-forma** | | | | |
| Year Level/s: | Teacher/s: | | | Date/s: |
| 🞏 Making Connections  text to - self / text / world | 🞏 Questioning | 🞏 Inferring | | 🞏 Visualising |
| 🞏 Determining Importance | 🞏 Summarising | 🞏 Synthesising | | 🞏 Monitoring Comprehension |
| Content outcomes: *(what I want students to know about the topic)*  Refer to Australian Curriculum Content Descriptors and Achievement Standards | | Strategy outcomes: *(what I want students to be able to do)*  You may wish to refer to Comprehension Scope and Sequence / National Literacy Learning Progressions | | |
| Text type outcomes: *(what I want students to understand about the text structure and features)*  Authors’ purpose, audience, text type  Text structure  Text features | | Vocabulary: *(what words I want students to understand and use)*  Tier 2  Tier 3 | | |
| **What phase of the model are you planning for?** Modelled Demonstration / Shared Demonstration / Guided / Independent | | | | |
| Resources needed: | | | | |
| **Demonstration / Modelling (I do, you watch) SHOW ME** | | | **2. Shared Demonstration (I do, you help) HELP ME** | |
| Consider how you will access and activate students’ prior knowledge  Establish the purpose of the lesson  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  Read & prepare sticky notes ready for the think-aloud  Consider vocabulary and how you will introduce students to it | | | As for Demonstration plus…  Ask students to recall learning from the modelled lesson  Stop to summarise “so far” and ask students to contribute their ideas  Stop to ask and answer questions  Reread or go back in the text to make connections explicit  Build an anchor chart with students or some visual reminder of the lesson | |
| **3. Guided Practice (You do, I help) HELP ME** | | | **4. Independent Practice (You do, I watch) LET ME** | |
| 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)?  Consider how you will monitor and support their learning. | | | Consider the students who are ready for independent practice.  What routines and expectations are in place to scaffold students for success? (accountable talk, cooperative learning)  What text/s (student or teacher selected)?  What structure / process? | |
| **Reflection / Summary** | | | **Formative Assessment Strategies** | |

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