

Weekly Lesson Plan – Gradual Release Model

Week of _____ to _____ Period(s): _____

Focus/Standard	Learning Objectives	Exit Ringers	Assessment	Strategies	Home Learning

DAY	LESSON INFO	I DO TASK(S)	WE DO TASK(S)	YOU DO TASK(S)
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

Gradual Release Model Lesson Template

Lois A. Lanning, Tiffanee Brown



Gradual Release Model Lesson Template:

The Common Core Coaching Book Laurie Elish-Piper, Susan K. L'Allier, 2014-04-10 This book provides essential coaching tools to support teachers in planning and implementing instruction aligned with the Common Core State Standards CCSS The authors explain the key instructional shifts brought about by the CCSS in K 5 English language arts classrooms Eighteen specific strategies for coaching large groups small groups and individual teachers are presented including clear cut procedures vivid illustrative examples and 28 reproducible forms Grounded in research on adult learning the book addresses common coaching challenges and how to overcome them The large size format facilitates photocopying purchasers also get access to a Web page where they can download and print the reproducible materials *Better Lesson Plans, Better Lessons* Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871 *Powerful Thinking* Adrienne Gear, 2024-03-18 An inspiring book to help teachers shift their beliefs and stretch their thinking around reading comprehension literacy instruction and content area learning Using the key concepts and strategies introduced in her groundbreaking book *Reading Power* Adrienne Gear shows teachers practical ways to create a culture of thinking that can be integrated into all areas of learning Using knowledge rich texts as tools Adrienne shares how read alouds can be used in content areas to support literacy skills and build knowledge This timely book offers classroom tested lessons and anchor books to create a content rich learning environment that helps strengthen student learning and knowledge building

Small Groups for Big Readers Taylor B. Wenzel, Analexis Kennedy, Dena D. Slanda, Melissa R. Carli, 2025-03-11 In *Small Groups for Big Readers* the authors advocate for small group reading instruction as an effective way for teachers to help all students grow as skilled developing readers Through small group instruction K 5 teachers can differentiate instruction by using evidence based routines adopting an asset based lens and selecting texts tailored to students unique interests needs and goals creating deeper engagement in reading K 5 teachers can use this book to Understand and apply evidence based

routines that promote equitable accessible literacy instruction Enhance students reading and knowledge building through carefully planned interactions and opportunities with text Empower students by establishing clear goals and guidelines for small group lessons Plan for extended learning opportunities that provide sufficient deliberate practice for literacy development Extend professional expertise by selecting and adapting strategies to differentiate literacy instruction using a flexible choose your own adventure format to customize learning based on individual goals and needs Contents Introduction Chapter 1 What Do I Know About My Students as Readers Chapter 2 How Does Differentiating Small Group Instruction Promote Access and Equity Chapter 3 How Do I Connect to Whole Group Instruction Chapter 4 How Do I Plan for Small Group Instruction Chapter 5 How Do I Select and Evaluate Text Chapter 6 How Do I Engage My Readers During Small Group Instruction Chapter 7 How Do I Monitor and Respond to My Students as Readers Chapter 8 How Does Writing Connect to My Small Group Instruction Chapter 9 How Do I Build My Students Disciplinary Knowledge Chapter 10 What Are the Rest of the Students Doing While I m Teaching a Small Group Epilogue Appendix Leading the Learning Action Guide References Index

Concept-Based Literacy Lessons Lois A. Lanning,Tiffanee Brown,2019-01-10 For literacy teachers looking for practical ways to implement a Curriculum and Instruction Model that s more inquiry driven and idea centered look no further than this book This resource helps bridge the divide between conceptual curriculum and actionable practice and provides practical support for teachers implementing Concept Based literacy lessons Readers will find Step by step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept Based classrooms Strategies to promote critical reflective and conceptual thinking Model elementary and secondary Concept Based lesson and unit plans A chapter devoted to answering frequently asked questions *Teaching Better Day by Day* Jim Burke,2023-03-23 A low tech highly practical planner everyone wishes for and every teacher needs Renowned educator Jim Burke discovered that teaching at the top of your game requires low tech low profile moments for picking up a pen reflecting and looking ahead Maybe that s why every page of this remarkable planner feels handcrafted with Jim s wisdom on managing your time your classes and your life You ll find professional development ideas to nudge you toward new practices as well as the tried and true with yearly monthly weekly and daily planning pages for setting your own personal and professional goals Highlights include Fill in pages for long range dreaming annual unit envisioning and short term planning as well as downloadable pages for daily ideas and improvisation based on students needs Personal Professional Development PPD pages and essential readings to help you focus every month on pressing issues and timeless pedagogy about teaching and learning Space to help you set personal goals and reflect on them throughout the year Tools to help you plan instructional time and focus on students who need extra support A planner is never about the lessons it s always about the life It s about the life and growth of teachers and students and the robust happy development of one s days And there s no better educator than Jim Burke to remind us of that in *Teaching Better Day by Day* **The**

Writing-Rich High School Classroom Jennifer Berne, 2009 This unique resource gives teachers everything they need to set up and manage a successful writing workshop in a high school classroom By creating a classroom centered on writing the workshop approach helps students develop skills and strategies for mastering numerous writing tasks and genres After introducing the workshop s fundamental principles and methods the book explains how to guide students through the entire writing process from planning and drafting to revising giving and receiving feedback editing and publishing their work Guidelines for valid reliable assessment and evaluation of student work are included Enhancing the book s utility are numerous tables figures and How s it done boxes that offer classroom tested tools and tips

The Literacy Coach's Game Plan Maya Sadler, Gabrielle Nidus, 2009 The Literacy Coach s Game Plan is a resource that any coach could use to build relationships and effectively engage classroom teachers in professional learning communities Ebony S Andrews Founder and CEO R E A D America LLC

Early Literacy Instruction John A. Smith, Sylvia Read, 2009 Early Literacy Instruction Teaching Reading and Writing in Today s Primary Grades 2 e Different from many other books on the market this introduction to early childhood literacy provides rudimentary and specific aspects of early literacy assessment and develops meaningful strategies for catching struggling young readers before they fall through the cracks KEY TOPICS Replete with authentic first person classroom descriptions this introduction to emergent childhood literacy is built upon a five part literacy instruction framework that is both comprehensive and practical Each of the five components of the framework teacher read alouds word study instruction independent reading practice guided reading instruction and writing workshop is thoroughly developed in separate chapter discussions MARKET For pre service and practicing elementary school and early childhood educators and literacy counselors

Student Teaching Handbook for the Special Education Section, School of Physical Education and Educational Services, College of Education, the Ohio State University, 2002

Reading Horizons, 2007

Language Learners in the English Classroom Douglas Fisher, Carol Rothenberg, Nancy Frey, 2007 Provides practical research based strategies for how to integrate teaching of vocabulary grammar fluency and comprehension into the grade level content of middle and high school English classrooms for English language learners

Pathways Marjorie Larner, 2004 From deep and ongoing experiences in all aspects of school life Larner presents an authentic description of both the broad picture and the specific steps leading to ongoing classroom and school improvement

Improving Comprehension Instruction Cathy Collins Block, 2002-10-04 Teaching students to comprehend the content and meaning of what they read can be a complex and challenging process it is also an urgent educational priority

Improving Literacy Achievement in Urban Schools Louise Cherry Wilkinson, Lesley Mandel Morrow, Victoria Chou, 2008 All students deserve the opportunity to reach their full literacy potential yet research shows that the numerous challenges faced by today s urban schools prevent many students from achieving this goal Therefore preparing teachers to effectively teach reading in diverse urban populations in ways that students find engaging and relevant must be a top priority of teacher education programs

Language Arts Marjorie R.

Hancock,2007 CD ROM contains a database of information on thousands of children s literature titles which helps you find titles for a lesson unit or read aloud or for one specific reader User can search by topic author genre or title Software must be installed from CD

Designing Professional Development in Literacy Catherine A. Rosemary,Kathy Roskos,Leslie K. Landreth,2007-02-12 This highly practical guide is grounded in the authors experience setting up and running a successful professional development program to improve K 3 reading instruction The book systematically describes how professional development works how sessions are organized what they contain routines and procedures and the roles of each participant Teacher educators literacy specialists and coaches also get invaluable information on the nuts and bolts of accountability management resource allocation and reporting to multiple audiences Many specific illustrations and examples are included as are sample forms and other planning materials that can be adapted to the needs of particular schools districts or states

The Essentials of Teaching Children to Read D. Ray Reutzel,Robert B. Cooter,2005 Teaching Children to Read has always been well known for its comprehensive look at literacy instruction This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives The focus of this book is how to teach phonemic awareness phonics comprehension vocabulary fluency and ongoing classroom assessment Special features include A theory chapter to ground literacy background knowledge An infusion of the most current research available to inform practice and all five No Child Left Behind initiatives regarding phonemic awareness phonics comprehension vocabulary and fluency A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation including outcome assessment screening instruments diagnostic assessment tools and ongoing progress monitoring assessments

Teaching Children to Read Douglas Ray Reutzel,Robert B. Cooter,2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4 6 and 6 8

Reading More, Reading Better Elfrieda H. Hiebert,2009-05-04 Teaching students specific literacy skills is important but equally critical and often overlooked is giving them the time and opportunity to read actual texts Bringing together leading scholars this book focuses on how teachers can improve both the quality and quantity of reading experiences in K 12 classrooms Essential topics include factors that make reading tasks more or less productive for different types of learners ways to balance independent reading with whole class and small group instruction how to choose appropriate texts and the connections between reading engagement and proficiency The relevant research literature is

reviewed and exemplary practices and programs are described

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