

## Gradual Release of Responsibility Model / Daily 5

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p style="text-align: center;"><b>High Support</b> <b>Little / No Control</b></p> <ul style="list-style-type: none"> <li>▪ I – Charts</li> <li>▪ Introduce                             <ul style="list-style-type: none"> <li>• 3 Ways to Read a Book</li> <li>• Good Fit Books</li> <li>• Underline word</li> <li>• EEKK</li> <li>• Picking partners</li> <li>• Material set up and clean up</li> <li>• Modeled writing</li> </ul> </li> <li>▪ Explicit instruction focus lessons</li> </ul>	<p style="text-align: center;"><b>Moderate Support</b> <b>Low Control</b></p> <div style="border: 1px solid gray; background-color: #d9d9d9; padding: 5px; width: fit-content; margin: 10px auto;">Level of Teacher Support</div> <ul style="list-style-type: none"> <li>▪ 10 Steps to Independence                             <ul style="list-style-type: none"> <li>• Model right/wrong way</li> <li>• Practice / build stamina</li> </ul> </li> <li>▪ Turn and talk strategy</li> </ul>	<p style="text-align: center;"><b>Low Support</b> <b>Moderate Control</b></p> <ul style="list-style-type: none"> <li>▪ Stamina Building</li> <li>▪ Small Group Instruction</li> <li>▪ Individual Conferring</li> <li>▪ Read to someone</li> </ul>	<p style="text-align: center;"><b>Level of Learner Control</b></p> <p style="text-align: center;"><b>High Control</b> <b>Little / No Support</b></p> <ul style="list-style-type: none"> <li>▪ Daily 5 fully launched</li> </ul>
I do you watch.	I do you help.	You do I help.	You do I watch.

Boushey, G., & Moser, J. (2014). *The daily five*. Portland: Stenhouse.

Fisher, D., & Frey, N. (2008). *Better Learning through Structured Teaching*. New York: Knopf Books for Young Readers.