

## Example of a Gradual Release Across the Week Classroom

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<b>R E A D I N G</b>	<b>Fluency:</b> I model  <b>Strategy:</b> I do: Model reading strategy. We do: Work in groups, applying it. You do: Work with partner/group to apply strategy. Independently respond to text-based question.	<b>Fluency:</b> I model  <b>Strategy:</b> I do: Model reading strategy. We do: Work in groups, applying it. You do: Work with partner/group to apply strategy. Independently respond to text-based question.	<b>Fluency:</b> We model  <b>Strategy:</b> I do: Model reading strategy. We do: Work in groups, applying it. You do: Work with partner/group to apply strategy. Independently respond to text-based question.	<b>Fluency:</b> Students model  <b>Strategy:</b> You do: Complete assessment. We do: Clarify the reading strategies. I do: Work with small group needing support or challenge.	<b>Fluency:</b> Students model  <b>Strategy:</b> I do: Guide students needing support.  You do: Advanced students add to the week's reading—pictures, dialogue, other.
<b>W O R D S</b>	We do: Set up word display to expand and use each day.	We do: Add examples and illustrations to word display.	We do: Add examples and illustrations to word display.	You do: complete assessment.  We do: Clarify word patterns.	I do: Guide students needing support. You do: Write with the words.
<b>W R I T I N G</b>	I Do: Model how to write a _____. We Do: Start to write a _____. You Do: Work on writing in groups, collaboratively, then independently.	I Do: Model how to write a better _____. We Do: Start to write a _____. You Do: Work on writing in groups, collaboratively, then independently.	I Do: Model how to improve a _____. We Do: Write a _____. You Do: Work on writing in groups, collaboratively, independently.	You Do: Edit and improve each other's _____.  We Do: Clarify the best ways to write a _____.	We Do: Construct a class guide—how to write a good _____.  You do: Illustrate or expand writing samples.
<b>C O N T E N T</b>	I do: Preview, Pose a big question, Demonstrate learning about a topic by reading.  We do: List information to include in answer.  You Do: Start glossary--draw picture to show word meaning.	I do: Demonstrate how to use this week's skill/strategy to learn from nonfiction. We do: Contribute to answer lists.  You Do: Continue glossary; Write/illustrate important information.	I do: make a graphic organizer to show how to organize information to answer the question. We do: Contribute to graphic. You do: Make graphic organizers and write captions.	You do: Students list what they will include in constructed response to BIG question.  Students may collaborate or independently write responses.	I do: Work with students needing added support.  You do: Advanced students make their own guide to the topic.  We all do: Decide what we learned that is important.
<b>M A T H</b>	I do: Model We do: Apply model You do: Collaboratively then independently apply model.	I do: Model differently We do: apply model You do: Collaboratively then independently apply model. in pairs/groups	I do: Model differently We do: apply model You do: Collaboratively then independently apply model. in pairs/groups.	You do: students use the week's math independently.  I do: Clarify and guide practice based on assessment results.	I do: work with students needing support. You do: advanced students Make math guides with examples. We do: Make anchor chart.