

## **Gradual Release Of Responsibility and Reading Responses**

### **Making Our Thinking Visible to Our Students**

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The following strategy is useful when helping students respond to their reading. Through teachers modeling, students learn to respond to selections they read or view, by

- expressing opinions and making judgments supported by reasons, explanations, and evidence
- explaining connections (text-to-self, text-to-text, and text-to-world)
- identifying personally meaningful selections, passages, and images
- exploring new ideas (e.g., making generalizations, speculating about alternative viewpoints)

Using teacher and student created criteria rubrics, students will learn to use writing and representing to

- critique and express personal responses and relevant opinions
- respond to experiences and texts
- reflect on and assess their writing and representing

Before introducing my students to Reading Responses, we spend about a month working on the "Thinking Aloud" strategy. Once students are feeling confident with writing their thoughts down on paper while reading a variety of texts and genres, I introduce the Reading Response.

Sources:

Brownlie, Faye. Grand Conversations, Thoughtful Responses - A Unique Approach to Literature Circles, Winnipeg, Portage & Main Press (ISBN 1-55379-054-5)

English Language Arts IRP, BC Ministry of Education, 2007

Stages	Gradual Release Steps for Reading Responses	Sample #
<b>I Do. You Watch.</b>	<ul style="list-style-type: none"> <li>• I choose a passage from a novel that we are either reading aloud or are reading together for our novel study.</li> <li>• My Response is already prepared. The students and I read the passage I have chosen, discuss possible connections and responses, and then we read my completed response together. We often discuss what else I could have included in my response.</li> <li>• This step is modeled quite a few times (possibly 3-5) before moving on to the next step.</li> </ul>	
<b>I Choose the Passage. We Respond Together.</b>	<ul style="list-style-type: none"> <li>• I share the passage I have chosen with my students.</li> <li>• Independently, they think of/ write down some thoughts for response.</li> <li>• The students then share their thinking with their A/B partner.</li> <li>• We have a class discussion on our possible responses as I write their thinking on the blackboard.</li> <li>• Independently, the students write their own responses as I am modeling my response on the overhead.</li> </ul>	
<b>Together We Choose a Passage. Together We Respond.</b>	<ul style="list-style-type: none"> <li>• The steps at this point are very similar to the steps above in #2.</li> <li>• Often, several passages are chosen and the students respond to one of their choosing.</li> <li>• Occasionally, I also respond to one of the passages for all to see. This helps the students who may still be struggling at this point.</li> </ul>	
<b>You Choose a Passage. You Respond Independently.</b>	<ul style="list-style-type: none"> <li>• The students independently choose a passage in the novel or text they are reading to respond to.</li> <li>• This response is handed in for anecdotal feedback from me. I include positives about their response and ideas or suggestions on how to make their response even more powerful.</li> </ul>	
<b>You Choose a Previous Passage to Improve.</b>	<ul style="list-style-type: none"> <li>• The students look over their previous responses and choose one to improve on.</li> <li>• Using my anecdotal comments, suggestions and the criteria, the students rewrite their response. They clearly show me in which area(s) they have chosen to improve ("Good to Great" strategy) before writing their completed response.</li> </ul>	
<b>Final Reading Response Assessment.</b>	<ul style="list-style-type: none"> <li>• The students look over their many responses and choose two or three to hand in to me for final assessment.</li> <li>• Before I assess their responses, the students use the same criteria rubric and self-assess. They are also asked to tell me where they have improved and what they want me to notice in the responses they have chosen.</li> </ul>	