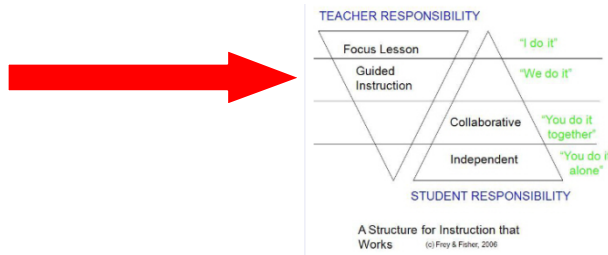


The Gradual Release of Responsibility [GRR] Framework: Guided Instruction



Further Exploration of what Guided Instruction is:

- GUIDED INSTRUCTION IS THE TIME WHEN THE **COGNITIVE LOAD BEGINS TO SHIFT FROM TEACHER TO STUDENT**.
- THE TEACHER'S ROLE CHANGES AS HE OR SHE **FOLLOWS THE LEAD OF THE LEARNER** WHO IS ATTEMPTING TO APPLY THE SKILL OR STRATEGY TO A NEW SITUATION.
- GUIDED INSTRUCTION NECESSITATES THE USE OF SMALL GROUPS THROUGH **CUEING, PROMPTING, SCAFFOLDING, AND QUESTIONING**.
- **INSTRUCTION IS NOT THE SAME FOR EVERY GROUP DURING GUIDED INSTRUCTION.**
- GUIDED INSTRUCTION IS **NOT** ABILITY GROUPING.
- GUIDED INSTRUCTION GROUPINGS CHANGE FREQUENTLY DUE TO ONGOING FORMATIVE ASSESSMENTS.

Key Features of Guided Instruction:

- DIALOGUE BETWEEN TEACHER AND LEARNERS IS CAREFULLY CRAFTED FOLLOWING THE PRINCIPLES OF SCAFFOLDING.
- EFFECTIVE SCAFFOLDING REQUIRES THAT THE TEACHER POSSESS EXPERT KNOWLEDGE ABOUT THE CUES THEMSELVES AND THE LEVEL OF KNOWLEDGE THEY LIKELY REPRESENT.
- **GUIDING QUESTION TEACHER ASKS WHILE WORKING WITH SMALL GROUPS:** "WHAT DOES THIS ANSWER TELL ME ABOUT WHAT HE KNOWS AND DOESN'T KNOW?"
- BY SCAFFOLDING HER PROMPTS, THE TEACHER HAS THE OPPORTUNITY TO TEST HER HYPOTHESES AND THEREBY GAIN A BETTER UNDERSTANDING OF WHAT THE CHILD KNOWS AND DOESN'T KNOW.
- ANOTHER KEY FEATURE OF GUIDED INSTRUCTION IS THAT IT IS **BASED ON FORMATIVE ASSESSMENT**. STUDENTS ARE **GROUPED AND REGROUPED** BASED ON THEIR PERFORMANCE.
- IN THE **GRR** MODEL OF INSTRUCTION, THE USE OF **FORMATIVE ASSESSMENT IS CRITICAL** (45).
- GUIDED INSTRUCTION PROVIDES TEACHERS WITH AN EXCELLENT OPPORTUNITY TO DIFFERENTIATE INSTRUCTION (46).

BY CONTENT

BY NUMBER OF PROBLEMS TO COMPLETE

BY TEXT LEVEL

VARY THE RATE (TO EXCEL OR TO RE-TEACH)

Instructional Strategies for Effective Guided Instruction:

GUIDED READING

- GR IS AN INSTRUCTIONAL APPROACH WHERE SMALL GROUPS OF SIMILARLY PERFORMING STUDENTS MEET WITH THE TEACHER TO READ **NEW** TEXT.
- STUDENTS ARE PURPOSEFULLY GROUPS ACCORDING TO THEIR INSTRUCTIONAL NEEDS AND ARE TAUGHT TO APPLY READING PROCESSES THEY ARE LEARNING TO NOVEL SITUATIONS—IN THIS CASE, UNFAMILIAR BOOKS.
- THE TEACHER USES WHAT SHE HAS **LEARNED** DURING THE GUIDED INSTRUCTION TIME TO **DEVELOP THE NEXT LESSON FOR THIS GROUP**.
- OFTEN, AT MIDDLE AND HIGH SCHOOL LEVELS, GUIDED READING GROUPS MEET TO ADDRESS LITERARY DEVICES, READING COMPREHENSION, VOCABULARY, AND CRITICAL LITERACY.

GUIDED WRITING

- **GW** INVOLVES THE TEACHER WORKING WITH SMALL GROUPS OF STUDENTS, BASED ON THEIR ASSESSED PERFORMANCE.
- DURING **GW** STUDENTS APPLY WHAT THEY HAVE LEARNED FROM FOCUS LESSONS WITH VARYING DEGREES OF SUPPORT FROM THE TEACHER.
- DURING GUIDED WRITING, TEACHERS OFTEN USE SENTENCE OR PARAGRAPH FRAMES. THESE FRAMES, MODELS, OR TEMPLATES HELP STUDENTS INTERNALIZE CONVENTIONAL STRUCTURES.

STUDENT THINK-ALOUDS

- THE GOAL OF STUDENT THINK-ALOUD IS FOR STUDENTS TO UNCOVER THEIR OWN THINKING PROCESSES AS THEY LEARN AND UNDERSTAND A CONCEPT.
- TEACHERS CAN PROMPT WITH “TELL ME **HOW** YOU UNDERSTAND _____.”
- THE TEACHER NEEDS TO HAVE STUDENTS THINK ABOUT THEIR THINKING!

MISCONCEPTION ANALYSIS

- IN HISTORY, MATHEMATICS, AND SCIENCE INSTRUCTION FOR SECONDARY STUDENTS, META-ANALYSIS YIELDED:
 - TEACHERS MUST KNOW AND ANTICIPATE MISCONCEPTIONS STUDENTS POSSESS ABOUT THE CONCEPTS BEING TAUGHT.
 - EDUCATORS MUST TEACH FOR FACTUAL KNOWLEDGE IN A SYSTEMATIC WAY
 - STUDENTS MUST BE TAUGHT TO BE METACOGNITIVELY AWARE OF THEIR LEARNING.
- **THUS, CRITICAL FOR CONTENT AREA TEACHERS TO BE FOCUSING ON THINKING AND HOW THAT THINKING CAME TO BE TO INCREASE STUDENTS’ CONTROL OF THE CONTENT.**