

Putting it All Together – Gradual release of responsibility

The purpose of immersing and demonstrating for children using different instructional strategies is to move children towards independently using language for different purposes, applying reading and writing strategies on their own, and thinking critically about texts.

The gradual release of responsibility from the educator to the child in kindergarten is described in a variety of resources, but is most explicitly

addressed in the National Association for the Education of Young Children’s resource: *Teaching and learning in the kindergarten year*.⁴⁶ The following chart has been adapted from this resource and infused with ideas from this ETFO document. The shaded areas indicate where the scaffolding takes place. These shaded areas are critical stages that must be given thorough attention in order for the child to move to independence with confidence. The child needs to feel that the task is doable, worthwhile, safe, and can be accomplished with some guarantee of literacy success.

High level of educator support → Scaffolding → Low level of educator support			
<i>I do ... you watch</i>	<i>I do ... you help</i>	<i>You do ... I help</i>	<i>You do ... I watch</i>
<p>Read aloud Educator reads Dennis Lee’s <i>Alligator Pie</i> several times to children from an anthology. Children ‘chime in’ orally to parts they remember.</p>	<p>Shared reading The poem is printed out on chart paper. Children all chime in while the educator points to words.</p>	<p>Guided reading Educator hands the pointer to individual children (line-by-line) and they read the line by themselves, with educator’s help as needed.</p>	<p>Independent reading Children read the poem during ‘Read the Room’ activities and it is included in their poetry book that is sent home each week for children to read to parents.</p>
<p>Read aloud Educator reads from predictable texts, such as Sue Williams: <i>I Went Walking</i>, pointing to words while reading.</p>	<p>Shared reading After several read alouds, educator encourages children to chime in orally to repetitive patterns.</p>	<p>Guided reading Educator begins the story, then asks individual children to read individual lines. Guided reading can also be done in small groups, using books matched closely to children’s developmental level.</p>	<p>Independent reading Children choose to read the story, independently in the reading corner, or during independent reading time.</p>

* Educator goes to dramatic play centre (beauty parlour/barber), asks for appointment, and helps children find appointment book and write in appointment times. Educator signs her name next to an appointment time and then sits down, picks up a magazine, and reads while waiting for her appointment. While having her haircut, the educator engages in polite conversation with the beautician/barber. She then pays for her haircut, and thanks everyone who helped her.

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<p>Read aloud/reading response</p> <p>Prior to reading <i>Koala Lou</i> by Mem Fox, the educator accesses children's prior knowledge about experiences with competitions and with younger siblings.</p>	<p>Shared Response</p> <p>Educator reads book again, asks children to be ready to share how they would feel if they were <i>Koala Lou</i>. Educator writes some of the words associated with feelings on a chart.</p>	<p>Guided Response</p> <p>Educator asks children to turn and talk to their Talking Buddy about how they would feel as <i>Koala Lou</i>. Educator adds more words to chart, if they are generated during this time.</p>	<p>Independent Response</p> <p>Children are invited to draw a picture of Koala Lou (or themselves in similar situation), and write how Koala Lou (or they) felt. <i>sh flt sad. KL flt hpy wn hr mom hgd hr. I flt lonely.</i></p>
<p>Write aloud</p> <p>Educator models a chart story of an experience after a trip to the pet store. <i>Ms _____ liked the big snake.</i></p>	<p>Shared writing</p> <p>Educator invites a child to contribute a story, and asks for help in identifying how to write a child's name or that of a favourite pet.</p>	<p>Interactive writing</p> <p>Educator invites a child to come up and write their own sentence or parts of it on chart paper or some words, following the model.</p>	<p>Independent writing</p> <p>Each child is asked to write their own sentence (as able), and make a picture for a class big book.</p>
<p>Model Writing</p> <p>Educator models writing a thank-you note to the pet store owner, letting children hear the thinking process.</p>	<p>Shared writing</p> <p>Educator asks children for input as she continues to write the letter. "What letter should I use for the sound in this word?", "How would I say that?"</p>	<p>Interactive writing</p> <p>Educator asks individual children to write some of the words in the letter.</p>	<p>Independent writing</p> <p>All children sign the letter. They are each encouraged to write their own response letters, with pictures, to the pet store owner.</p>
<p>Storydrama</p> <p>Educator models the retelling of a story with the entire class, encouraging children to assume roles.</p>	<p>Puppet/Storytelling Centre</p> <p>Educator gets in role along with interested children and models retelling a familiar story with props.</p>	<p>Puppet/Storytelling Centre</p> <p>Children put on puppet play, retelling with props while the educator supports and watches from the side.</p>	<p>Puppet/Storytelling Centre</p> <p>Children re-enact stories independently without educator support.</p>
<p>Educator models literacy role* at dramatic play centre.</p>	<p>Educator assumes literacy role** at centre, asks for help.</p>	<p>Child assumes literacy role*** at centre, educator helps.</p>	<p>Children assume literacy role**** independently.</p>

** Educator encourages another child to follow her model as a customer and helps child be the 'receptionist', if necessary. Educator models, as necessary, to move the 'action' along.

*** Children assume roles of customer, receptionist, or beautician/barber, and educator stays on sidelines to help if necessary.

**** Children assume roles independently during activity time.