

CPH Gradual Release Planning Template

Class/Period _____

Date _____

Standard(s)	Vocabulary
<i>What specific content/learning target will the lesson address? What level of cognition is being addressed?</i>	<i>What vocabulary will the students use for this lesson to reach the level of cognition for this content standard?</i>
I Do (Model / All Teacher)	
<i>Teacher models content/skill by clearly articulating learning target using the vocabulary, connecting to prior knowledge (or put into context in regards to big picture), showing thinking in action, and anticipating misconceptions.</i>	
We Do (Joint Responsibility)	
<i>Teacher guides students by helping them clearly articulate learning target and guiding students through content/skill that is parallel to that modeled by teacher. Use checking for understanding strategies such as think-pair-share, white-boards, or systematic methods for calling on students. (Calling on volunteers is not appropriate.)</i>	
You Do (Guided Practice)	
<i>Students are given the opportunity to clearly articulate the learning target, use vocabulary, and to work on the content/skill in guided setting. Use engaging strategies such as group/pair mix-n-match, white-boards, round-table, appointment book, or others that focus on giving students immediate feedback.</i>	
You Do (Independent Practice)	
<i>Assign the homework/ independent practice by first giving the students the opportunity to see the assignment and ask clarifying questions before they go home/work on it independently.</i>	
Closure	
<i>Students clearly articulate the learning target and explain in detail the content/skill they have learned. Use summary section in Cornell Notes, learning log, journal, sentence frames, ticket out the door, or other tasks that allow students to reflect on what they have learned and make connections to prior knowledge/lessons.</i>	