

# Gradual Release of Responsibility in Writing



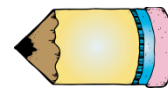
**MODELED WRITING**  
*Highest support*



**INTERACTIVE WRITING**  
*High support*



**GUIDED WRITING**  
*Moderate support*



**INDEPENDENT WRITING**  
*Low support*

# Levels of Teacher Support and Student Independence in Writing

- **Modeled Writing**

- Highest support
- Teacher thinks aloud and writes
- Students listen and follow along

- **Interactive Writing**

- High support
- Some teacher modeling
- Teacher and students write together

- **Guided Writing**

- Moderate support
- Students write
- Teacher listens and prompts for strategies

- **Independent Writing**

- Low support
- Student writes
- Teacher observes and assesses

# Strategic Literacy Support in Writing

- Cold write against the prompt as a baseline.

# Strategic Literacy Support in Writing

- Step 1

- Modeled Writing

- The teacher models the writing process and think aloud process.
- Teacher writes on chart paper.
- Teaching points may vary based on the needs of the students.

# Strategic Literacy Support in Writing

- Step 2

- Interactive Writing

- The teacher and students negotiate what is to be written and share the pen. The teacher thinks aloud and encourages students to discuss what they are thinking. The discussion and interaction between the teacher and students is the primary focus in interactive writing. Conventions of writing are observed. Corrections are made at the point of error.

# Strategic Literacy Support in Writing

- Step 3

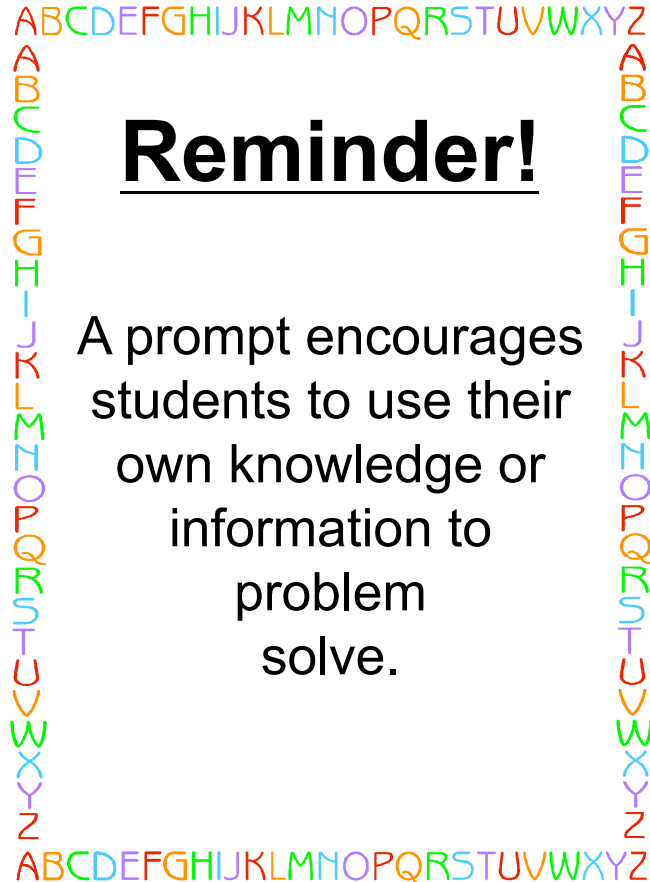
- Guided Writing

- Students write while the teacher observes and supports.
- Teacher prompts students at the point of error and clarifies student confusions in the writing process.

# Prompting During Guided Writing

## Reminder!

A prompt encourages students to use their own knowledge or information to problem solve.



# Prompting During Guided Writing

- **If a student stops while writing:**
  - “Why did you stop?”
  - “What are you thinking about?”
- **If a student is having difficulty spelling a word:**
  - “What do you know about that word?”
  - “Do you know how the word sounds?”
  - “Do you hear letters that you know in the word?”
  - “Do you know another word like this word?”

# Prompting During Guided Writing

- **If a child writes a word incorrectly:**
  - Either phonics or comprehension prompts might be appropriate. If the child misspells a word, you might ask him to look at the word, read it aloud, and ask if what he read looks like that word.
  - If a child uses a word that doesn't make sense, you would prompt to re-read what was written and then ask the child to consider whether or not it makes sense.

# Prompting During Guided Writing

- Phonics

- Does what you wrote sound that way?
- What do you know about this word?
- Do you hear a part you know?

- Comprehension

- Read what you've written so far and try to find a word that makes sense there.
- Does the word you wrote make sense in this text?
- What is the message you are trying to send?

# Strategic Literacy Support in Writing

- Step 4

- Independent Writing

- Students write with minimal teacher support.
- Teacher support is provided when the student specifically asks, but overall this should be an independent task.

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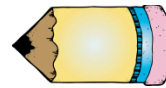
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