

1. Let's share our stories of how our teaching has been impacted as a result of learning from Mosaic of Thought/Strategies That Work.

2. Because MODELING is the foundation of this teaching, let's discuss what a "THINK ALOUD" means to us and how we specifically have used think alouds in our classrooms. Some members are just now finding their way to learning this teaching, while others are very practiced and comfortable. Let's discuss how to bring Modeling (think alouds) into our classrooms.

3. The gradual release of responsibility model from MOT (Mosaic of Thought) is new for some of us. Let's discuss our understanding of this model and how it fits into our day to day plans with our students. How have you organized your strategy studies?? How much time do you spend on each stage of the model? \*\*The following is MY interpretation of the release model. Feel free to debate with me! I found I needed to "explicitly" spell it out for myself so I could see where I was going in my study of each strategy. BY NO MEANS is this the only way to interpret the release model!!\*\*

MODELED:

- a. Teacher does a think aloud to model the use of a specific strategy. Students just observe. (done several times)
- b. Teacher does several think alouds modeling the specific strategy. Students are invited to give feedback to the teacher as to what they notice (see/hear) the teacher doing.
- c. Teacher does several think alouds modeling the specific strategy. Students contribute verbally by personally using the strategy themselves in a whole group setting.

SHARED:

- d. Teacher and students share a piece of text. They all have the same text in front of them (or on overhead). The teacher could read it to them, choral read, read it with a partner, etc. Students share use of the specific strategy verbally.
- e. Teacher and students share a piece of text. They all have the same text in front of them (or on overhead). The teacher could read it to them, choral read, read it with a partner, etc. Students demonstrate use of the specific strategy on paper.

INDEPENDENT:

- f. Teacher gives all students a piece of text (same text for all) that is easy to read. Working in partners the partners read the text and share use of the strategy verbally. Report back whole group.
- g. Teacher gives all students a piece of text (same text for all) that is easy to read. Working in partners the partners read the text and share use of the strategy on paper. Report back whole group.
- h. Teacher gives each student a piece of text that is easy to read. The students each read the text (pairing up struggling readers). The students each demonstrate use of the specific strategy on paper.
- i. i. Each student self selects a just right text. Each student independently reads text and demonstrate use of the specific strategy on paper.

GUIDED GROUPS:

- j. While most students are reading independently the teacher meets with guided reading groups. Groups are flexible. Students may be grouped by reading level or need based (need re-teaching of specific strategy) Short text is used to monitor and assess strategy use and comprehension.