INDEX

Note: Page numbers followed by "n" with numbers indicate notes.

"Abiotic", 193 Achievement gap discourses, 230 Activism. 114-115 Adult learning, 95–96 American Sign Language (ASL), 162, 166n2 Amplification/assistive listening device, 155 Andragogy, 95-96 Apprenticeship (see also Reading Apprenticeship) cognitive, 55 within GRR model, 185 literature, 173 Arizona English Language Learner Assessment (AZELLA), 83-84

Behavioral theories of learning, 247 Behaviorism, 247 Bilingual teachers, 139–140 Bruner's theory of cognitive development, 58 Bully, The (Langan), 233–234

Capitalism, 112–114 Center for Study of Reading, 4 Children's resources, 27 Classroom interactions, 171–172 teaching, 257 visits, 175–176 Coaches/coaching, 171–172 revoices, 179–180 sessions, 175–176 suggestion, 177 Cochlear implant (CI), 155, 166*n*1 Cognates, 139, 142–144 Cognitive apprenticeship, 55 Cognitive processes, 207 Cognitive strategies implementing GRR to model cognitive strategies in Spanish, 145-146 instruction, 140 Cognitive turn, 248-249 Coherent curriculum, 68-69, 76 Collaborative and guided practice, 173 Collaborative learning, 93 Collaborative meaning making, 45 Collaborative reading strategies list, 43 Collegial scaffolding, 4-5 Common Core State Standards, 207 Comprehension, check, and repair strategy (CC&R strategy), 158-159 Comprehension strategies, 157 Conditional knowledge, 55, 140 recognizing need for, 61-64 Contemporary educational psychology, 7 Critical digital literacy projects for older students. 240 Critical Elements of Strategy Instruction (CESI), 55 Critical literacy, 108 Cultural identities, 231 Culturally relevant literacy pedagogy, 231 Ladson-Billings' principles, 231 transforming GRR model through, 231-240 Culturally relevant texts, 234 Culturally responsive independent practices, 238-240

Deaf education, GRR model enacted in. 157 Deaf or hard-of-hearing students (DHH students), 155-156 approaches to supporting reading comprehension for, 157 approaches to supporting writing skills development for, 161 CC&R strategy, 158-159 individualized approach with single subject, 159-160 scaffolded self-editing approach, 162 - 163SRSD, 161-162 think-aloud approach to assessment and instruction. 160 - 161Deaf students and educational settings, 155-156 Dialogic reading, 233 comprehension instruction, 140 - 141Diversity, 156, 230 dimensions, 233 in student participants, 157 Durkin's study, 247

Early literacy classroom context and participants, 125 description of classroom, 126 GRR and metacognition, 121-123 guided instruction, 127-132 guided instruction activities, 124 - 125language socialization, 123-124 learning, 120-121 metacognition and metalinguistics, 123 methods, 124 modeling, 126-127 telling case, 125-126 Education databases, 108 **Education Resources Information** Center (ERIC), 108 Education Source, 108 Elementary schools, 230

Elementary teachers and readers, 220 Emergent bilingual students, 138–140 English as New Language (ENL), 175 English as second language (ESL), 125 English language learner program (ELL program), 74, 83 English learners (ELs), 171 English to Speakers of Other Languages (ESOL), 234 Eurocentric curriculum, 108

Facilitators, 44 Freedom Summer (Wiles), 234

Goin' Someplace Special (McKissack), 234 GOLD Online Assessment, 126 "Goldilocks" principle, 12 Gradual release of responsibility (GRR), 2-3, 6, 10, 24, 40, 56, 59-60, 68, 93, 107, 120, 139, 143-145, 157, 170-172, 191-192, 206, 208, 218, 231, 246 benefits of using GRR instead of scripted instruction, 146-147 collegial scaffolding, 4-5 in Contemporary Educational Psychology, 7, 56 continuing evolution, 250-257 Ebb and flow of scaffolding, 57 enhancements in model, 9 Fisher and Frey's Version, 14 historical context for. 246–248 implementing group learning within, 257-259 implementing to support writing in English, 148-149 instructional framework, 93-95 joint actions within, 184-185 in learning walks, 96-99 and metacognition, 121-123 misuses. 253-257 model, 8, 108-109, 157 potential for PSD of teachers, 139 - 140

in professional learning, 99–100 scaffolded instructional support for strategic processing, 57–59 socio-constructivist PSD and, 141–142 teacher and student responsibility, 17 visual model, 5–8 Guided practice, 237–238 component, 218

I Can statements, 79–80, 87 "I do-We do-You do" cycle, 226 "I Do" lessons, 232–235 "I Do" phase think-alouds for. 221–222 transferring to, 225-226 Iconic representation, 58 Instruction(al) alternative models of, 250 framework, 43, 159 leadership, 92-93, 95 Interactions, 27-28 instructive series. 29 window into interactions within tasks, 30-31 Intersubjectivity, 26 tasks with scope, 28-30 window into interactions within tasks. 30-31

Joint action, 173 GRR and, 174, 184–185 model for literacy coaching, 174 Joy Luck Club (Tan), 235 Justice-centered teaching, 107–108

K-8

reading in urban school, 82 schools, 230

Ladson-Billings' principles of culturally relevant pedagogy, 231 Language directive and heavily scaffold, 197–198

elaborating on student responses and questions, 198-200 implications for practice, 201–202 incorporating into science inquiry, discourse, and writing, 197 independent student use, 200-201 socialization, 123-124 Languaging, 120-121, 126 Learning, 4-5, 120, 209 alternative models of. 250 communities, 85 opportunities, 27 progressions, 213 Learning walks GRR in, 96-99 implementing to support classroom teachers, 97-98 Literacy, 24 achievement, 70, 81 knowledge, 77 learning, 232 portfolios, 163 research, 232 skills, 154-155 Literacy coaching, 171 apprenticeship within GRR model, 185 appropriation, 173 classroom visits, 175-176 coaching sessions, 175–176 creating central challenge question, 179 - 180data analysis, 176-177 describing video, 178-179 enactment, 182 findings, 177 generating alternatives, 180–181 GRR and joint action, 174 GRR model, 170-171 identify initial perplexity, 177-178 implications, 184 joint action model for, 174-175 joint actions within GRR model, 184-185 methodology, 174 reflecting again, 182

reflective development, 171–172 reflective framework, 175–176 secondary level, 172 selecting alternatives, 181 situated joint action, 173 sustainability, 183 teacher agency and independence, 182–183 theoretical framework, 172 variable responsibility, 173

Mainstreaming, 156 Making it Home: Real Life Stories from Children Forced to Flee (Naidoo), 237 Māori principle, 28 Metacognitive/metacognition, 123 conversational routines, 46–47 GRR and, 121–123 routines, 44 strategies, 157 Metalinguistics, 123 Miss Nelson is Missing (Allard & Marshall), 220, 223

National Assessment of Educational Progress (NAEP), 70, 230 National Governors Association Center for Best Practices & Council of Chief State School Officers (NGA/ CCSSO), 25

Other Side, The (Woodson), 234

Perplexity, Describe, Central Challenge, Alternatives, Select, Enact, Reflect framework (PD-CASE-R framework), 176–182 Phonemes, 123 Planning in research, 249 tool, 44 Police brutality, 105–106, 111 Primary classrooms, bridging home and school in, 239-240 Professional development (PD), 171 Professional learning, 44 as apprenticeship, sustained support, and GRR, 42-44 GRR in. 99–100 Professional learning communities (PLCs), 45, 95, 100 Professional staff development (PSD), 139 GRR potential for teachers, 139 - 140socio-constructivist, 141-142 Public-private axis, 71 Quality teaching, 92 Questioning, 109 RAND Reading Study Group, 13, 55–56 Read-aloud activity, 126-127, 235 Reading, 249 of complex academic materials, 39 - 40logs, 163 process analysis, 43 Reading Apprenticeship, 46 approach, 41-42 in classroom, 45 professional learning inquiry routines. 43 vulnerability and reward, 49 Reading comprehension, 219 for DHH students. 157-161 instruction, 140 pedagogy, 4 strategies, 146 Reciprocal modeling, 44, 47-48 Reciprocal teaching, 5, 9 Reconceptualizing, 172 Recursive writing model, 208 cumulative nature of writing, 206 reacting and revising, 212-213 share writing, 211–212 studies. 208-210 writing practices, 207, 210-211

Reflection, 176 reflective framework, 175-176 tool, 44 Release of responsibility, 26 for text-driven inquiry, 40 Representation, 122-123, 130-132 Responsibility, 180 gradient of, 207 release of, 26, 40 shared, 173 teacher and student, 17 variable, 173 Revoicing, 172, 180 Scaffolding, 24–25, 192, 207–208, 249, 252.255 functions. 26-28 in GRR model, 9-13 scaffolded instructional support for strategic processing, 57–59 scaffolded self-editing approach, 162 - 163support structures for, 26 School-wide communities of practice, 69, 71-72, 77-78 Science language, 191–192 implications for practice, 201-202 incorporating language into science inquiry, discourse, and writing, 197-201 partnering with Ann to explore language in science classroom, 193-197 theory and assessment of, 192 vocabulary research, 192-193 Secondary level literacy coaching, 172 Self-regulated strategy development (SRSD), 161–162, 207, 213 Sentence stems, 44 Seven Level approach (see also Student achievement improvement in seven-level schools), 70-72, 74, 89 Social justice, 231, 234-235 literature circles, 237-238

Social Justice Literacy Workshop (SJLW), 106 GRR, 107 GRR model connected to justice, 108 - 109GRR justice-centered teaching, 107-108, 111-113 police brutality, 105-106 summer SJLW (2016), 109-111 Tiffany reflecting, 113-115 Social Mind, The (Gee), 249 Social-individual axis, 71 Socio-constructivist PSD and GRR, 141 - 142Sociocultural thinking, 250 Spanish-English cognates, 142, 143, 144, 150 Student learning, impact on, 80-81 literacy learning, 69 ownership, 78-80, 89 student-centered learning, 49 Student achievement improvement in seven-level schools, 81 elementary language assessment in urban district, 83-84 elementary reading in suburban school, 81-82 K-8 reading in urban school, 82 staircase in high school, 84-86 Sustainability, 174, 183 of improvement effort, 70 Symbolic representation, 58

Tasks with scope, 28–30 systems, 29 window into interactions within, 30–31 Teacher agency, 174 and independence, 182–183 Teachers, 172, 256 cognate instruction potential, 142–143 as creators, 77–78

employment of linguistically responsive instruction, 142 GRR process, 143-146 GRR to teacher reflection, 16-18 interpretations of children's responses, 30 learning process, 54 ownership, 76-78, 89 teacher-generated think-alouds, 219-220 Text-based inquiry as mode of learning for students and teachers. 41-42 sustained support for teaching through, 44-45 Theory of instruction, 27 of learning, 27 Think-alone process, 220, 225 Think-along process, 220 Think-alouds, 219-220 approach to assessment and instruction, 160-161 in GRR model, 220-221 for "I Do" phase, 221-222 for "We Do" phase, 222-225 Three Pillars, 73, 79, 85 importance, 74-75 progress of schools successful in establishing, 75

progress of schools unsuccessful in establishing, 76 Transactional strategies instruction. 9 Translanguaging theory, 139, 142 Video reflection, 172 Visual model of GRR model, 5-8 Vocabulary assessment, 194-197 learning theory, 192 research, 192-193 Voices in the Park (Browne), 236 Voices on the Bus (Kuby), 236 Vygotskian sociocultural theory, 124 Vygotsky space, 70-72, 75, 250-251 "We Do" phase, think-alouds for, 222-225 "We Do" practice, 235–238 Writing, 211 assignments, 163 development, 206 practices, 207, 210-211 proficiency, 206 skilled, 207 skills development for DHH students, 161-163 "You Do" practice, 238–240