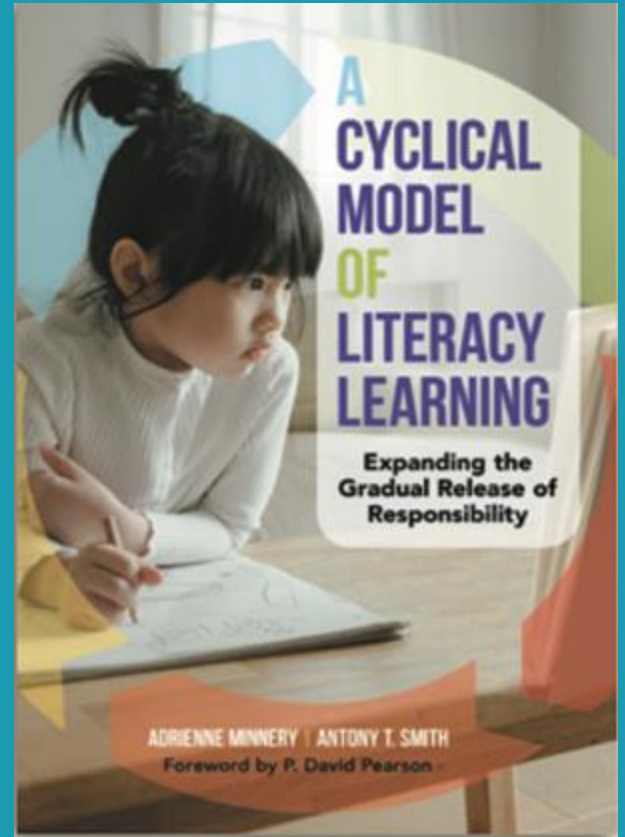


Antony T. Smith and Adrienne Minnery

# Cycle of Responsibility: A New Model for Early Literacy Teaching and Learning

WSRA 2025

February 7, 2025



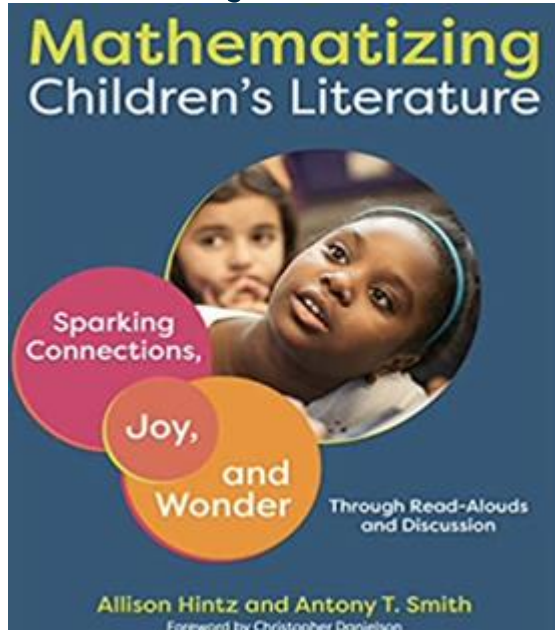
# Mathematizing Children's Literature

## Sparking Connections, Joy, and Wonder Through Read-Alouds and Discussion


Antony T. Smith

WSRA 2023

February 10, 2023



# Agenda

- Digging into theory:
- Gradual Release of Responsibility  Cycle of Responsibility
- How did we develop the COR?
- Examining components of the COR model
- Learning about the COR in action through Legible Path strategies
  - Phoneme Frog
  - Secret Sound Count
  - Active Word Walls
  - Repeated Choral Reading
  - Close Sentence Reading

# Gradual Release of Responsibility

I do..  
We do..  
You do..

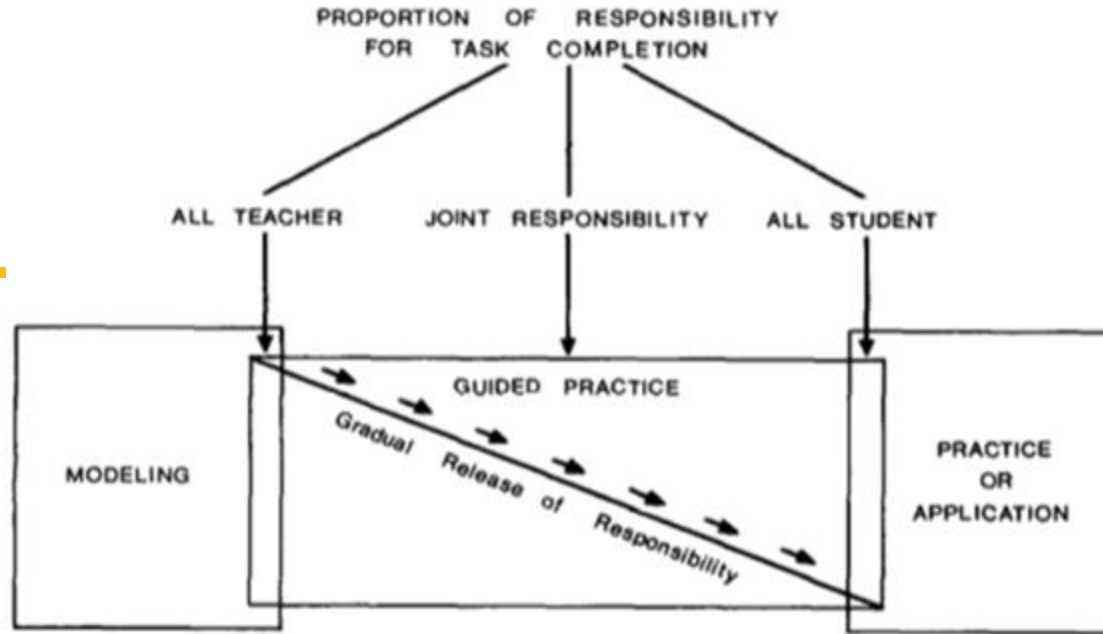
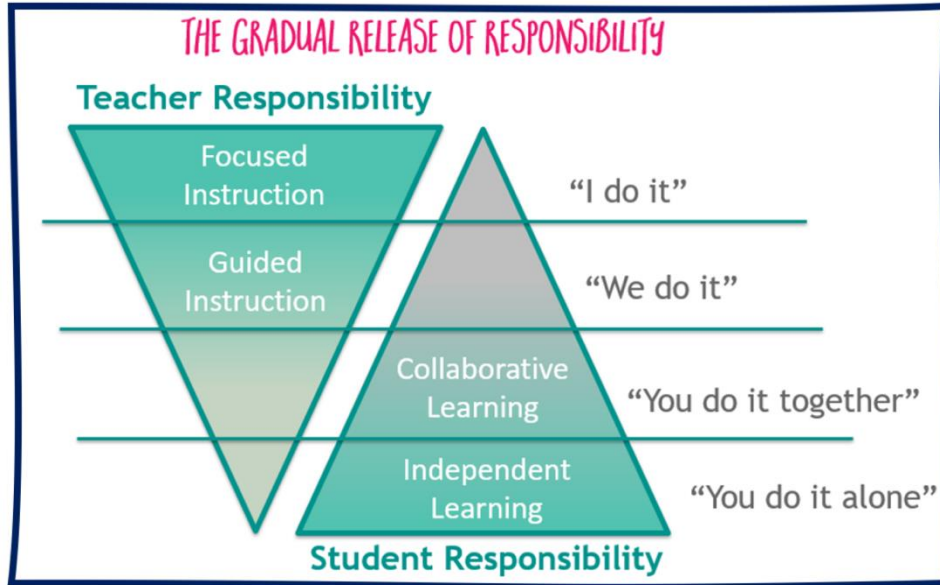


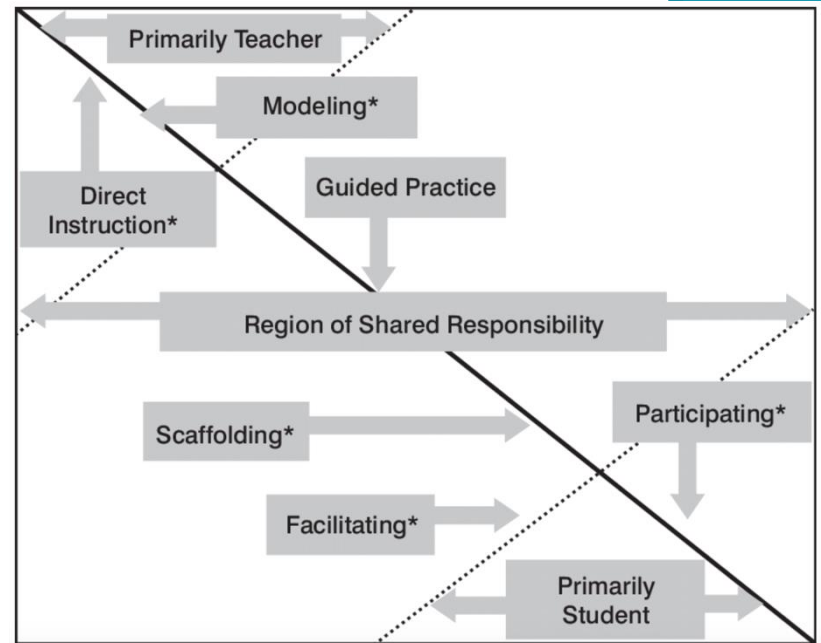
FIG. 1. A model of explicit instruction.

(Pearson & Gallagher, 1981)

# GRR: Evolving Over Time



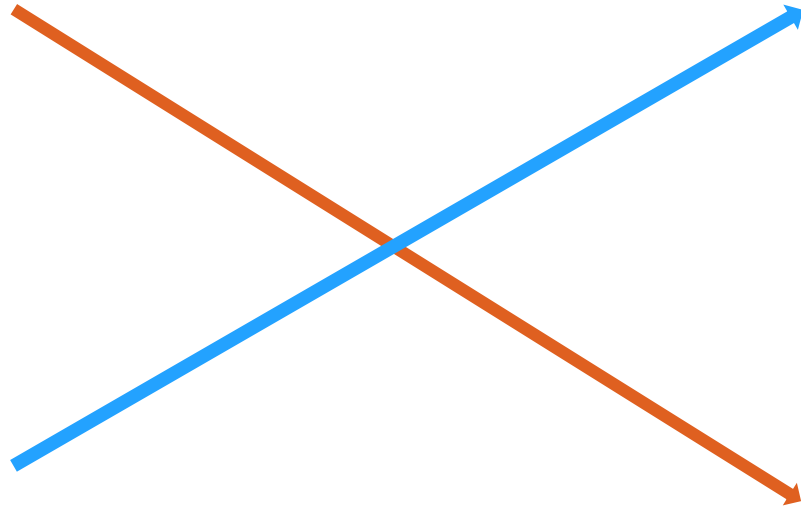
(Fisher & Frey, 2014)



(Pearson & Cervetti, 2017)

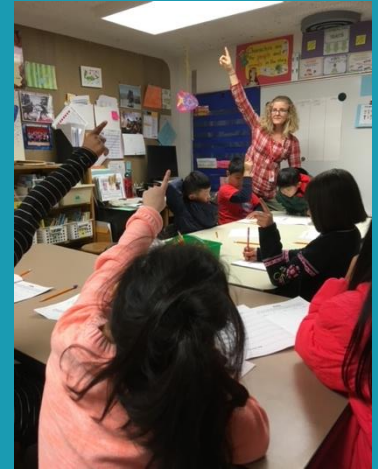
# GRR Constraints... and Implications

- Linear disbursement of responsibility
- "It", e.g., "I do it" = task completion



# Literacy Blocks in Primary Classrooms

- **Reading Workshop**
  - Interactive read aloud
  - Instruction: comprehension, word attack, fluency, and vocabulary
  - Scaffolded reading practice: shared – guided – facilitated
  - Independent reading and conferring
- **Writing Workshop**
  - Modeled writing
  - Instruction: writing and language
  - Scaffolded writing practice: shared – guided – facilitated
  - Independent writing and conferring
- **Word Study**
  - Modeled decoding with song, rhyme, and visible-to-all print
  - Instruction: phonemic awareness, phonics, high frequency words
  - Scaffolded decoding practice: shared – guided – facilitated
  - Independent practice with texts featuring decoding skills





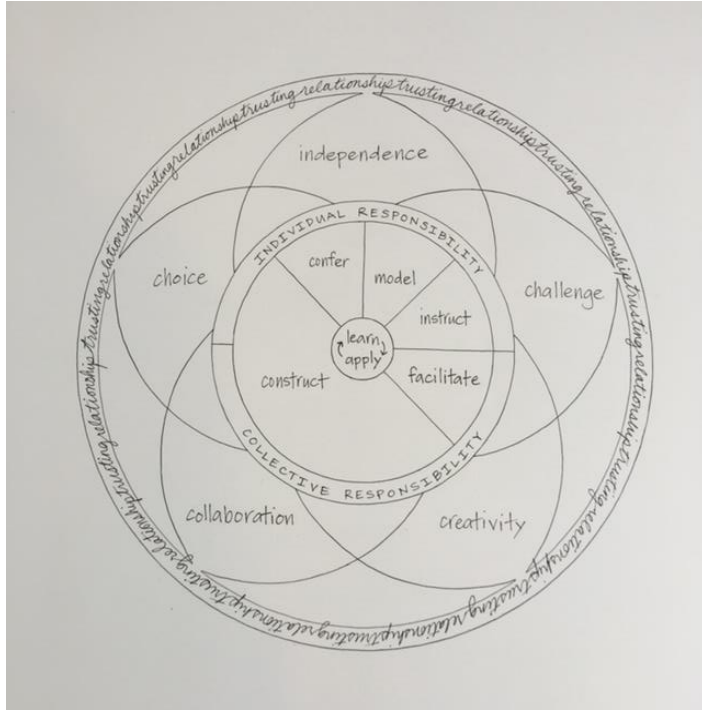
# Theories of Learning

- Transactional theory (Dewey, 2015; Rosenblatt, 2004)
  - Theory of language development (Goodman & Goodman, 1992):
    - Literacy is social
    - Social community influences meaning construction
    - Identity positions are part of literacy development
    - Teachers function as mediators to share and negotiate power and access
  - Zone of Proximal Development (Vygotsky, 1978)
  - NRP Report (what was omitted)
  - Active view of reading (Duke & Cartwright, 2021):
    - Self regulation
    - Word recognition
    - Language comprehension
    - Bridging processes
- Text  
Task  
Sociocultural context



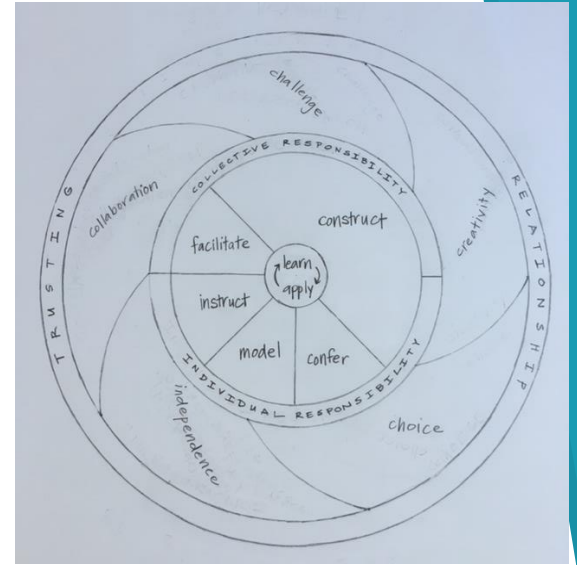
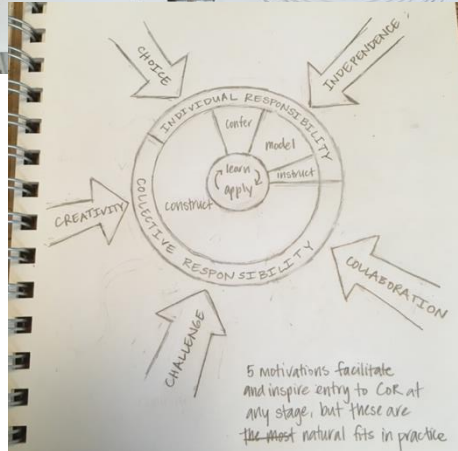
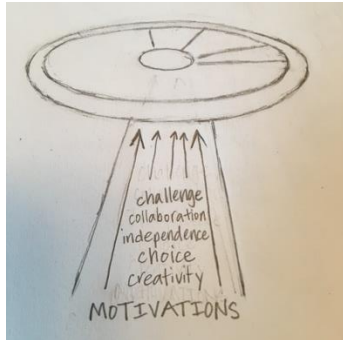
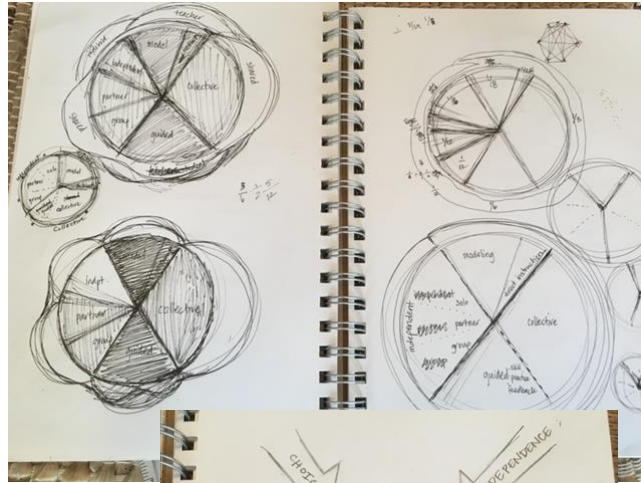
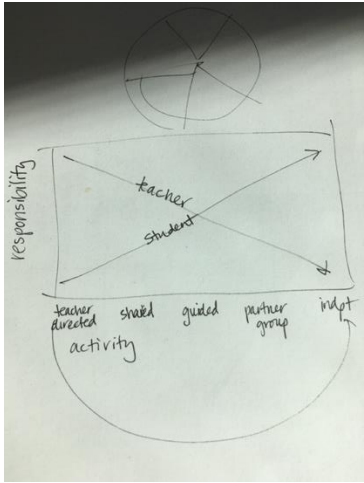


# COR Concept Development: Adrienne



- Primary-Grade Teacher (2001 – 2018)
- Teacher on Special Assignment (2018 – 2021)
- Awakening Readers: Investigation of a Contextualized Approach to Common Core Language and Foundations Instruction (Minnery & Smith, 2016-2018)
- Director of Curriculum (2021-2025)

# COR Concept Development: Adrienne



# Cycle of Responsibility

- Cyclical and continual
- Includes learning and application of learning
- Inclusion of learning requires inclusion of the learner, complexifying the model



# Application of Learning

- Visible, external
- Task completion
- Associated more with productive functions: speaking, writing
- Constrained by opportunities for application

# Learning

- Invisible, internal
- Thinking and metacognition
- Associated more with receptive functions: listening, reading
- Fluid, sensitive, and continual



# Teaching Enactments

- Model



- Instruct



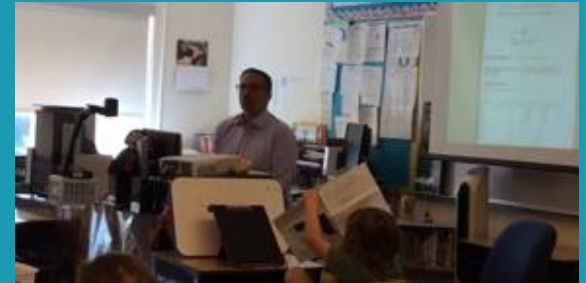
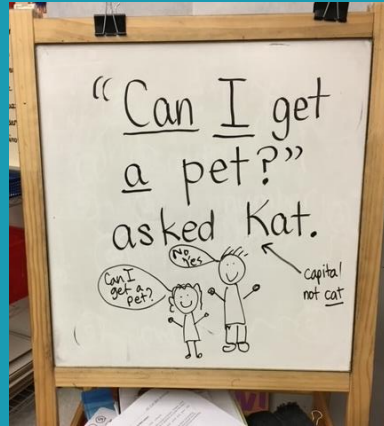
- Facilitate



- Construct

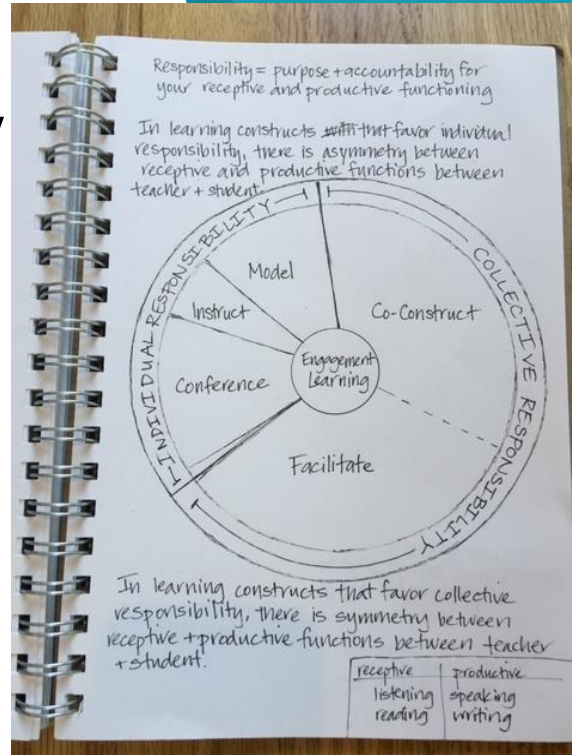


- Confer



# Individual Responsibility

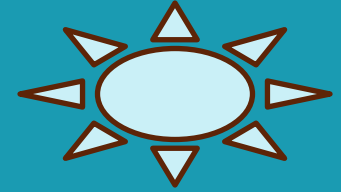
Asymmetric: Teacher is taking responsibility for more productive functions and students are taking responsibility for more receptive functions or vice versa.



# Collective Responsibility

Symmetric: Teacher and students share responsibility for productive and receptive functions.

# COR Motivators



- **Challenge:** Productive struggle (Warshauer, 2015) and sensemaking (Handa, 2003; Piaget, 1959).
- **Creativity:** To see problems in novel ways and to pursue innovative solutions to them; to explore, imagine, create (Sternberg, 2015) and reflect upon the human experience (Mages, 2008).
- **Collaboration:** To reason together to construct understanding through collective effort, discussion, and reflection (Chinn et al., 2001; Vygotsky, 1978).
- **Choice:** To have opportunities for self-direction as a motivational support, allowing for increased engagement in literacy practices (Guthrie et al., 2013).
- **Independence:** To foster individual control in learning through the ability to problem-solve and persist with academic tasks (Johnston, 1984).



# Trusting Relationship

- Symbiotic relationship with the COR: binds the model and is fed by the model
- Responsive implementation of instructional enactments with inclusion of student-focused motivators builds trusting relationships



# WSRA Connections

- Mistakes are windows into our students' thinking (M. Colleen Cruz)
- Pedagogy of empowerment: Cognitive apprenticeships: Productive struggle, choice, engagement (Jeffrey Wilhelm)
- Human difference is an inconvenient truth; teach the children, not the program (Catherine Compton-Lilly)
- Reading, writing, and sharing stories can help us heal, learn, and understand (John Schu)
- Good teachers heft a heavy toolkit; Students are active agents in their own learning (George Hruby)



# COR Research: Awakening Readers

## Theoretical Framework

- Contextualized phonics instruction
- Shared reading
- Close reading
- CCSS-ELA Language and Foundations

## Legible Path Toolkit

- Activated word walls
- Language games
- Close sentence reading
- Content-area vocabulary
- Shared reading
- Spelling patterns

## Research Questions

- How does the Legible Path Toolkit (LPT) impact students' literacy skills?
- How LPT impact student self-efficacy, specifically with reading?

## Methods

- 1-year implementation study
- 10 1st grade and ELL classrooms
- Legible Path Toolkit
- Professional development sessions
- GMRT pre-post
- Implementation interviews
- Classroom observations

# COR Research: Legible Path Study Findings

## Engagement

- Children collaborate to explore meaning-making
- Games and sorts highly motivating
- Shared reading challenging and motivating

## Application

- Students use word wall during writing and independent reading
- Students use knowledge of known words to write other words in games and writing

## Higher Level Thinking

- Students read and comprehend increasingly complex text
- Collaborative meaning-making and complex vocabulary acquisition engages students

| Teacher | Mean Diff. | Students | P-value | Effect Size |
|---------|------------|----------|---------|-------------|
| All     | 8.15       | 156      | <0.0001 | 0.54        |

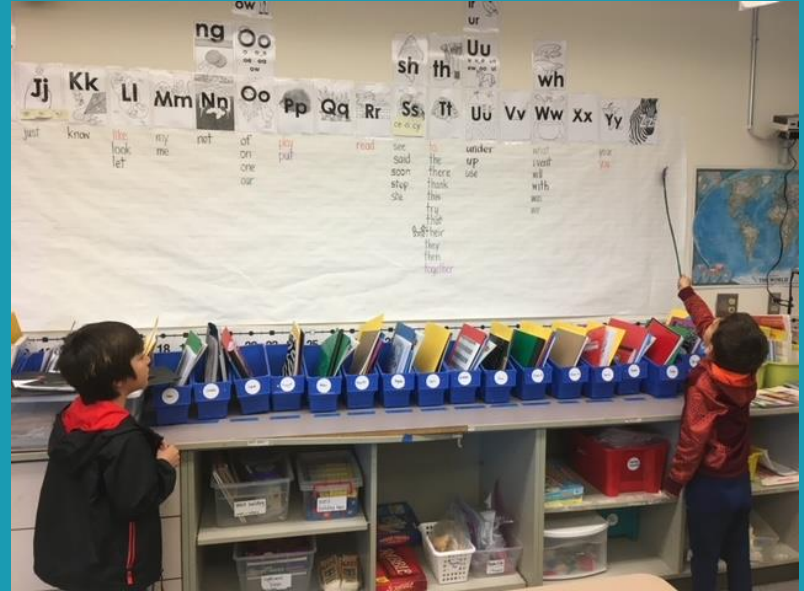
# COR In Practice

## Outcome-Driven

- Student self-efficacy
- Continual cycles of learning and application of learning
- Skills grounded in content

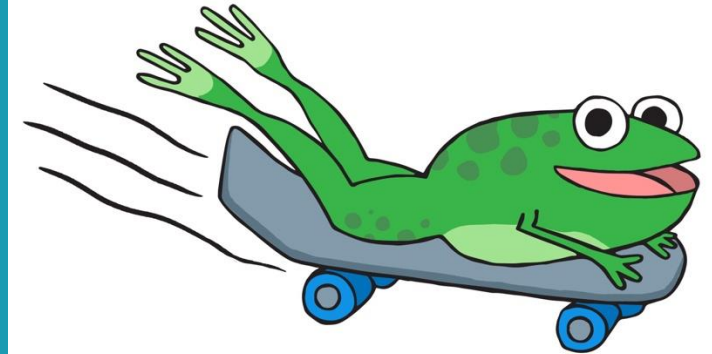
## Prioritizes Motivators

- Challenge
- Creativity
- Choice
- Collaboration
- Independence



# COR In Practice: Challenge

# Phoneme Frog



# COR In Practice: Challenge

## Phoneme Frog

rock

dark

light

round

**moon**





# COR In Practice: Creativity

## Secret Sound Count

In this activity, students pretend they are "spies" and type the sounds of a word into their "secret spy cell phones", holding fingers in their hands to represent the sounds, before revealing them as a class.

This is a high energy, fast paced phonemic awareness activity in which you can also introduce new vocabulary words and think about how they are encoded!



*The Moon: How the Moon was Formed (p. 2)*

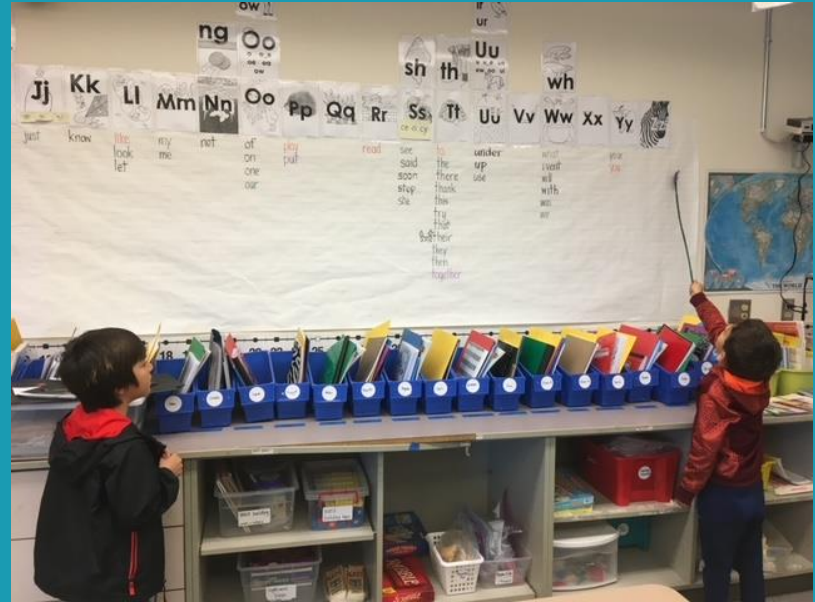
# COR In Practice: Choice

## Active Word Walls: Word Study

- High-frequency words
- Letter-pattern words
- Vocabulary

## I Spy Activity

- Students take turns asking one another to identify a word on the word wall using sight/sound or meaning clues
- “I see a word that means bigger than big!”

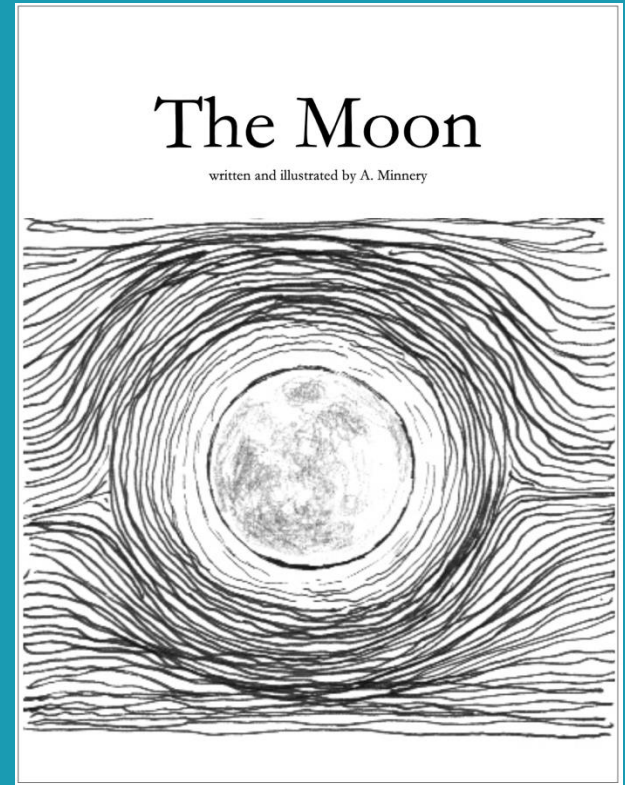


*The Moon: Words to Watch (p. 11)*

# COR In Practice: Collaboration

## Repeated Choral Reading

- Students read short sections of complex but accessible text repeatedly with skilled readers in the lead at first
- Pairing with study of sound-spelling patterns leads to increased learning and building connections across literacy domains – think bridging processes indicated in the Active View of Reading!
- Use a blend of closed and open-ended questions and think-pair-share structures to increase engagement and gauge understanding



*The Moon: Facts and Fictions (p. 3-4)*

# COR In Practice: Independence

## Close Sentence Reading

D – Decode

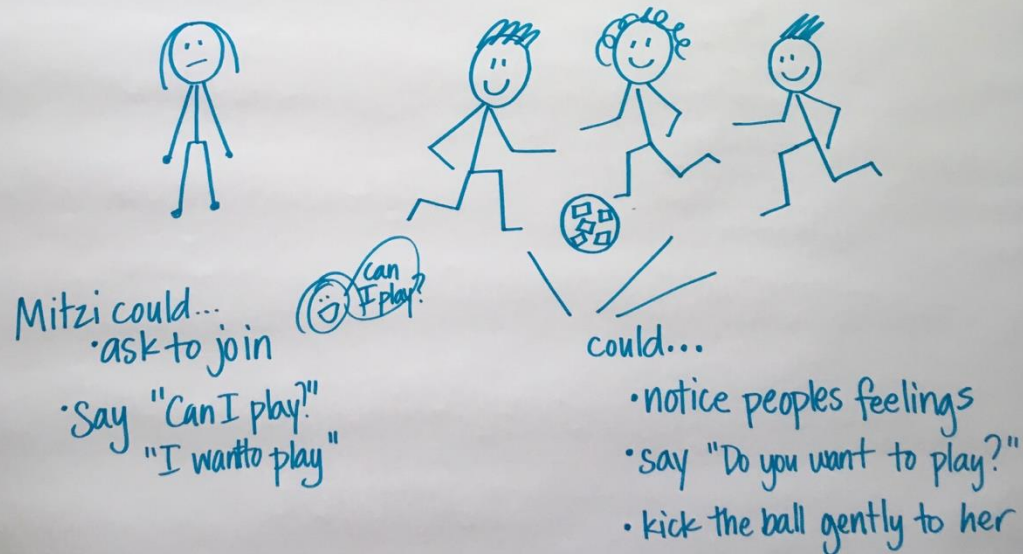
R – Reread

A – Ask Questions

W – What do you know? Draw pictures, draw conclusions!

*The Moon: Poetry (p. 8)*

<sup>person, girl</sup>  
Mitzki stood at the periphery  
<sup>next to outside</sup> <sup>ph=f edge</sup>  
of the game. She wasn't  
<sup>su\_e+sur⇒s(h)ure</sup> sure <sup>oi</sup> how to join in.  
<sup>was + not</sup>



The moon was but a chin of gold

A night or two ago,

And now she turns her perfect face

Upon the world below.

*The Moon: Poetry (p. 8)*

The moon was but a chin of gold

A night or two ago,

And now she turns her perfect face

Upon the world below.

The moon was but a chin of gold

A night or two ago,

And now she turns her perfect face

Upon the world below.



The moon was but a chin of gold

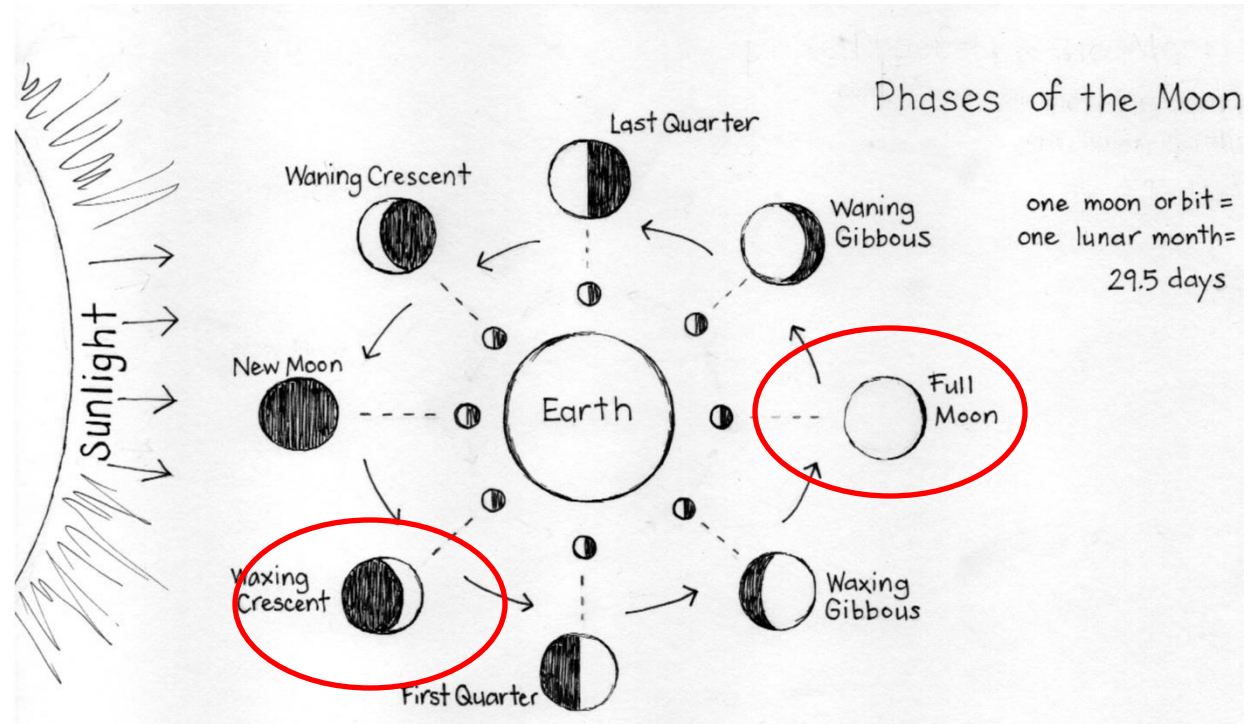
A night or two ago,

And now she turns her perfect face

Upon the world below.



The moon was but a chin of gold  
A night or two ago,  
And now she turns her perfect face  
Upon the world below.



# COR: Next Steps

Summer Literacy Institute

Primary-Grades Word  
Study Intervention

Practitioner-Focused Book



# Adrienne Minnery

[adrienne.minnery@gmail.com](mailto:adrienne.minnery@gmail.com)

# Antony T. Smith

[smithant@uw.edu](mailto:smithant@uw.edu)

 **TEACHERS COLLEGE PRESS**  
TEACHERS COLLEGE | COLUMBIA UNIVERSITY  
[WWW.TCPRESS.COM](http://WWW.TCPRESS.COM)

