

# The Gradual Release of Responsibility

(From Fielding and Pearson, 1994, adapted by Harvey and Goudvis 2005)

This diagram shows a progression of instruction from explicit teacher modeling to shared reading and writing in small groups or with individuals, to finally, independent reading and writing on the part of the student.

Teacher Directed	Joint Practice Scaffolding	Student Practices Under Teacher Guidance	Student Works Independently
<p><b>The teacher does all the work through modeling and demonstrating. Think aloud is the core strategy.</b></p> <ul style="list-style-type: none"> <li>• Teacher explains strategy</li> <li>• Teacher models strategy</li> <li>• Teacher models fluency</li> <li>• Teacher uses explicit strategy instruction</li> <li>• Teacher thinks aloud when reading to show thinking and strategy use.</li> </ul>	<p><b>The teacher invites the student to participate.</b></p> <ul style="list-style-type: none"> <li>• Students share thinking</li> <li>• Students and teacher collaborate and practice together.</li> </ul>	<p><b>Students do the work with help from the teacher.</b></p> <ul style="list-style-type: none"> <li>• Students share their thinking with each other in small groups.</li> <li>• Students explain how strategy use helps him/her understand text</li> <li>• The teacher supports the students by moving from group to group suggesting strategies and helping students use those strategies</li> </ul>	<p style="text-align: right;"><b>STUDENT</b></p> <div style="background-color: #e0e0e0; padding: 10px; margin-top: 20px;"> <p><b>Students read and write for different purposes.</b></p> <ul style="list-style-type: none"> <li>• Students apply the strategies and skills they have learned in a variety of different settings, subjects, and genres.</li> </ul> </div>
TEACHER			
I DO	I DO	YOU DO	YOU DO
YOU WATCH	YOU HELP	I HELP	I WATCH