





What does the *Gradual Release of Responsibility Model* look and sound like?

Research shows that optimal learning is achieved when teachers use the *Gradual Release of Responsibility Model* of instruction.

| Teaching Phase | Teacher Behavior | Learner Behavior |
|--|---|--|
| Demonstration  | <ul style="list-style-type: none"> • Initiates • Models • Explains • Thinks aloud • Shows "how to do it" | <ul style="list-style-type: none"> • Listens • Observes • May participate on a limited basis |
| Guided Practice  | <ul style="list-style-type: none"> • Demonstrates • Leads • Suggests • Explains • Responds • Acknowledges | <ul style="list-style-type: none"> • Listens • Interacts • Questions • Collaborates • Responds • Tries out • Approximates • Participates |

TEACHER HANDS OVER RESPONSIBILITY

| Teaching Phase | Learner Behavior | Teacher Behavior |
|--|--|--|
| Independent Practice  | <ul style="list-style-type: none"> • Applies learning • Takes charge • Practices • Problem solves • Approximates • Self-corrects | <ul style="list-style-type: none"> • Scaffolds • Validates • Teaches as needed • Evaluates • Observes • Encourages • Clarifies • Confirms • Coaches |
| Application  | <ul style="list-style-type: none"> • Initiates • Self-monitors • Self-directs • Applies learning • Problem solves • Confirms • Self-evaluates | <ul style="list-style-type: none"> • Affirms • Assists as needed • Responds • Acknowledges • Evaluates • Sets goals |

*Source: Routman, R. (2003). *Reading essentials*. Portsmouth, NH: Heinemann.