

DOINGWHATWORKS



SAMPLE MATERIAL

Illustration of Gradual Release of Responsibility Model

Improving reading comprehension in kindergarten through 3rd grade: A practice guide, Institute of Education Sciences

Topic: Improving K-3 Reading Comprehension

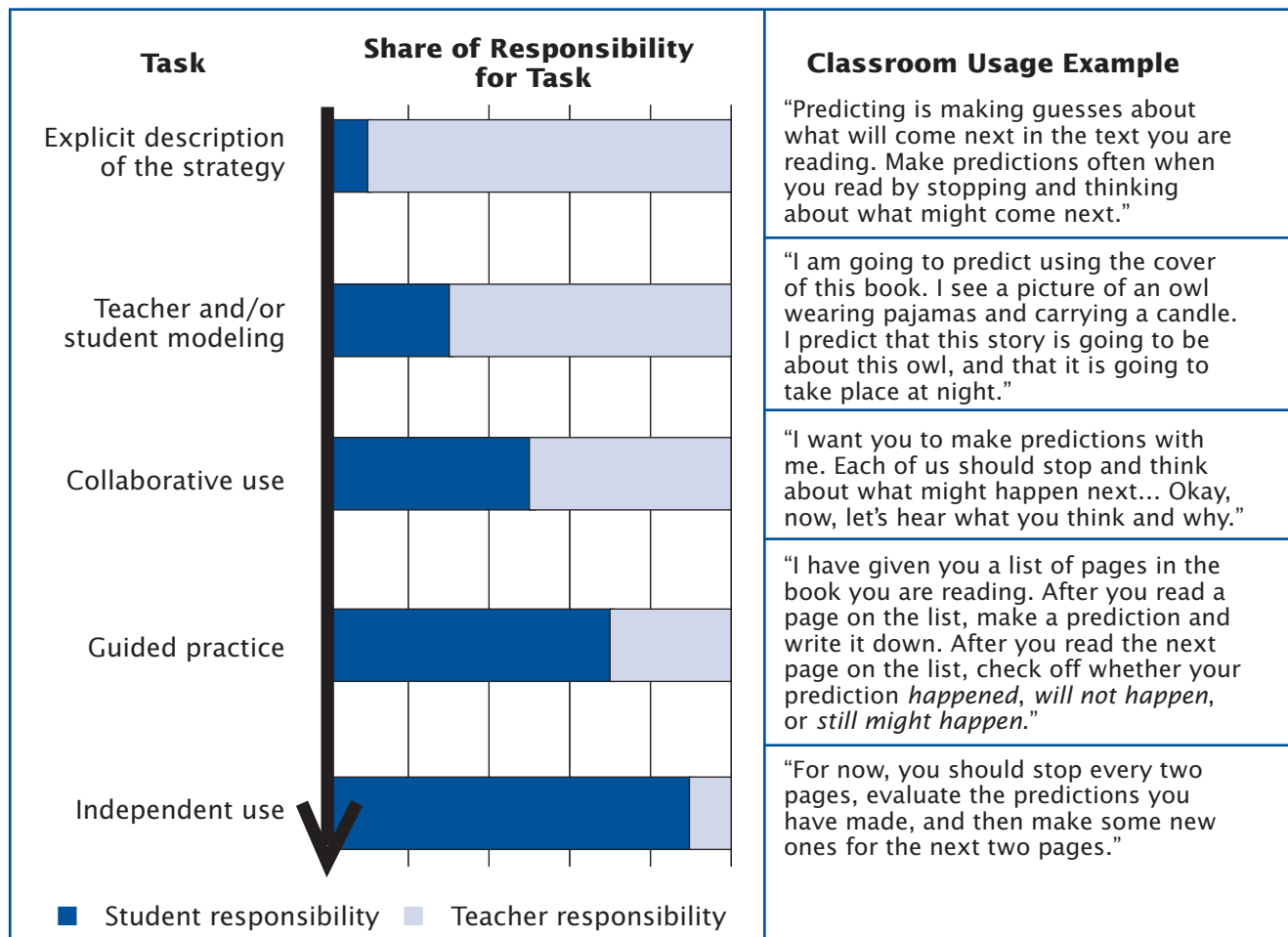
Practice: Teach Comprehension Strategies

The IES Practice Guide, *Improving Reading Comprehension in Kindergarten through 3rd Grade*¹, recommends that comprehension strategies should be taught through a gradual release of responsibility, in which the teacher first explains how to use the strategy and then gives students more and more independence in practicing and applying the strategy over time.

This illustration (found on page 15 of the Practice Guide) shows the shift in responsibility from teacher to student. Effective instruction in reading comprehension strategies often includes some or all of the steps in this model. While going through the steps with the class, a teacher should periodically review the purpose of any given strategy and how it improves comprehension until students can apply it independently while they read.

¹ Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

Figure 1. Illustration of instructional practices to gradually release responsibility to students as task progresses



Source: Adapted from Duke and Pearson (2002).

Note: Teachers should modify these examples to best suit students’ age and abilities.