

## Gradual Release of Responsibility with Structure for Integrated Collaborative Learning

### I DO: Teacher Demonstrated

*Present task or question, analyze it—*

1. What does it ask?
2. How will I respond?
3. What kind of information do I need to use?

*Demonstrate how to respond—**step-to-step process, thinking out loud.***

### WE DO: Teacher Guided

*Continue to respond to the question or task as teacher clarifies.*

### YOU DO

#### > Collaborative\*

Students respond **collaboratively**--may be with small group or with learning partner.  
*This is an opportunity for teachers to identify and respond to additional guidance needs.*

#### > Independent

Students respond individually with words and/or drawing on paper.

## Take Learning Farther: EXPAND with Collaboration and Clarification

- **LEARN MORE: Pair and Compare**—Students exchange response pages and compare their responses.
- **LEARN MOST: Pair, Compare, then Repair**—Improve your response.
- **CONFIRM and CLARIFY**  
Teacher and students present responses, evaluate for strength and relevance of support.
- **KEEP IT CLEAR**  
Class or students construct their own example—the “anchor chart” becomes common property—and common competence-of the students.

\*Douglas Fisher and Nancy Frey explain the importance of this part of the Gradual Release: “In the collaborative learning phase of the gradual release of responsibility instructional framework, students are expected to apply the skills and knowledge they have been taught and turn to one another for support and enrichment. ... The teacher’s role shifts to target specific needs through guided instruction”

Doug Fisher and Nancy Frey, Better Learning through Structured Teaching, ASCD, 2014, p. 66