Strategy Implementation Continuum

Pearson and Gallagher (1983) developed the gradual release of responsibility model, or framework. The model emphasizes a controlled shift of the balance of joint responsibility between teacher and students. Rather than linear and sequential, the model outlines a negotiated, iterative and recursive process of shifting. It is possible to begin—as many literacy strategies do—with open-ended, generative questions about the topic of new learning in order to assess students' readiness, and provide authentic opportunities for formulating inquiry and engaging in problem solving.

Metacognition	**The teacher considers:** Why am I teaching the strategy? How does use of this particular strategy make students more literate? more strategic? To what extent does the strategy reflect the kind of thinking we're doing? Am I teaching the strategy as well as the content?			
		Modeling Modeling means the teacher assumes responsibility to demonstrate the use of and the thinking behind the strategy.	**Shared Practice** Shared practice means that the teacher provides explicit instruction and feedback as the students participate in the strategy.	**Guided Practice** Guided practice means students use the strategy as the teacher provides targeted and differentiated support.	**Independent Practice** Independent practice means that the students use the strategy as the teacher provides supports, as needed, and gathers assessment information.
TEACHER / **Instructional Approach**		**The teacher**	**The teacher**	**The teacher**	**The teacher**
		• creates conditions for effective modeling, including helping students focus on the demonstration, using effective materials and/or choosing appropriate technology to demonstrate strategy	• creates conditions for effective shared practice experience, including building community, inviting questions	• creates conditions for effective guided practice experience, including using flexible groupings based on assessment data	• creates conditions for effective independent practice experience, including building students' confidence
		• activates prior knowledge related to the strategy • introduces terminology/language related to the strategy	• connects the shared practice with the modeling of the strategy • continues to use terminology/language related to the strategy and invites students to begin to engage in talk about the strategy	• connects the guided practice with shared and modeled experiences • engages students in using terminology/language related to the strategy and provides opportunities for students to talk about the use of the strategy, e.g., be metacognitive for the purpose of assessing for learning	• connects independent practice with modeled, shared and guided experiences • engages students in using terminology/language related to the strategy and provides opportunities for students to talk about the use of the strategy, e.g., be metacognitive for assessment as, for and of learning purposes
		• provides an appropriate context for modeling, e.g., the teacher uses the strategy with familiar texts	• provides an appropriate context for shared practice, e.g., the teacher and students use the strategy with familiar texts	• provides an appropriate context for guided practice, e.g., students use the strategy with familiar texts	• provides an appropriately challenging context for independent practice, e.g., students use the strategy in new contexts and/or with unfamiliar texts
		• models the strategy, using a think aloud, to make explicit rationale, steps, and skills • anticipates the challenges or difficulties students (as a group) may have in the acquisition of skills and plans support	• provides a shared experience and invites students to follow along using the strategy • anticipates the challenges or difficulties some students may have in the acquisition of skills and plans supports for those students	• invites students to work independently or in small groups through a task, using the strategy • gathers assessment for learning information, including collecting student work, and observes students in action, providing feedback and targeted support, e.g., additional opportunities, alternative approaches	• invites students to complete the task independently (or with appropriate supports) • gathers assessment as, for and of learning information based on independent practice, and provides feedback and next steps
		• gathers assessment for learning information through observation	• gathers assessment for learning information through observation, particularly from students who may find the strategy challenging • shows possible adaptations of the strategy, as appropriate	• responds strategically to challenges or difficulties experienced by students • provides opportunities for students to explore possible adaptations of the strategy, as appropriate	• invites students to think about situations when they may self-select or adapt the strategy in future learning
		• makes decision whether to move to shared experience based on assessment information	• makes decision whether to move to guided experience based on assessment information	• makes decision whether to move to independent practice based on assessment information	• makes decision whether to provide additional and/or more appropriate independent practice experiences for students who may need to improve
Groupings		Whole class or small groups	Whole class or small groups	Independent or small strategic groupings	Independent (or small groups, if appropriate)
Purposes		• To introduce the strategy • To show how 'experts' use the strategy or a new application of it by exposing the steps involved in using the strategy effectively • To make explicit the what, when, how, and why	• To engage students in using the strategy • To provide explicit instruction on the use of the strategy in the context of a supported opportunity for 'hands-on' learning	• To provide opportunities for practising use of the strategy • To provide differentiated support for the application of the strategy in a similar or new context, based on student need	• To encourage independent use of the strategy • To apply the strategy to similar, unfamiliar, or innovative contexts self-identified by student • To provide opportunity for students to reflect metacognitively
STUDENT / **Participation**		**Students**	**Students**	**Students**	**Students**
		• participate within the conditions set for learning (e.g., focusing on what the teacher does and says)	• participate within the conditions set for learning, e.g., including taking part in effective collaboration using the strategy	• participate within the conditions set for learning, e.g., being open to feedback	• participate within the conditions set for learning, e.g., prepares to use the strategy with minimal support
		• make connections to previous relevant experiences, if applicable • actively listen to the talk about the strategy and notes any terminology/language related to the strategy	• connect to modelled experience • become familiar with terminology and form related to strategy	• connect to shared experience • talk about strategy, using terminology and form, and reflecting metacognitively	• connect to guided experience • clearly articulate why the strategy was selected and how it supports learning • can explain the think process behind the strategy
		• actively observe teacher demonstration (i.e., think aloud)	• use the strategy, following along with teacher instructions	• use the strategy, independently or with peers, with targeted teacher support and/or peer support where appropriate	• intentionally use the strategy independently, or in small groups if appropriate, with minimal teacher support
		• ask questions related to the strategy	• ask questions related to the strategy and respond to teacher prompts related to the strategy	• share thinking processes in response to teacher prompts and ask questions related to the strategy • assist/collaborate with peers where appropriate	• are able to think aloud the process of the strategy as they are doing it
			• respond to teacher feedback	• use specific teacher feedback to make improvements and reflect on learning of the strategy • share thinking processes of next steps • reflect on achievement and the strategy's impact on learning	• use specific teacher feedback to make improvements and reflect on learning of the strategy
					• are able to anticipate use of the strategy for future learning • are able to self-select the strategy in other appropriate contexts and be able to explain why other strategies would not be effective
Metacognition		**Students consider:** Why would I use the strategy? When would I use this strategy? How does using this strategy support my thinking and learning? How does the strategy help me learn the content?			

For more, see Differentiated Instruction for Literacy GAINS on the EDU GAINS site: http://www.edugains.ca