

**Reading Response: Direct Instruction with Gradual Release of Responsibility**

Alham Rahimi

Asian University for Women

Curriculum Development

Prof. Dr. Glenn DeVogd

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According to Vygotsky's social development theory, children learn socially and their cognitive and learning abilities are developed through their social interactions. The classroom is a small society and there are students with distinct cognitive and learning abilities that require different levels of support. So, how do we make sure to teach all students to comprehend the lesson and expand their ideas? We are going to describe a form of Direct Instruction, particularly using the Gradual Release of Responsibility (GRR) model. GRR is a structural framework used in the educational field that guides how to gradually shift the responsibility from teacher to student. This model includes four stages 1. Teacher modeling, 2. Shared activity, 3. Guided activity and 4. Independent activity. That is often represented by the phrase “I (teacher) do. We (teacher and student) do, and you (students) do.”

The first stage is teacher modeling. It is the stage described by the phrase ‘I do; you watch’, where the teacher asks students questions to assess their level of knowledge, and when s/he realizes that students don’t know about the topic, s/he starts to show them how to know. The teacher acts as a model and students watch. For example, in the writing workshop video, the teacher demonstrates to students how to think about their own stories (the thought process), how to draw and write their stories while they have no sufficient skills in writing/reading (problem-solving aspects), and any other relevant concepts. In her modeling, one thing that our classmates found interesting was that the teacher tried to teach spelling to students starting with phonics. They shared their ideas and highlighted how important it will be for primary students. Learning phonics helps students understand the relationship between letters and sounds enables them to decode words, and improves their reading and spelling skills.

The second stage is a shared activity. This is the stage of ‘I do; you help’. The teacher is still leading and modeling, and students are encouraged to participate, not just watch, and the

control is still with the teacher. For example, in the writing workshop video, the teacher asked and encouraged students to help her in writing her story on the board, and students were offering responses and made connections with the teacher's story. The third stage is guided activity. This is the stage of 'you do; I help'. It starts when the teacher shifts the more active role to students while providing them with feedback, assistance, and suggestions. In the writing workshop video, the teacher asked students to think about their own story and try to write it in the way she did but still guided students during their activities by offering feedback and assistance as needed. The last stage is Independent activity: the stage of 'you do' in which students should apply what they have learned, and work on their task independently. The teacher just observed their work and assessed what they learned and how they conveyed their gained knowledge on paper.

I also apply this model in my personal life. Whenever I want to learn a new skill or foster independence and self-efficacy in my personality, I start by observing others' function, guidance, and support and then gradually shift responsibility to myself as I gain confidence in the task.

In conclusion, direct instruction is a supportive and effective method in promoting a gradual shifting of responsibilities, knowledge, and experiences from teacher to students, which is one of the main aspects that contribute to effective and meaningful education processes.