

Protocol for Teaching Active Literacy Strategies
Gradual Release of Responsibility *

<i>Moving from Dependence Toward Independence:</i>	Teacher's Role	Students' Role	Looks like:
<i>(1) To Learners</i>	<ul style="list-style-type: none"> ▪ demonstrates (<i>shows</i> how to do it) ▪ Teacher uses think aloud to make the process of constructing meaning from text visible OR models writing (at times the teacher may do both simultaneously, but at first it is advisable to simply think aloud without writing) 	<ul style="list-style-type: none"> ▪ listens ▪ observes ▪ minimally participates 	<ul style="list-style-type: none"> ▪ direct instruction
<i>(2) With Learners</i>	<ul style="list-style-type: none"> ▪ leads ▪ suggests ▪ encourages ▪ clarifies ▪ confirms 	<ul style="list-style-type: none"> ▪ takes charge ▪ collaborates ▪ questions ▪ approximates ▪ practices 	<ul style="list-style-type: none"> ▪ whole class guided practice ▪ partner reading/writing
<i>(3) By Learners</i>	<ul style="list-style-type: none"> ▪ affirms ▪ coaches 	<ul style="list-style-type: none"> ▪ initiates ▪ self- directs ▪ evaluates 	<ul style="list-style-type: none"> ▪ independent reading or writing

*Adapted from Daniels, Harvey, Hyde, Arthur, and Zemelman, Steven. 2012. *Best Practice: Bringing Standards to Life in America's Classrooms*. Portsmouth, NH: Heinemann.