

## **The Impact of a Balanced Literacy Program on the Gradual Release of the Instructor's Accountability**

**Roland Habet Farhat**

Atlantic International University, USA

### **Abstract**

Under no circumstances can anyone argue with the eminent saying, “A child who reads will be an adult who thinks.” Literacy does matter. It’s never a privilege; it is a right. Every child has the right to understand the significance of being educated as it needs hard work as well as persistence to pay off. Therefore, literacy is crucial to any progress and advancement. The purpose of this study is to show how young learners can, eventually, sustain, tolerate, therefore, master a balanced and effective literacy independently. Instructors can gradually release their responsibility in order to set their learners free to learn autonomously. To reach this level, several steps and phases will be highlighted as well as taken into consideration. This research paper presents literacy aspects to be studied within appropriate settings and learning environments; suitable curricula, and applicable time and framework. The study engaged mixed methods (qualitative and quantitative approaches) and analytical methods where surveys, observations, facts, and many measurements are markedly deliberated. The results reveal that a balanced and effective literacy program has a positive impact on learners to work and learn independently. Learners will also be able to use different strands in contexts across the curriculum especially when it is held professionally, proactively, and under regular observations.

**Keywords:** Balanced Literacy, Instructor’s Accountability, Learner’s Independence