

structures, and spelling patterns, that emerge from authentic reading experiences. <sup>29</sup>

- Provide regular opportunities for students to respond to reading through discussion, writing, art, drama, storytelling, music, and other creative expressions.
- Provide daily opportunities for students to read books of their own choice in school. <sup>30</sup>
- Provide daily opportunities for students to write on topics of their own choice in school. <sup>31</sup>
- Provide regular opportunities for students to work together to learn through reading and writing.
- Build partnerships with families to read and write regularly at home. <sup>32</sup>
- Provide regular opportunities for students to engage in a variety of authentic literacy experiences in social studies, science, math, and other curricula areas. <sup>33</sup>
- Provide regular opportunities for students to reflect on their learning. <sup>34</sup>
- Provide ongoing support to students who need additional instruction.
- Gradually release instructional responsibility to support independent reading. <sup>35</sup>
- Reflect on their students' progress and their own teaching practices in order to make changes that meet the needs of students.

## Policies That Promote Learning to Read

Schools, school districts, and governmental and non-governmental agencies promote reading achievement when they:

- Respect teachers as professionals, value their knowledge of the students and community they serve, and encourage them to develop and adjust lessons according to the instructional needs of their students.
- Establish and maintain an instructional materials selection policy through which educators with knowledge of the reading process, how readers learn to read, and effective literacy instruction guide the selection of reading instructional materials, including trade books and technological resources, for the schools for which they are responsible. Those involved in the process should have no commercial interests in the outcome of the process.
- Provide learners with a wide variety of engaging, age-appropriate reading materials, free of stereotypes and compatible with community values, to read for pleasure and information.
- Provide learners with a rich curriculum in social studies, science, math, fine arts, and other subject matters so they can comprehend reading materials on an ever-expanding variety of topics.
- Provide learners who have not yet learned to read in any language with beginning reading instruction in a language in which they are competent.