

Reading and Writing Bill of Rights

1. Above all, **good teachers matter**. Learners need teachers who demonstrate what it means to live richly literate lives, wearing a love of reading and writing on their sleeves.
2. Students need a balanced approach to English/language arts, one that includes a responsive approach to the teaching of both reading and writing. Researchers have studied examples of exemplary literacy instruction. In every case, when they found a classroom with high literacy engagement, they found **balanced teaching** in place.
3. Reading and writing need to be taught like other basic skills, with **direct, explicit instruction**— including spelling, conventions, and the skills and strategies of proficient reading and writing.
4. Readers need **long stretches of time** to read, and writers need extended opportunities to write.
5. Writers need to learn to use **writing process**: rehearsing, drafting, revising, editing, and publishing their writing. Readers need opportunities to **consolidate skills** so they can use skills and strategies with automaticity within fluid, engaged reading.
6. Writers deserve to **write for real**, to write the kinds of texts that they see in the world, and to write to put meaning onto the page. Readers need **opportunities** to read high-interest, accessible books of their own choosing.
7. Readers and writers need teachers to **read aloud** to them.
8. Students need opportunities to **talk** and sometimes to **write** in response to texts.
9. Readers need to read increasingly **complex texts** appropriate for their grade level and they need support reading nonfiction and building a knowledge base and academic vocabulary through information reading.
10. Learners need **clear goals** and **frequent feedback** tailored specifically to them. They need to hear ways their reading and writing is getting better and to know what their **next steps** might be.