

2 **E2SSB 6509** - H COMM AMD **NOT ADOPTED 3-06-98**
3 By Committee on Education

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5 Strike everything after the enacting clause and insert the
6 following:

7 NEW SECTION. **Sec. 1.** The legislature finds that the ability to
8 read fluently, accurately, and with comprehension is critical to
9 success in school and in life. Research has found that reading
10 instruction and curriculum in the early grades must consist of a
11 comprehensive program that builds upon the firm foundational skills of
12 phonemic awareness, decoding, and reading comprehension, to provide
13 students with the skills necessary to engage in rich literature
14 activities, and further develop thinking and application skills.
15 Schools and school districts should review their reading programs to
16 verify they are using a comprehensive approach to teaching reading.

17 The role of professional development in supporting and sustaining
18 a high-quality teaching force is critical. The legislature finds that
19 many primary grade teachers would benefit from additional professional
20 development instruction in beginning reading skills and access to
21 current information regarding research-based, scientifically proven
22 instructional strategies to assist students in meeting the benchmarks
23 established for the essential academic learning requirements.

24 The legislature also recognizes that when students are experiencing
25 difficulties in advancing their reading skills, the use of volunteers
26 to provide individualized tutoring and mentoring to those students will
27 improve students' ability to overcome those difficulties and increase
28 their reading achievement.

29 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.415
30 RCW to read as follows:

31 Schools interested in providing assistance to improve student
32 learning in reading may apply for the following opportunities to
33 provide professional development in beginning reading instructional
34 strategies and related curriculum and to implement volunteer tutoring
35 programs for students throughout their school.

1 (1) To the extent funds are appropriated in accordance with this
2 section, elementary schools interested in providing professional
3 development and the purchase of related curriculum or materials in
4 accordance with (b) of this subsection for certificated instructional
5 staff that provide direct instructional services to students in
6 kindergarten, first, and second grade may apply for and receive funding
7 from the superintendent of public instruction. The application for
8 funding shall be limited to:

9 (a) Verification that the school has developed or makes a
10 commitment to develop a comprehensive school-wide reading improvement
11 plan that includes, but is not limited to, a beginning reading-language
12 arts program for use in kindergarten through second grade. In addition
13 to other elements of the comprehensive school-wide reading improvement
14 plan, the primary, but not sole, elements of the beginning reading-
15 language arts program must:

16 (i) Provide numerous daily opportunities for teachers in
17 kindergarten and first grade to read to students from a variety of
18 printed materials including rich literature and expository text;

19 (ii) Provide explicit and sequential instruction in phonemic
20 awareness for all students in kindergarten and first grade;

21 (iii) Provide explicit systematic decoding instruction and practice
22 in using those skills in decodable text materials;

23 (iv) Provide explicit instruction in reading comprehension skills
24 and opportunities for students to apply them;

25 (v) Require diagnosis of a student's ability to decode in first and
26 second grade;

27 (vi) Provide explicit and systematic instruction in spelling; and

28 (vii) Provide students with structured assistance in learning to
29 write with ample opportunities to engage in writing activities;

30 (b) Verification that the intended professional development and
31 related curriculum or materials include primary emphasis on the
32 following beginning reading skills:

33 (i) Phonemic awareness strategies;

34 (ii) Explicit and systematic decoding instruction and how to assess
35 a student's ability to decode;

36 (iii) Explicit spelling instruction;

37 (iv) Explicit instruction in reading comprehension strategies; and

38 (v) Research findings on the skills needed by beginning and
39 proficient readers, and how beginning reading skills are acquired; and

1 (c) Verification that grant funds expended in accordance with this
2 section will not be used for staff development, intervention, or
3 remediation programs.

4 (2) The training in reading instruction shall be provided by public
5 or private nonsectarian contractors that provide training in the
6 methods defined in this section. Priority for reading instruction
7 grants shall be given to those schools in which less than one-quarter
8 of all students tested on the fourth grade assessment in reading met
9 the state-wide standard, or in schools where average performance on the
10 reading component of the state-wide standardized test required in RCW
11 28A.230.190 were in the bottom quartile for the previous three years.
12 Priority shall then be given to those schools in which less than one-
13 third of all students tested on the fourth grade assessment in reading
14 met the state-wide standard, or in schools where average performance on
15 the reading component of the state-wide standardized test required in
16 RCW 28A.230.190 were in the bottom third for the previous three years.
17 Priority shall then be given to schools in which one-half of all
18 students tested on the fourth grade assessment in reading met the
19 state-wide standard, or in schools where average performance on the
20 reading component of the state-wide standardized test required in RCW
21 28A.230.190 were in the bottom half for the previous three years.

22 (3) Reading instruction grants provided under subsection (1) of
23 this section may be used to provide additional professional development
24 materials for interested school principals and classroom volunteers
25 providing assistance in kindergarten, first, and second grades,
26 interested in attending the professional development opportunity
27 identified in this section.

28 (4) An elementary school receiving funding in accordance with this
29 section shall certify and provide documentation to the superintendent
30 of public instruction that funds received were expended for
31 professional development and curriculum and related materials in
32 accordance with this section.

33 (5) Schools or school districts that received funds under RCW
34 28A.300.330 are not eligible to apply for funding in accordance with
35 subsection (1) of this section.

36 (6) The definitions in this section apply throughout this section
37 unless the context clearly requires otherwise.

1 (a) "Phonemic awareness instruction" means teaching awareness of
2 letter sounds, and segmenting and blending phonemes, syllables, and
3 words in a sequential progression.

4 (b) "Explicit systematic decoding instruction" means direct,
5 sequential teaching of how to read words fluently and automatically
6 that includes instruction in letter-sound correspondences, letter
7 combinations, multisyllabic words, blending, and structural elements,
8 and initially incorporates the use of decodable text. "Explicit
9 systematic decoding instruction" does not include the use of context
10 and syntax as word identification strategies in teaching beginning
11 reading skills.

12 (c) "Decodable text" means connected text containing a high
13 percentage of words that provide practice on the letter-sound
14 correspondences and letter combinations previously taught.

15 (d) "Diagnosis of a student's ability to decode" means regularly
16 assessing the student's mastery of word recognition, fluency and
17 automaticity, and word analysis in order to plan future instructional
18 activities.

19 (e) "Explicit and systematic instruction in spelling" means
20 teaching a logical scope and sequence of word knowledge, spelling
21 patterns, syllabication, and frequently used words connected to the
22 sequence used in reading and writing instruction.

23 (f) "Instruction in reading comprehension skills" means explicit,
24 systematic teaching of vocabulary development, text structure, context,
25 syntax, and syntactic patterns, including but not limited to,
26 strategies for higher order thinking skills such as interpretation,
27 summarization, prediction, clarification, and question generation.

28 (7) To the extent funds are appropriated in accordance with this
29 section, elementary schools interested in providing teacher training in
30 the use of volunteer tutors and mentors to assist struggling readers in
31 kindergarten through fourth grade may apply for grants from the
32 superintendent of public instruction for volunteer tutoring and
33 mentoring programs that are research based and have proven
34 effectiveness in improving student reading performance. The programs
35 must include the following elements:

36 (a) Teacher training in program planning and in the use of
37 classroom volunteers;

1 (b) Training for tutor and mentor volunteers in working with
2 students to overcome reading difficulties before their participation in
3 the program;

4 (c) An established goal for a minimum number of volunteer contact
5 hours for students to receive individual instruction per week;

6 (d) An established goal for a minimum number of volunteer contact
7 hours during normal school hours for students to receive individual
8 instruction per week;

9 (e) Teacher training in recruiting and retaining tutor and mentor
10 volunteers for reading instruction; and

11 (f) A plan to assess student reading performance before entering
12 the program and upon exit or at the end of the year as appropriate.
13 The results must be compiled and reported to the superintendent of
14 public instruction. The superintendent of public instruction shall
15 provide a preliminary report to the legislature by March 1, 1999, and
16 a final report to the legislature by December 1999 on the effectiveness
17 of the various programs.

18 (8) By April 15th, the superintendent of public instruction shall
19 notify all school districts that the funds under this section are
20 available. Funding provided must be available to schools no later than
21 June 1, 1998. Elementary schools may apply and become eligible for
22 both funding opportunities.

23 (9) Teachers participating in the programs will receive a stipend
24 from the funds.

25 (10) This section expires July 30, 2005.

26 NEW SECTION. **Sec. 3.** This act may be known and cited as the
27 successful readers act.

28 NEW SECTION. **Sec. 4.** This act is necessary for the immediate
29 preservation of the public peace, health, or safety, or support of the
30 state government and its existing public institutions, and takes effect
31 immediately."

32 Correct the title.

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