
SUBSTITUTE HOUSE BILL 2418

State of Washington

55th Legislature

1998 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Johnson, Talcott, Sterk, Sump, Mulliken, Lambert, Carlson, Thompson, Smith, McCune, Benson, O'Brien and Mason)

Read first time 02/07/98. Referred to Committee on .

1 AN ACT Relating to reading improvement; adding new sections to
2 chapter 28A.410 RCW; and creating a new section.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** To receive initial certification as a
5 teacher with primary responsibility for providing instruction in
6 elementary grades in this state after August 31, 2000, an applicant
7 shall have successfully completed coursework in comprehensive beginning
8 reading instruction and have passed the reading instruction competence
9 assessment administered by the state board of education in accordance
10 with section 2 of this act.

11 The coursework in comprehensive beginning reading instruction shall
12 consist of the study of organized, systematic, explicit skills
13 including phonemic awareness and decoding; a strong literature,
14 language, and comprehension component with a balance of oral and
15 written language; diagnostic techniques that assess student's reading
16 accuracy and fluency levels; early intervention techniques; and guided
17 practice in a school setting. The coursework shall also include study
18 of research on the acquisition of beginning reading skills and the
19 skills needed by proficient readers.

1 NEW SECTION. **Sec. 2.** (1) By June 30, 1999, the state board of
2 education shall provide for the administration of a reading instruction
3 competency assessment to all persons seeking initial certification with
4 primary responsibility for instruction in elementary grades in the
5 state. The assessment shall measure the applicant's ability to teach
6 beginning reading skills effectively as demonstrated through
7 instructional methodologies based on reliable and replicable teaching
8 strategies for beginning reading. The assessment shall measure an
9 applicant's ability to:

10 (a) Provide explicit and systematic instruction in phonemic
11 awareness for all students in kindergarten and first grade and in how
12 to apply phonemic awareness principles to beginning reading strategies;

13 (b) Provide explicit systematic decoding instruction and practice
14 in using those skills in decodable text materials;

15 (c) Provide explicit and systematic instruction in spelling and
16 spelling patterns, and the use of student created spelling to support
17 beginning reading development; and

18 (d) Provide explicit instruction in reading comprehension skills.

19 (2) The state board shall establish and each applicant must achieve
20 a minimum assessment score as a condition to being issued a teaching
21 certificate.

22 (3) The state board of education and the superintendent of public
23 instruction, as determined by the state board, may contract with one or
24 more third parties for:

25 (a) The development, purchase, administration, scoring, and
26 reporting of scores of the assessments established by the state board
27 under this section;

28 (b) Related clerical and administrative activities; or

29 (c) Any combination of the purposes in this subsection.

30 (4) The state board shall ensure that, at a minimum, teachers,
31 administrators, and representatives of institutions of higher education
32 participate in the development and implementation of the assessments.
33 The state board shall submit the proposed assessments to the education
34 committees of the house of representatives and senate for review before
35 implementing the assessments.

36 NEW SECTION. **Sec. 3.** The definitions in this section apply
37 throughout sections 1 through 3 of this act, unless the context clearly
38 requires otherwise.

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

4 (2) "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 (3) "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 (4) "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 (5) "Explicit and systematic instruction in spelling" means
20 teaching a logical scope and sequence of word knowledge, orthographic
21 patterns, syllabication, and frequently used words connected to the
22 sequence used in reading and writing instruction.

23 (6) "Vocabulary instruction" means teaching word meanings.

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

29 NEW SECTION. **Sec. 4.** Sections 1 through 3 of this act are each
30 added to chapter 28A.410 RCW.

31 NEW SECTION. **Sec. 5.** If specific funding for the purposes of this
32 act, referencing this act by bill or chapter number, is not provided by
33 June 30, 1998, in the omnibus appropriations act, this act is null and
34 void.

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