

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6509**

Chapter 271, Laws of 1998

(partial veto)

55th Legislature  
1998 Regular Session

TRAINING IN READING INSTRUCTION

EFFECTIVE DATE: 4/1/98

Passed by the Senate March 10, 1998  
YEAS 29 NAYS 20

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Passed by the House March 6, 1998  
YEAS 60 NAYS 38

CLYDE BALLARD

\_\_\_\_\_  
**Speaker of the  
House of Representatives**

Approved April 1, 1998, with the  
exception of sections 3 and 4, which  
are vetoed.

GARY LOCKE

\_\_\_\_\_  
**Governor of the State of Washington**

CERTIFICATE

I, Mike O Connell, Secretary of the  
Senate of the State of Washington, do  
hereby certify that the attached is  
**ENGROSSED SECOND SUBSTITUTE SENATE  
BILL 6509** as passed by the Senate and  
the House of Representatives on the  
dates hereon set forth.

MIKE O'CONNELL

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**Secretary**

FILED

April 1, 1998 - 3:14 p.m.

**Secretary of State  
State of Washington**

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ENGROSSED SECOND SUBSTITUTE SENATE BILL 6509

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AS AMENDED BY THE HOUSE

Passed Legislature - 1998 Regular Session

State of Washington

55th Legislature

1998 Regular Session

By Senate Committee on Ways & Means (originally sponsored by Senators Hochstatter, Benton, Zarelli, Rossi, Swecker, Deccio, Johnson, Oke, McCaslin, Stevens, Morton, Roach and Schow)

Read first time 02/10/98.

1 AN ACT Relating to training in reading instruction; adding a new  
2 section to chapter 28A.415 RCW; creating new sections; providing an  
3 expiration date; and declaring an emergency.

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

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

15 The role of professional development in supporting and sustaining  
16 a high-quality teaching force is critical. The legislature finds that  
17 many primary grade teachers would benefit from additional professional  
18 development instruction in beginning reading skills and access to  
19 current information regarding research-based, scientifically proven

1 instructional strategies to assist students in meeting the benchmarks  
2 established for the essential academic learning requirements.

3 The legislature also recognizes that when students are experiencing  
4 difficulties in advancing their reading skills, the use of volunteers  
5 to provide individualized tutoring and mentoring to those students will  
6 improve students' ability to overcome those difficulties and increase  
7 their reading achievement.

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

10 Schools interested in providing assistance to improve student  
11 learning in reading may apply for the following opportunities to  
12 provide professional development in beginning reading instructional  
13 strategies and related instructional materials and to implement  
14 volunteer tutoring programs for students throughout their school.

15 (1) To the extent funds are appropriated in accordance with this  
16 section, elementary schools interested in providing professional  
17 development and the purchase of related instructional materials in  
18 accordance with (a) of this subsection for certificated instructional  
19 staff that provide direct instructional services to students in  
20 kindergarten, first, and second grade may apply for and receive funding  
21 from the superintendent of public instruction. The application for  
22 funding shall be limited to:

23 (a) Verification that the intended professional development and  
24 related instructional materials include primary emphasis on the  
25 following beginning reading skills:

26 (i) Phonemic awareness instruction;

27 (ii) Explicit and systematic decoding instruction and diagnosis of  
28 a student's ability to decode;

29 (iii) Explicit spelling instruction;

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

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

33 (b) Verification that grant funds expended in accordance with this  
34 section will not be used for intervention or remediation programs; and

35 (c) Verification that the professional development will be provided  
36 by a public or private contractor that provides training in the methods  
37 required in this section.

1 (2) To the extent funds are appropriated in accordance with this  
2 section, elementary schools interested in providing programs that use  
3 volunteer tutors and mentors to assist struggling readers in  
4 kindergarten through sixth grade may apply for grants from the  
5 superintendent of public instruction for programs that are research-  
6 based and have proven effectiveness in improving student performance.  
7 The programs must include the following elements:

8 (a) Teacher training in research-based effective reading strategies  
9 and effective use of classroom volunteers with struggling readers;

10 (b) Training for tutor and mentor volunteers in research-based  
11 effective reading strategies before the volunteers participate in the  
12 program;

13 (c) An established goal for a minimum number of volunteer contact  
14 hours for students to receive individual instruction from teachers, and  
15 tutor or mentor volunteers during the summer, other intercessions for  
16 schools with year-round schedules or other vacation periods, or during  
17 normal school hours; and

18 (d) A plan to assess student reading performance before entering  
19 the program and upon exit or at the end of the year as appropriate.  
20 The results must be compiled and reported to the superintendent of  
21 public instruction. The superintendent of public instruction shall  
22 provide an initial report to the legislature by March 1, 1999, and a  
23 final report to the legislature by December 1999 on the effectiveness  
24 of the various programs.

25 (3) For applications submitted before June 1, 1998, priority for  
26 funds in accordance with this section shall be given to those schools  
27 in which less than one-quarter of all students tested on the fourth  
28 grade assessment in reading met the state-wide standard, or in schools  
29 where average performance on the reading component of the state-wide  
30 standardized test required in RCW 28A.230.190 were in the bottom  
31 quartile for the previous three years. Priority shall then be given to  
32 those schools in which less than one-third of all students tested on  
33 the fourth grade assessment in reading met the state-wide standard, or  
34 in schools where average performance on the reading component of the  
35 state-wide standardized test required in RCW 28A.230.190 were in the  
36 bottom third for the previous three years. Priority shall then be given  
37 to schools in which one-half of all students tested on the fourth grade  
38 assessment in reading met the state-wide standard, or in schools where  
39 average performance on the reading component of the state-wide

1 standardized test required in RCW 28A.230.190 were in the bottom half  
2 for the previous three years. Beginning June 1, 1998, the  
3 superintendent of public instruction shall open the application process  
4 to all schools without regard to performance on reading tests. For  
5 applications received after June 1, 1998, the superintendent shall  
6 provide funds to qualified applicants on a first-come, first-served  
7 basis, based on the date of application.

8 (4) Funds provided in accordance with this section may be used to  
9 provide additional professional development materials for interested  
10 school principals and classroom volunteers providing assistance in  
11 kindergarten, first, and second grades, interested in attending the  
12 professional development opportunity identified in subsection (1) of  
13 this section.

14 (5) Teachers participating in professional development  
15 opportunities in accordance with subsection (1) of this section or in  
16 volunteer programs in accordance with subsection (2) of this section  
17 will receive a stipend from the funds.

18 (6) An elementary school receiving funds in accordance with  
19 subsection (1) of this section shall certify and provide documentation  
20 to the superintendent of public instruction that funds received were  
21 expended for professional development and related materials in  
22 accordance with this section.

23 (7) Schools that received funds under RCW 28A.300.330 are not  
24 eligible to apply for funding in accordance with subsection (1) of this  
25 section.

26 (8) Until final allocation of funds for purposes of section 2(1) of  
27 this act by the superintendent of public instruction, or at the end of  
28 the 1998-99 school year, whichever occurs first, the following  
29 definitions apply throughout this section unless the context clearly  
30 requires otherwise.

31 (a) "Phonemic awareness instruction" means teaching awareness of  
32 letter sounds, and segmenting and blending phonemes, syllables, and  
33 words in a sequential progression.

34 (b) "Explicit systematic decoding instruction" means direct,  
35 sequential teaching of how to read words fluently and automatically by  
36 providing instruction in letter-sound correspondences, letter  
37 combinations, multisyllabic words, blending, and structural elements,  
38 and initially incorporates the use of decodable text.

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

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

8 (e) "Explicit and systematic instruction in spelling" means  
9 teaching a logical scope and sequence of word knowledge, spelling  
10 patterns, syllabication, and frequently used words connected to the  
11 sequence used in reading and writing instruction.

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

17 (9) By April 15, 1998, the superintendent of public instruction  
18 shall notify all school districts that the funds under this section are  
19 available. By June 1, 1998, the superintendent shall make initial  
20 awards to applicants meeting the requirements of subsections (1) and  
21 (3) of this section based on budget estimates submitted with the  
22 applications. The superintendent shall allocate any remaining funding  
23 for applications received after June 1, 1998, without regard to the  
24 requirements in subsection (3) of this section. Elementary schools may  
25 apply and become eligible for both funding opportunities in accordance  
26 with this section. Funds provided under this section may be used for  
27 school expenditures from June 1, 1998, through the end of the 1998-99  
28 school year.

29 (10) This section expires January 1, 2000.

30 ***\*NEW SECTION. Sec. 3. This act may be known and cited as the***  
31 ***successful readers act.***

32 ***\*Sec. 3 was vetoed. See message at end of chapter.***

33 ***\*NEW SECTION. Sec. 4. If specific funding for the purposes of***  
34 ***this act, referencing this act by bill or chapter number, is not***  
35 ***provided by June 30, 1998, in the omnibus appropriations act, this act***  
36 ***is null and void.***

37 ***\*Sec. 4 was vetoed. See message at end of chapter.***

1        NEW SECTION.    **Sec. 5.**    This act is necessary for the immediate  
2 preservation of the public peace, health, or safety, or support of the  
3 state government and its existing public institutions, and takes effect  
4 immediately.

      Passed the Senate March 10, 1998.

      Passed the House March 6, 1998.

      Approved by the Governor April 1, 1998, with the exception of  
          certain items that were vetoed.

      Filed in Office of Secretary of State April 1, 1998.

1        Note:    Governor's explanation of partial veto is as follows:

2        "I am returning herewith, without my approval as to sections 3 and  
3 4, Engrossed Second Substitute Senate Bill No. 6509 entitled:

4        "AN ACT Relating to training in reading instruction;"

5        E2SSB 6509 creates two separate reading improvement grant programs  
6 for the remainder of this biennium.    First, the Washington Reading  
7 Corps will receive grants for volunteer tutoring and mentoring programs  
8 in elementary school reading; and second, grants will provide optional  
9 training and materials in reading strategies for kindergarten through  
10 second grade teachers.

11        I am very pleased that the Legislature chose to enact the  
12 Washington Reading Corps, which I proposed prior to the 1998  
13 legislative session.    I would have preferred a more expansive program,  
14 but this is a good start.    Each legislator sought to improve our  
15 students' reading abilities and I am thankful that the mandates for  
16 certain reading strategies are no longer included in this measure.    I  
17 am, however, disappointed that the Reading Resource Centers championed  
18 by Superintendent of Public Instruction Terry Bergeson are not a part  
19 of this legislation.

20        This act is temporary in nature, and section 3 would give it a  
21 title.    Names should not be given to acts that are designed to last  
22 only a single biennium.    Section 4 contains a "null and void clause"  
23 which is moot.

24        For these reasons, I have vetoed sections 3 and 4 of Engrossed  
25 Second Substitute Senate Bill No. 6509.

26        With the exception of sections 3 and 4, Engrossed Second Substitute  
27 Senate Bill No. 6509 is approved."