

2 **2SSB 6509** - S AMD - 766

3 By Senators Hochstatter, Finkbeiner, Zarelli and Johnson

4 ADOPTED 2/17/98

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 The legislature further finds that many primary grade teachers
16 would benefit from additional professional development instruction in
17 beginning reading skills and access to current information regarding
18 scientifically proven instructional strategies that improve student
19 achievement in reading. The legislature further finds that the use of
20 volunteers to provide individualized tutoring and mentoring to students
21 will improve students' ability to read.

22 NEW SECTION. **Sec. 2.** The superintendent of public instruction
23 shall establish grant programs to provide training for teachers in
24 reading instruction in accordance with subsection (1) of this section
25 and in the use of tutors and mentors for reading instruction in
26 accordance with subsection (2) of this section as follows:

27 (1) Elementary schools interested in providing professional
28 development and the purchase of curriculum or related materials for
29 certificated instructional staff that provide direct instructional
30 services to students in kindergarten, first, and second grade may apply
31 for reading instruction grants and receive funding from the office of
32 the superintendent of public instruction.

33 (a) The reading instruction grant application shall be limited to:

34 (i) Verification that the school has developed a comprehensive
35 school-wide reading improvement plan that includes, but is not limited

1 to, a beginning reading-language arts program for use in kindergarten
2 through second grade, the primary elements of which must:

3 (A) Provide numerous daily opportunities for teachers in
4 kindergarten and first grade to read to students from a variety of
5 printed materials including rich literature and expository text;

6 (B) Provide explicit and sequential instruction in phonemic
7 awareness for all students in kindergarten and first grade and students
8 with limited English proficiency;

9 (C) Provide explicit systematic decoding instruction and practice
10 in using those skills in decodable text materials;

11 (D) Provide explicit instruction in reading comprehension skills
12 and opportunities for students to apply them;

13 (E) Require diagnosis of a student's ability to decode in first and
14 second grade;

15 (F) Provide explicit and systematic instruction in spelling and
16 provide students in kindergarten and first grade with an opportunity to
17 use student-invented spelling in all writing activities; and

18 (G) Provide students with structured assistance in learning to
19 write with ample opportunities to engage in writing activities;

20 (ii) Verification that the intended professional development
21 supports the efforts of the school's beginning reading-language arts
22 program required in (a)(i) of this subsection and includes primary
23 emphasis on the following beginning reading skills:

24 (A) Phonemic awareness strategies;

25 (B) Explicit and systematic decoding instruction and how to assess
26 a student's ability to decode;

27 (C) Explicit spelling and vocabulary instruction;

28 (D) Explicit instruction in reading comprehension strategies; and

29 (E) Research findings on the skills needed by beginning and
30 proficient readers, and how beginning reading skills are acquired;

31 (iii) Verification that grant funds expended in accordance with
32 this section will not be used for staff development, intervention, or
33 remediation programs; and

34 (iv) Verification that representatives of kindergarten, first, or
35 second grade teachers and reading specialists from the school will be
36 attending a leadership and accountability institute conducted by the
37 office of the superintendent of public instruction in accordance with
38 section 4 of this act.

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

19 (c) Reading instruction grants provided under this subsection (1)
20 may be used to provide additional professional development materials
21 for classroom volunteers providing assistance in kindergarten, first,
22 and second grades, interested in attending the professional development
23 opportunity identified in this subsection (1).

24 (d) An elementary school receiving funding in accordance with this
25 subsection (1) shall certify and provide documentation to the
26 superintendent of public instruction that funds received were expended
27 for professional development and related materials in accordance with
28 this subsection (1).

29 (e) Schools or school districts that received funds under RCW
30 28A.300.330 are not eligible to apply for reading instruction grants.

31 (f) The definitions in this section apply throughout this chapter
32 unless the context clearly requires otherwise.

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

36 (ii) "Explicit systematic decoding instruction" means direct,
37 sequential teaching of how to read words fluently and automatically
38 that includes instruction in letter-sound correspondences, letter
39 combinations, multisyllabic words, blending, and structural elements,

1 and initially incorporates the use of decodable text. "Explicit
2 systematic decoding instruction" does not include the use of context
3 and syntax as word identification strategies in teaching beginning
4 reading skills.

5 (iii) "Decodable text" means connected text containing a high
6 percentage of words that provide practice on the letter-sound
7 correspondences and letter combinations previously taught.

8 (iv) "Diagnosis of a student's ability to decode" means regularly
9 assessing the student's mastery of word recognition, fluency and
10 automaticity, and word analysis in order to plan future instructional
11 activities.

12 (v) "Explicit and systematic instruction in spelling" means
13 teaching a logical scope and sequence of word knowledge, orthographic
14 patterns, syllabication, and frequently used words connected to the
15 sequence used in reading and writing instruction.

16 (vi) "Vocabulary instruction" means teaching word meanings.

17 (vii) "Instruction in reading comprehension skills" means explicit,
18 systematic teaching of vocabulary development, text structure, context,
19 syntax, and syntactic patterns, including but not limited to,
20 strategies for higher order thinking skills such as interpretation,
21 summarization, prediction, clarification, and question generation.

22 (2) Elementary schools interested in providing teacher training in
23 the use of tutors and mentors for reading instruction in grades
24 kindergarten through fourth grade may apply for tutoring and mentoring
25 grants for programs that are research based and of proven
26 effectiveness. The programs must include the following elements:

27 (a) Teacher training in program planning, assessment, and
28 diagnosis, and training of volunteers;

29 (b) A tutoring and mentoring program providing a minimum of two
30 hours of individual instruction a week by a volunteer;

31 (c) Teacher training in recruiting and retaining tutors and mentors
32 for reading instruction;

33 (d) A plan to assess student reading performance before entering
34 the program and upon exit or at the end of the year as appropriate.
35 The results must be compiled and reported to the superintendent of
36 public instruction. The superintendent of public instruction shall
37 provide a report to the legislature by December 1999 on the
38 effectiveness of the various programs.

1 (3) By April 15th, the superintendent of public instruction shall
2 notify all school districts that the grants under subsections (1) and
3 (2) of this section are available. Funding provided for the grants
4 must be available to schools no later than June 1, 1998. School
5 districts may apply and become eligible for both grants.

6 (4) Teachers participating in the grant programs will receive a
7 stipend from the grant.

8 (5) This section expires July 30, 2005.

9 NEW SECTION. **Sec. 3.** (1) By July 31, 1998, each educational
10 service district shall establish a reading resource center within the
11 district.

12 (2) Schools accessing funds in accordance with section 2 of this
13 act may request and the center may assist schools and school districts
14 within its service area in matching local needs with reading programs,
15 providing professional development opportunities, and facilitating
16 discussions among teachers to promote best practices for beginning
17 reading instruction, all in accordance with section 2 of this act.

18 NEW SECTION. **Sec. 4.** (1) Before September 30, 1998, the office of
19 the superintendent of public instruction, in cooperation with
20 educational service districts, shall conduct leadership and
21 accountability institutes designed to provide teachers, administrators,
22 and school board members with information and tools to improve
23 beginning reading instructional programs and practices in their
24 schools. School district board of directors of each school district,
25 school administrators, and teachers identified by the school district
26 board of directors as having demonstrated leadership in reading
27 instruction in the school district or from schools receiving funds in
28 accordance with section 2 of this act shall be invited to attend the
29 institutes. The institutes shall provide professional development and
30 supporting materials to: Evaluate reading curriculum and reading
31 instructional weaknesses in schools to determine whether the school has
32 a comprehensive reading program; for elementary schools, ensure that
33 the primary, but not sole, element is a beginning reading component
34 that includes, but is not limited to, explicit instruction in phonemic
35 awareness, explicit systematic instruction in decoding skills,
36 diagnosis of a student's ability to decode, explicit and systematic
37 instruction in spelling, vocabulary instruction, and explicit

1 instruction in reading comprehension skills; conduct research on how
2 children learn to read, including those with limited English
3 proficiency, learning disabilities, or who are economically
4 disadvantaged; diagnose reading deficiencies; and monitor the movement
5 of students from beginning or deficient reading skills to independent
6 reading of rich literature and expository text.

7 (2) School districts sending teams to the institutes must make a
8 commitment to provide sufficient time to team members before and during
9 the next school year to support implementation of strategies learned
10 while at the institute.

11 (3) This section expires December 31, 1998.

12 NEW SECTION. **Sec. 5.** A new section is added to chapter 28A.150
13 RCW to read as follows:

14 Starting in the 1998-99 school year, school districts must
15 administer a standardized, nationally norm-referenced test to measure
16 second grade reading skills of second grade students. The state-wide
17 second grade reading test, in addition to reporting in other formats,
18 shall report student reading levels in terms of grade level and monthly
19 increments. The purpose of the second grade reading test is to provide
20 information to parents, teachers, and school administrators on the
21 level of acquisition of reading skills of each student at the beginning
22 of second grade.

23 Each school must have the test results available by the winter
24 parent-teacher conference. Schools must notify parents about the
25 second grade reading test during the conferences, inform the parents of
26 their students' performance on the test, identify actions the school
27 intends to take to improve the child's reading skills, and provide
28 parents with strategies to help the parents improve their child's
29 score.

30 Each school shall annually report to its community the number and
31 the actual percentage of second grade students reading at or above
32 second grade level and the distribution and range of all reading scores
33 by grade and monthly increments on the state-wide second grade reading
34 assessment required under this section.

35 Each district shall report to the superintendent of public
36 instruction annually beginning March 1999 the number and the actual
37 percentage of second grade students reading at or above second grade

1 level on the state-wide second grade reading assessment required under
2 this section.

3 NEW SECTION. **Sec. 6.** This act may be known and cited as the
4 successful readers act.

5 NEW SECTION. **Sec. 7.** Sections 1 through 4 of this act are each
6 added to chapter 28A.165 RCW.

7 NEW SECTION. **Sec. 8.** The following acts or parts of acts are each
8 repealed:

9 (1) RCW 28A.300.310 and 1997 c 262 s 2;

10 (2) RCW 28A.300.320 and 1997 c 262 s 3;

11 (3) RCW 28A.300.330 and 1997 c 262 s 4; and

12 (4) RCW 28A.300.340 and 1997 c 262 s 7.

13 NEW SECTION. **Sec. 9.** This act is necessary for the immediate
14 preservation of the public peace, health, or safety, or support of the
15 state government and its existing public institutions, and takes effect
16 immediately."

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20 On page 1, line 1 of the title, after "instruction;" strike the
21 remainder of the title and insert "adding new sections to chapter
22 28A.165 RCW; adding a new section to chapter 28A.150 RCW; creating a
23 new section; repealing RCW 28A.300.310, 28A.300.320, 28A.300.330, and
24 28A.300.340; providing expiration dates; and declaring an emergency."

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