MODEL STATE LEGISLATION LANGUAGE FOR

READING DEVELOPMENT AND READING LITERACY

TIERED AND DATA DRIVEN READING INSTRUCTION IN GENERAL EDUCATION

§GENERAL EDUCATION: FOUNDATIONAL READING INSTRUCTION; SPEAKING, LISTENING, AND LANGUAGE INSTRUCTION; CONTENT AREA READING LITERACY INSTRUCTION; AND WRITING LITERACY INSTRUCTION

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF [insert state name] that all reading programs adopted by either districts and schools be data-validated by science and consist of foundational reading and language instruction, speaking and listening instruction and writing literacy instruction. It is understood that reading literacy acquisition is attained through a complex development progression best taught by highly skilled and well trained professional teachers of reading, accomplished in delivering reading and language instruction and MTSS to diverse students populations. It is further understood that speaking, listening, and language skills will be taught in grades K–5 for academic and lifelong expression, comprehension, and collaboration. It is further understood that all content area teachers in grades 4–12 are teachers of reading and writing literacy and will provide instruction supports so all students attain grade-level proficiency.

§1.1 Foundational Reading Instruction in Grades K–3:

A. Foundational Reading Instruction programs shall consist of specific program content and a defined delivery system. The programs shall be taught by certified teachers of reading as defined in [insert state name] Statute, Section 2.0 of the law. The programs content shall consist of the following components:

  1. Foundational Reading Instructional Content Components

    a.   Language-Based — A program that provides instruction that integrates all aspects of language: receptive (listening and reading); expressive (oral expression to include word finding and sequencing); written expression (spelling, mechanics, coherence); and, handwriting.

    b.   Phonological Awareness — A language program that explicitly supports that words are made up of individual speech sounds and that those sounds can be manipulated: rhyming; recognition of initial, final, and medial sounds; recognition of vowel sounds; recognition and identification of the number of syllables in a word; sound blending of phonemes (sounds) in words and detached syllables; phoneme segmentation of real words and detached syllables; and, phoneme manipulation.

    c.   Phoneme-Grapheme Correspondence Knowledge — A program that provides instruction on the system by which symbols represent sounds in a writing system: accurately pronouncing each phoneme represented by a given grapheme (symbol to sound); writing the graphemes that represent each given phoneme (sound to symbol); and, blending rules.

    d.   Syllable Instruction — A program that provides instruction in syllables and their application to reading both as a word or part of a word that contains one sounded vowel.

    e.   Linguistics — A program providing the science of language that includes phonology, morphology, syntax, and semantics; the study of the structure of a language and its relationship to other languages.

    f.   Meaning-based Instruction — A program that provides instruction, through words and sentences, on how

to best extract meaning in addition to teaching isolated letter-sound correspondence; instruction in morphology which includes identification of morphemes and their functional use in written and spoken words; instruction of syntax to include sentence construction, combining, and expansion in both narrative and expository text; instruction of semantics to include vocabulary acquisition, idioms, and figurative language; and, instruction in comprehension of narrative and expository text.

g. Reading Fluency Instruction   — A program that provides instruction on the imperative of reading fluency to include: accuracy; appropriate use of pitch, juncture, and stress; text phrasing; and the rate at which one reads. Instruction will provide for substantial practice and continual application of decoding and word recognition to work toward automaticity; and also opportunities for reading large amounts of text to achieve independent reading at grade-level with 95 percent accuracy and specific practices in skills being learned.

h. Phonics —A program that provides instructional practices that emphasize how spellings are related to speech sounds in systematic ways.

B. Instructional Methodology and Delivery of Foundational Reading Instructional Content

1. All teachers of reading shall be prepared to utilize the following techniques and strategies with a diverse student population in the classrooms. Foundational reading instruction with student- teacher interaction shall be delivered as follows:

a. Systematic (structured), sequential, and cumulative instruction that is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels, and demonstration of progress;

b. Individualized instruction that meets the specific learning needs of each SEEDS in a small group setting to include a reading curriculum that matches each student's individual ability level;

c. Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and produces results;

d. Meaning-based instruction that is directed toward purposeful reading and writing, with an emphasis on comprehension and composition, and independent thinking;

e. Instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

2. Instructional delivery that uses a simultaneous combination of internal learning pathways, visual, auditory, kinesthetic, and tactile to achieve proficiency in language processing.

3. Synthetic to analytic phonics delivery that teaches students the sounds of the letters first and then combines or blends these sounds to create words. Analytic phonics uses prior knowledge of letters and their corresponding sounds to decode and form new words.

4. Synthetic phonics methodology teaches students the sounds of the letters first and then combines or blends these sounds to create words. It is delivered to students as follows:

a. Systematically. The material is organized and taught in a way that is logical and fits the nature of our language. This characteristic of the methodology refers to the way a system of rules governs how sounds combine to form words and words combine to form sentences to represent knowledge.

b.Sequentially. The learner moves step by step, in order, from simple, well-learned material to that which is more complex, as he or she masters the necessary body of language skills.

c. Cumulatively. Each step is incremental and based on those skills already learned.

d. Individualized. Teaching is planned to meet the differing needs of learners who are similar to each other, but not ever exactly alike.

5. Automaticity of student reading performance requires a fluent processing of printed material. The goal is for the process to require little effort or attention, as in sight word recognition. Adequate student practice with decodable text is to be provided for mastery of automaticity skills and applications of concepts.

C. Implementation of the Foundational Reading Instruction Program is to be routinely provided to students within the regular school day for a minimum of [Insert state requirements (200-250)] minutes per week or a minimum of [Insert state requirements (40-50)] minutes each day. The instruction will be scheduled in two segments for students as follows: regular class instruction, out-of-class instruction, individual or small group instruction, a combination of these options, or any additional arrangements that may be developed by the committee.

§1.2 Grades K-5 Speaking, Listening, and Language Instruction Speaking and Listening skills of increasing difficulty by grade level will be taught to students in grades K–5 for academic and lifelong expression, comprehension, cooperation, and collaboration.

A. Comprehension and collaboration in discussion with increased difficulty by grade level:

1. Students will learn to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-level topics and texts, building on others' ideas, and expressing their own ideas clearly.

2. Students will learn to come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion:

   a. Follow agreed-upon rules for discussions and carry out assigned roles.

   b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

3. Students will learn to summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Students will learn to summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

B. Expression and presentation of knowledge and ideas in discussion with increased difficulty by grade level:

1. Students will report on a topic or text or present an opinion; sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.

2. Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

3. Students will learn to adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

C. Conventions of Standard English in speaking and writing with increased difficulty by grade level:

1. Students will learn and demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Students will learn and explain the function of conjunctions, prepositions, and interjections in general and their

function in particular sentences.

3. Students will learn to use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

4. Students will learn to use verb tense to convey various times, sequences, states, and conditions.

5. Students will learn to recognize and correct inappropriate shifts in verb tense (e.g., either/or, neither/nor).

D. Command of the conventions of standard English— capitalization, punctuation, and spelling when writing with increased difficulty by grade level:

1. Students will learn to use punctuation to separate items in a series.

2. Students will learn to use a comma to separate an introductory element from the rest of the sentence.

3. Students will learn to use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you),* to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?),* and to indicate direct address (e.g., *Is that you, Steve?).*

4. Students will learn to use underlining, quotation marks, or italics to indicate titles of works.

5. Students will learn to spell grade-appropriate words correctly, consulting references as needed.

E. Knowledge of language with increased difficulty by grade level:

1. Students will learn to use knowledge of language and its conventions when writing, speaking, reading, or listening.

2. Students will learn to expand, combine, and reduce sentences for meaning, reader and listener interest, and style.

3. Students will learn to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.

F. Vocabulary acquisition and use with increased difficulty by grade level:

1. Students will learn to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

2. Students will learn to use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

3. Students will learn to use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis).*

4. Students will learn to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5. Students will learn to demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

6. Students will learn to interpret figurative language, including similes and metaphors, in context.

7. Students will learn to recognize and explain the meaning of common idioms, adages, and proverbs.

8. Students will learn to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

9. Students will learn to acquire and use accurately grade-appropriate general academic and domain-specific words

and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition).*

§1.3 Grades 4–12 Reading Literacy Instruction in Content Areas

Reading literacy skills will be provided to all students by content area and English language arts as determined by the Standards to define college and career readiness expectations.

A. Key ideas and details in content area reading literacy with increased difficulty by grade level:

    1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

    2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

    3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

B. Craft and structure content area reading literacy with increased difficulty by grade level:

    1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

    2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

    3. Assess how point of view or purpose shapes the content and style of a text.

C. Integration of knowledge and ideas in content area reading literacy with increased difficulty by grade level:

    1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

    2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

    3. Analyze how two or more texts address similar themes or topics to build knowledge or to compare author approaches.

D. Range of reading and level of text complexity for reading literacy with increased difficulty by grade level. Analyze and structure instruction with complex textual literature that requires increased comprehension proficiency and encourages independent analysis.

§1.4 Grades 4-8 Writing Literacy Instruction

Writing literacy skills will be provided to all students by teachers of content areas and English language arts as determined by the Standards, to define college and career readiness expectations.

A. In grades 4–8, with increased difficulty by grade level, students will be instructed on and master the skill of writing opinion pieces on topics or texts, supporting a point of view with reasons and information that increase in complexity:

    1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

    2. Provide reasons that are supported by facts and details.

    3. Link opinion and reasons using words and phrases.

4. Provide a concluding statement or section related to the opinion presented.

B. In grades 4–8, with increased difficulty by grade, students will be instructed on and master the skill of writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

3. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

5. Provide a concluding statement or section that follows from and supports the argument presented.

C. In grades 4–8, with increased difficulty by grade level, students will be instructed on and will master the skill of writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

3. Use a variety of transitional words and phrases to manage the sequence of events.

4. Use concrete words and phrases and sensory details to convey experiences and events precisely.

5. Provide a conclusion that follows from the narrated experiences or events.

D. In grades 4–8, with increased difficulty by grade, students will be instructed on and will master the skill of the production and distribution of writing:

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

2. With guidance and support from peers and teachers, develop and strengthen writing as needed by planning, revising, and editing.

3. With some guidance and support from teachers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

E. In grades 4–8, with increased difficulty by grade level, students will be instructed on and master the writing skill of using Research to Build and Present Knowledge:

1. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

2. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information; and provide a list of sources.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

§1.5 Grades 9-12 Writing Literacy Instruction

Writing literacy skills will be provided to all students by content area and English language arts teachers as determined by the Standards to define college and career readiness expectations.

A. In grades 9–12, with increased difficulty by grade level, students will be instructed on and master the skill of writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension:

2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

B. In grades 9–12, with increased difficulty by grade level, students will be instructed on and master the skill of writing narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences:

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and characters.

3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters.

5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

C. In grades 9–12, with increased difficulty by grade level, students will be instructed on and master the skill of production and distribution of writing:

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

D. In grades 9–12, with increased difficulty by grade level, students will be instructed on and master the writing skill of using research to build and present knowledge:

1. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

3. Draw evidence from literary or informational texts to support analysis, reflection, and research.

§**EFFECTIVE DATE.** This section is effective [insert date].