

SECOND REGULAR SESSION
HOUSE COMMITTEE SUBSTITUTE FOR
HOUSE BILL NO. 2872
103RD GENERAL ASSEMBLY

6553H.04C

JOSEPH ENGLER, Chief Clerk

AN ACT

To repeal sections 161.097, 161.241, 167.268, 167.340, 167.645, and 170.014, RSMo, and to enact in lieu thereof six new sections relating to literacy of elementary school students.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Sections 161.097, 161.241, 167.268, 167.340, 167.645, and 170.014, RSMo, are repealed and six new sections enacted in lieu thereof, to be known as sections 161.097, 161.241, 167.268, 167.340, 167.645, and 170.014, to read as follows:

161.097. 1. The state board of education shall establish standards and procedures by which it will evaluate all teacher training institutions in this state for the approval of teacher education programs. The state board of education shall not require teacher training institutions to meet national or regional accreditation as a part of its standards and procedures in making those evaluations, but it may accept such accreditations in lieu of such approval if standards and procedures set thereby are at least as stringent as those set by the board. The state board of education's standards and procedures for evaluating teacher training institutions shall equal or exceed those of national or regional accrediting associations.

2. There is hereby established within the department of elementary and secondary education the "Missouri Advisory Board for Educator Preparation", hereinafter referred to as "MABEP". The MABEP shall advise the state board of education and the coordinating board for higher education regarding matters of mutual interest in the area of quality educator preparation programs in Missouri. The advisory board shall include at least three active elementary or secondary classroom teachers and at least three faculty members within approved educator preparation programs. The classroom teacher members shall be selected to represent various regions of the state and districts of different sizes. The faculty

EXPLANATION — Matter enclosed in bold-faced brackets **[thus]** in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

17 representatives shall represent institutions from various regions of the state and sizes of
18 programs. The advisory board shall hold regular meetings that allow members to share needs
19 and concerns and plan strategies to enhance teacher preparation.

20 3. Upon approval by the state board of education of the teacher education program at
21 a particular teacher training institution, any person who graduates from that program, and
22 who meets other requirements which the state board of education shall prescribe by rule,
23 regulation and statute shall be granted a certificate or license to teach in the public schools of
24 this state. However, no such rule or regulation shall require that the program from which the
25 person graduates be accredited by any national or regional accreditation association.

26 4. The state board of education shall, in consultation with MABEP, align literacy and
27 reading instruction coursework for teacher education programs in early childhood,
28 kindergarten to fifth grade elementary teacher certification, middle school communication
29 arts, high school communication arts, and all reading and special education certificates to
30 include the following:

31 (1) Teacher candidates shall receive classroom and clinical training in:

32 (a) The core components of reading, including phonemic awareness, phonics, fluency,
33 comprehension, morphology, syntax, and vocabulary;

34 (b) Oral and written language development; and

35 (c) Identification of reading deficiencies, dyslexia, and other language difficulties;

36 (2) Teacher candidates shall also have training on:

37 (a) The selection and use of **high-quality** reading curricula and instructional
38 materials **that do not include the three-cueing system as defined in section 170.014 as an**
39 **instructional strategy for decoding;**

40 (b) The administration and interpretation of assessments;

41 (c) How to translate assessment results into effective practice in the classroom
42 specific to the needs of students; and

43 (d) Additional best practices in the field of literacy instruction as recommended by
44 the literacy advisory council pursuant to section 186.080;

45 **(3) Educator preparation programs shall not include instruction in, or**
46 **endorsement of, the three-cueing system as defined in section 170.014 as an**
47 **instructional strategy for decoding.**

48 5. **Beginning July 1, 2027, the department of elementary and secondary**
49 **education shall annually review and publicly report on the compliance of educator**
50 **preparation programs with subsection 4 of this section. The review shall include an**
51 **evaluation of whether instruction is grounded in the components of evidence-based**
52 **reading instruction, such as phonological awareness, phonics, fluency, vocabulary,**
53 **comprehension, morphology, syntax, and semantics. The review shall also include an**

54 **evaluation of whether prohibited practices, including three-cueing as defined in section**
55 **170.014, are excluded from coursework. Educator preparation programs not in**
56 **compliance with subsection 4 of this section shall not be approved to certify new**
57 **teachers.**

58 **6.** Any rule or portion of a rule, as that term is defined in section 536.010, that is
59 created under the authority delegated in this section shall become effective only if it complies
60 with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028.
61 This section and chapter 536 are nonseverable and if any of the powers vested with the
62 general assembly pursuant to chapter 536 to review, to delay the effective date, or to
63 disapprove and annul a rule are subsequently held unconstitutional, then the grant of
64 rulemaking authority and any rule proposed or adopted after August 28, 2014, shall be invalid
65 and void.

161.241. 1. The state board of education, in collaboration with the coordinating
2 board for higher education and the commissioner's advisory council under section 186.080,
3 shall develop a plan to establish a comprehensive system of services for reading instruction.

4 2. The state board of education shall establish and periodically update a statewide
5 literacy plan that supports high quality, evidence-based reading instruction for all students.

6 3. The state board of education shall create an office of literacy. The commissioner of
7 education shall coordinate staff with roles relating to literacy and align staff work around
8 supporting best practices in reading instruction.

9 4. The state board of education shall align literacy and reading instruction coursework
10 for teacher education programs as required under subsection 4 of section 161.097.

11 5. Subject to appropriation, the department of elementary and secondary education
12 shall recruit and employ quality teacher trainers with expertise in reading instruction and
13 provide opportunities for evidence-based professional development in reading instruction
14 available for all active teachers.

15 6. The department shall maintain and publish data on reading outcomes, provided that
16 the report shall not include individually identifiable student data.

17 7. The department shall publish criteria and examples to help districts and schools
18 select and use evidence-based reading curricula and instructional materials. Additionally, the
19 department shall publish a list of curricula that ensure instruction is explicit, systematic,
20 diagnostic, and based on phonological awareness, phonics, fluency, vocabulary,
21 comprehension, morphology, syntax, and semantics. This shall be a resource to districts.

22 8. The department shall provide online tools and training for active teachers on
23 evidence-based reading instruction.

24 9. There is hereby created in the state treasury the "Evidence-based Reading
25 Instruction Program Fund". The fund shall be administered by the department and used to

26 reimburse school districts and charter schools for efforts to improve student literacy,
27 including, but not limited to: initiatives that provide optional training and materials to
28 teachers regarding best practices in reading pedagogies; resources for parents and guardians
29 to assist them in teaching their children to read; funding for reading tutoring programs **inside**
30 **or** outside of regular school hours; stipends for teachers who undergo additional training in
31 reading instruction, which may also count toward professional development requirements;
32 and funding for summer reading programs. The fund shall consist of moneys appropriated
33 annually by the general assembly from general revenue to such fund, any moneys paid into
34 the state treasury and required by law to be credited to such fund, and any gifts, bequests, or
35 donations to such fund. The fund shall be kept separate and apart from all other moneys in
36 the state treasury and shall be paid out by the state treasurer pursuant to chapter 33.
37 Notwithstanding the provisions of section 33.080 to the contrary, moneys in the fund at the
38 end of the biennium shall not be transferred to the credit of the general revenue fund. All
39 interest and moneys earned on the fund shall be credited to the fund.

167.268. 1. Each school district and charter school shall have on file a policy for
2 reading success plans. Each school district and charter school shall provide all parents and
3 guardians of students, including parents of students who are identified as having a **reading**
4 **deficiency or** substantial **reading** deficiency [~~in reading~~] under [~~subsection 1~~] **subsections 5**
5 **and 6** of section 167.645, with suggestions for regular parent-guided home reading.

6 2. The department of elementary and secondary education shall develop guidelines to
7 assist districts and charter schools in formulating policies for reading success plans. Such
8 guidelines may include, but are not limited to, measures of reading proficiency, strategies for
9 addressing reading deficiencies, timelines for measuring pupil improvement in reading, and
10 information on screening of dyslexia. Such guidelines may also identify performance levels
11 for pupils identified as handicapped or severely handicapped and conditions under which
12 such pupils may be exempt from the provisions of this section and section 167.645.

13 3. Each school district and charter school shall provide intensive reading instruction
14 to students as provided in section 167.645.

167.340. 1. The provisions of sections 167.340 to 167.346 shall be known and may
2 be cited as the "Read to be Ready Program".

3 2. Beginning July 1, [2000] **2027**, if a school district provides reading improvement
4 instruction for students in [~~kindergarten~~] **first grade** through third grade who do not meet the
5 [~~district's~~] **state's** objectives for reading as demonstrated by performance on the district's
6 chosen [~~methods of reading assessment~~] **Missouri reading screener established in section**
7 **167.645**, such students who receive reading improvement instruction pursuant to this
8 subsection may be counted for additional average daily attendance for state school aid during
9 their reading improvement instruction time if such time falls outside normal school hours.

10 3. Reading improvement instruction may take the form of summer school, provided
11 that the summer school instruction addresses the reading deficiency, additional hours of
12 instruction or such other methods as the district may select including, but not limited to,
13 smaller class sizes, additional resources [~~including computers~~], reading specialists, teacher
14 and administrator training, tutoring, phonics instruction and use of parents and volunteers.

167.645. 1. **(1) The "Missouri Reading Screener" or "Reading Screener" is**
2 **hereby established as a literacy-based reading assessment adopted by a school district or**
3 **charter school to be administered to students as provided in this section. A reading**
4 **screener shall refer to any screener that has been approved by the department of**
5 **elementary and secondary education as of the effective date of this section and that**
6 **meets the criteria provided in this section.**

7 **(2) Any reading screener approved by the department of elementary and**
8 **secondary education shall score each student and provide a numerical value relative to**
9 **the student's grade level and in one of the following categories: "at risk", "approaching**
10 **expectations", "meets expectations", and "exceeds expectations".**

11 **(3) Proficiency benchmarks "below basic", "basic", "grade-level", "proficient",**
12 **or "advanced" associated with these categories shall be determined by the department**
13 **of elementary and secondary education.**

14 **(4) Each school district and charter school shall assess all students enrolled in**
15 **kindergarten once at the end of the kindergarten year and all students in grades one**
16 **through [grade] three [at the beginning and end of each school year] for their level of reading**
17 **[or reading readiness on state-approved reading assessments. Additionally, all school districts**
18 **and charter schools shall assess any newly enrolled student in grades one through five for**
19 **their level of reading or reading readiness on a reading assessment from the state-approved**
20 **list] as provided in this section.**

21 **(5) Each school district and charter school shall administer the reading screener**
22 **during three annual administration windows established by the department of**
23 **elementary and secondary education. The first such annual administration window**
24 **shall occur within the first twenty days of the school year, with the results of such**
25 **reading assessment sent in a letter to the student's parent, guardian, or other individual**
26 **having control or custody of such student within the first thirty days of the school year.**

27 **2. The department of elementary and secondary education shall provide the**
28 **reading screener at no cost to school districts and charter schools.**

29 **3. The Missouri reading screener shall:**

30 **(1) Be appropriate for students in grades one through three;**

31 **(2) Be used to comply with the dyslexia screening requirements established in**
32 **section 167.950; and**

33 **(3) Screen for characteristics of dyslexia and reading deficiency and assess the**
34 **following skills as developmentally appropriate:**

35 **(a) Phonological and phonemic awareness;**

36 **(b) Sound-symbol recognition;**

37 **(c) Alphabet knowledge;**

38 **(d) Decoding;**

39 **(e) Rapid naming;**

40 **(f) Encoding; and**

41 **(g) Oral reading fluency.**

42 **4. Student results on the reading screener shall not be used to make decisions**
43 **concerning the accreditation classification of a public school or school district.**

44 **5. At the beginning of the school year, each school district and charter school shall**
45 **provide a reading success plan to any student who:**

46 **(1) Exhibits a reading deficiency or substantial reading deficiency** ~~[in reading which~~
47 ~~creates a barrier to]~~ **that impedes** the child's progress learning to read. The identification of
48 such deficiency may be based upon the most recent assessments ~~[or teacher observation];~~ or

49 **(2) Has been identified as being at risk of dyslexia in** ~~[the]~~ **a statewide dyslexia**
50 **screening or has a formal diagnosis of dyslexia.**

51 **6. (1) For the purposes of this section, a reading deficiency shall refer to a student**
52 **who scores "approaching expectations" on the Missouri reading screener, and a**
53 **substantial reading deficiency shall refer to a student who** ~~[is one or more grade level or levels~~
54 ~~behind in reading or reading readiness]~~ **scores below "at risk" on the Missouri reading**
55 **screener;** provided that nothing in this section shall be interpreted to prevent a school district
56 or charter school from offering a reading success plan to any student based on an assessment
57 completed ~~[at the start and end of the school year]~~ **during the three administration**
58 **windows or based on** teacher observation.

59 **(2) For any student entering the school district or charter school after the start of the**
60 **school year, such student shall be:**

61 **(a) Assessed within the first twenty school days after entering such school; and**

62 **(b) Provided a reading success plan in the event the student has been identified as**
63 **having a reading deficiency or substantial reading deficiency based on the student's most**
64 **recent assessment** ~~[or otherwise being identified through teacher observation. The student's~~
65 ~~reading proficiency shall be reassessed by reading assessments on the state approved list].~~
66 **The student shall continue to be provided with intensive reading instruction under a reading**
67 **success plan until the reading deficiency is remedied.**

68 ~~[2-]~~ **7. The district or charter school shall notify the parent or guardian of any student**
69 **in** ~~[kindergarten]~~ **grades one through** ~~[grade]~~ **three who exhibits a reading deficiency or**

70 substantial **reading** deficiency [~~in reading~~], as described in [~~subsection 4~~] **subsections 5 and**
71 **6** of this section, at least annually in writing **and within thirty days after identification of a**
72 **reading deficiency or a modification to services provided to the student for a reading**
73 **deficiency**, and in an appropriate, alternative manner for the parent or other guardian if
74 necessary, of the following:

75 (1) That the child has been identified as having a **reading deficiency or** substantial
76 **reading** deficiency [~~in reading~~];

77 (2) A description of the services currently provided to the child;

78 (3) **(a)** A description of the proposed supplemental instructional services and
79 supports that the school district will provide to the child that are designed to remediate the
80 identified area of reading deficiency.

81 **(b)** For students identified as being at risk of dyslexia or those that have a diagnosis
82 of dyslexia the district shall provide an explanation that the instruction that will be used to
83 teach the child reading shall be explicit, systematic, and diagnostic and based on phonological
84 awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics;

85 (4) Strategies for parents and guardians to use in helping the child succeed in reading
86 proficiency, including but not limited to the promotion of parent-guided home reading;

87 **(5) That if the child has a substantial reading deficiency that is not corrected by**
88 **the end of grade three, the child shall not be promoted to grade four unless the child**
89 **qualifies for a good cause exemption under subsections 10 and 11 of this section.**

90 [~~3. If the~~] **8.** A school district or charter school [~~provides~~] **providing** a summer
91 reading program under this section [~~, the district or charter school~~] shall notify the parent or
92 guardian of each student who exhibits a **reading deficiency or** substantial **reading** deficiency
93 [~~in reading of the opportunity to~~] **that the student is required to** attend the summer reading
94 program.

95 [~~4.~~] **9. (1) Beginning in the 2027-28 school year and continuing in all subsequent**
96 **school years**, if a student has a substantial reading deficiency at the end of third grade, the
97 student's parent or guardian and appropriate school staff shall discuss whether the student
98 should be retained in grade level, based on a consideration of all relevant factors, including
99 the reading deficiency, the student's progress in other subject areas, and the student's overall
100 intellectual, physical, emotional, and social development. A decision to [~~promote or~~] retain a
101 student with a substantial reading deficiency at the end of grade three shall be made only after
102 direct personal consultation with the student's parent or guardian and after the formulation of
103 a specific plan of action to remedy the student's reading deficiency **as determined by the**
104 **department of elementary and secondary education. Based upon such student's**
105 **performance on the reading screener, the student shall be retained in grade three unless:**

106 (a) Such student scores "approaching expectations" or higher on a retest
107 opportunity under subdivision (2) of this subsection; or

108 (b) Such student qualifies for a good cause exemption under subsections 10 and
109 11 of this section.

110 (2) A student retained under subdivision (1) of this subsection may be promoted
111 to grade four if the student successfully completes a state-approved summer reading
112 program and scores "approaching expectations" or higher on a retest opportunity
113 through the Missouri reading screener.

114 10. A student may be promoted to grade four despite scoring "at risk" on the
115 reading screener if the student has a good cause exemption. Good cause exemptions
116 shall be limited to the following:

117 (1) Students with disabilities who have an approved individualized education
118 plan developed under the federal Individuals with Disabilities Education Act (IDEA), 20
119 U.S.C. Section 1401 et seq., as amended, that indicates that participation in the
120 statewide assessment program is not appropriate, consistent with state and federal law;

121 (2) Students with disabilities who participate in the statewide summative English
122 language arts assessment and who have either of the following plans reflecting that the
123 student has received intensive reading intervention for more than two years but still
124 demonstrates a substantial reading deficiency:

125 (a) An approved individualized education plan developed under the federal
126 Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Section 1401 et seq., as
127 amended; or

128 (b) A 504 plan created under Section 504 of the federal Rehabilitation Act of
129 1973, 29 U.S.C. Section 794, as amended;

130 (3) Students identified as English language learners who have had fewer than
131 two years of instruction in an English language learner program; and

132 (4) Students who have already been retained at least once in any of grades
133 kindergarten through grade three.

134 11. Requests for a good cause exemption shall be made in accordance with the
135 following requirements:

136 (1) Documentation shall be submitted from the student's teacher to the school
137 principal indicating that the promotion of the student is appropriate. Such
138 documentation shall consist only of the good cause exemption being requested and
139 the existing reading improvement plan or individualized education plan, as applicable;
140 and

141 (2) The school principal shall review and discuss the recommendation with the
142 teacher and parent or guardian and make the determination as to whether the student

143 **qualifies for one of the good cause exemptions described in subsection 10 in this section.**
144 **If the school principal determines that the student is eligible for one of the good cause**
145 **exemptions based on the documentation provided, the school principal shall make such**
146 **recommendation in writing to the superintendent of the school district. The**
147 **superintendent shall accept or reject the school principal's recommendation in writing.**

148 **12. (1) The school district shall assist schools with providing written notification**
149 **to the parent of any student who is retained that:**

150 **(a) Such student has not met the reading level required for promotion;**

151 **(b) The reasons the student is not eligible for a good cause exemption; and**

152 **(c) That such student will be retained in grade three.**

153 **(2) The notification required under subdivision (1) of this subsection shall**
154 **include a description of the proposed interventions and supports that will be provided to**
155 **the child to remedy the identified area or areas of reading deficiency in the following**
156 **school year.**

157 ~~[5-]~~ **13.** Each school district or charter school shall do all of the following:

158 (1) Provide students who are identified as having a **reading deficiency** or substantial
159 **reading deficiency** ~~[in reading]~~ under ~~[subsection 1]~~ **subsections 5 and 6** of this section, have
160 been identified as being at risk of dyslexia in the statewide dyslexia screening, or have a
161 formal diagnosis of dyslexia with intensive instructional services and supports specified in a
162 reading success plan, as appropriate according to student need, free of charge, to remediate
163 the identified areas of reading deficiency, including additional scientific, evidence-based
164 reading instruction and other strategies prescribed by the school district or charter school
165 which may include but are not limited to the following:

166 (a) Small group or individual instruction;

167 (b) Reduced teacher-student ratios;

168 (c) More frequent progress monitoring;

169 (d) Tutoring or mentoring;

170 (e) Extended school day, week, or year; ~~[and]~~

171 (f) Summer reading programs; **and**

172 **(g) A "read at home" plan outlined in a parental contract including, but not**
173 **limited to, participation in parent training workshops or regular parent-guided home**
174 **reading activities, or both, that are aligned to scientifically based reading research;**

175 (2) For any student with a formal diagnosis of dyslexia or for a student who was
176 found to be at risk of dyslexia in the statewide dyslexia screening, the school district or
177 charter school shall provide evidence-based reading instruction that addresses phonology,
178 sound-symbol association, syllable instruction, morphology, syntax, and semantics provided
179 through systematic, cumulative, explicit, and diagnostic methods;

180 (3) At regular intervals, but no less than four times per year in a manner that reflects
181 progress through each school term, notify the parent or guardian of academic and other
182 progress being made by the student and give the parent or guardian other useful information;

183 (4) In addition to required reading enhancement and acceleration strategies, provide
184 all parents of students, including parents of students who are identified as having a **reading**
185 **deficiency or** substantial **reading** deficiency [~~in reading~~] under [~~subsection 4~~] **subsections 5**
186 **and 6** of this section, with a plan that includes suggestions for regular parent-guided home
187 reading.

188 [~~6~~] **14.** Each school district and charter school shall ensure that intensive reading
189 instruction through a reading development initiative shall be provided to each [~~kindergarten~~]
190 **grade one** through grade [~~five~~] **three** student who is assessed as exhibiting a **reading**
191 **deficiency or** substantial **reading** deficiency [~~in reading~~]. In addition to the requirements
192 otherwise provided, such instruction shall also comply with all of the following criteria:

193 (1) Be provided to all [~~kindergarten~~] **grade one** through grade [~~five~~] **three** students
194 who exhibit a **reading deficiency or** substantial **reading** deficiency [~~in reading~~] under this
195 section. The assessments shall measure phonemic awareness, phonics, fluency, vocabulary,
196 and comprehension;

197 (2) Be provided during regular school hours;

198 (3) Provide a reading curriculum that meets the requirements of section 170.014, and
199 at a minimum has the following specifications:

200 (a) Assists students assessed as exhibiting a **reading deficiency or** substantial
201 **reading** deficiency [~~in reading~~] to develop the skills to read at grade level;

202 (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary,
203 and comprehension;

204 (c) Includes a scientifically based and reliable assessment;

205 (d) **Does not include the three-cueing system, as defined in section 170.014, to**
206 **decoding;**

207 (e) Provides initial and ongoing analysis of each student's reading progress; and

208 [~~e~~] (f) Provides a curriculum in core academic subjects to assist the student in
209 maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

210 **15. Each school district shall establish at each school, where applicable, an**
211 **intensive acceleration class for any student retained in grade three under subsection 9 of**
212 **this section who was previously retained in kindergarten, grade one, or grade two. The**
213 **intensive acceleration class shall include criteria established in subsections 13 and 14 of**
214 **this section and:**

215 (1) **Have a reduced teacher-student ratio; and**

216 **(2) Provide explicit, systematic, sequential, and cumulative reading instruction**
217 **and intervention for the majority of student contact time each day.**

218 [7:] **16.** School districts and charter schools shall report to the department the specific
219 intensive reading interventions and supports implemented by the school district or charter
220 school pursuant to this section as well as the reading assessment data collected for grades
221 [~~kindergarten~~] **one** through [~~five~~] **three**. The department shall annually prescribe the
222 components of required or requested reports.

223 [8:] **17.** (1) Each school district and charter school shall address reading proficiency
224 as part of its comprehensive school improvement plan, drawing upon information about
225 children from assessments conducted pursuant to subsection 1 of this section and the
226 prevalence of deficiencies identified by classroom, elementary school, and other student
227 characteristics. As part of its comprehensive school improvement plan or contract, each
228 school district or charter school shall review chronic early elementary absenteeism for its
229 impact on literacy development. If more than fifteen percent of an attendance center's
230 students are not at grade level in reading by the end of third grade, the comprehensive school
231 improvement plan or contract shall include strategies to reduce that percentage, including
232 school and community strategies to raise the percentage of students who are proficient in
233 reading.

234 (2) Each school district and charter school shall provide professional development
235 services to enhance the skills of elementary teachers in responding to children's unique
236 reading issues and needs and to increase the use of evidence-based strategies.

237 **18.** Each district school board shall, by October first of each year, report in
238 writing to the department of elementary and secondary education the following
239 information regarding the immediately preceding school year:

240 (1) The school board's policies and procedures regarding student retention and
241 promotion;

242 (2) By grade level, the number and percentage of all students in grades
243 kindergarten through three with reading deficiencies or substantial reading deficiencies;

244 (3) By grade level, the number and percentage of all students retained in grades
245 kindergarten to three due to substantial reading deficiencies; and

246 (4) The total number and percentage of students in grade three who were
247 promoted with good cause exemptions, delineated by each category of good cause
248 exemption specified in subsection 10 of this section.

249 **19.** Each public school shall make available to the public the title and author of
250 all reading curriculum materials adopted for each grade and the recommended reading
251 level for such materials.

170.014. 1. This section shall be known as the "Reading Instruction Act" and is
2 enacted to ensure that all public schools including charter schools establish reading programs
3 in kindergarten through grade five based in scientific research. "Evidence-based reading
4 instruction" includes practices that have been proven effective through evaluation of the
5 outcomes for large numbers of students and are highly likely to be effective in improving
6 reading if implemented with fidelity. Such programs shall include the essential components
7 of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new
8 teachers who teach reading in kindergarten through grade three shall receive adequate training
9 in these areas.

10 2. (1) For purposes of this subsection, "three-cueing system" means any model of
11 teaching students to ~~read~~ **decode** based on meaning, structure and syntax, and visual cues,
12 which may also be known as "MSV".

13 (2) A public school district or charter school shall provide reading instruction in
14 accordance with the following requirements:

15 (a) Phonics instruction for decoding and encoding shall be the primary instructional
16 strategy for teaching word reading;

17 (b) Instruction in ~~word-reading~~ **decoding** shall not rely primarily on strategies based
18 on the three-cueing system model of reading or visual memory; and

19 (c) Reading instruction may include visual information and strategies that improve
20 background and experiential knowledge, add context, and increase oral language and
21 vocabulary to support comprehension, but such visual information and strategies shall not be
22 used to teach ~~word-reading~~ **decoding**.

23 3. Every public school in the state shall offer a reading program as described in
24 subsection 1 of this section for kindergarten through grade five.

✓