

## Amendment: PE4

Representative(s) **Whitmire** proposes the following amendment:

### Section 1A – H630 – Department of Education-EIA

#### Amend Further

**1A.73.** (SDEEIA: Foundational Literacy Skill Training) Beginning with the current fiscal year, the Department of Education shall provide training in foundational literacy skills to public school educators working with students in kindergarten through grade three, pending the availability of funding and space. The Department of Education shall deliver professional development that has demonstrated success in establishing deep knowledge of evidence based foundational literacy skills grounded in the science of reading and promoting student reading achievement. Beginning in the 2024-25 fiscal year with funds available, the Department of Education will extend the training to public school educators and class aides working with children in South Carolina Early Reading Development and Education program (CERDEP) and to staff of the Office of First Steps to School Readiness.

Each school district shall participate in the implementation of this foundational literacy skills training. The department and school districts shall create an implementation plan to include educator cohorts to begin in the fall and spring of the ~~202324~~ 2024-25 school year, with a goal of statewide implementation for every educator working with students in kindergarten through grade three certified in early childhood, elementary, and special education. Elementary administrators should also be included in the foundational literacy skills training.

School districts shall not purchase, utilize, or recommend reading or literacy materials that employ the three-cueing system model of reading, visual memory as the

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primary basis for teaching word recognition, or the three-cueing system model of reading based on meaning, structure and syntax, and visual cues.

Selected educators shall participate in foundational literacy skills training provided and paid for by the Department of Education. Successful completion of this training shall satisfy the requirements of the literacy teacher endorsement. Educators who successfully complete the training, as determined by the department, shall receive a monetary stipend.

The Department of Education shall identify reliable and valid universal reading screeners as potential replacements for the readiness assessment required under Section 59155150. The identified screeners may be selected and used by school districts to screen and monitor kindergarten through second grade student progress in foundational literacy skills, and to identify or predict those who may be at risk for poor reading outcomes. Each identified universal reading screener must:

- (1) provide screening and diagnostic capabilities for monitoring student progress in reading;
- (2) measure, at a minimum, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- (3) identify students with a reading deficiency, including identifying students with characteristics of dyslexia.

In its annual Reading Proficiency Plan, each district shall:

- (1) document how the reading and writing curriculum, instruction, and assessment for all PK5 students are aligned with the science of reading, structured literacy, and foundational skills. PK5 textbooks or instructional materials that employ the threecueing system model of reading, visual memory as the primary basis for teaching word recognition, or the threecueing system model of reading based on meaning, structure and syntax, and visual, which is also known as “MSV”, shall not be used in reading instruction;
- (2) document the number of first and second grade students who are projected to score “Does Not Meet” on the statewide summative reading assessment;
- (3) document how scientificallybased supplemental interventions are provided to struggling readers who fail to demonstrate gradelevel proficiency as demonstrated by a score of “Meets or Exceeds Expectations”; and
- (4) explain how the district will provide teacher training in the science of reading, structured literacy, and foundational literacy skills.

As used in this provision:

- (1) “Foundational literacy skills” means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. This definition of foundational literacy skills specifically excludes the “Threecueing system”, which is any model of

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teaching students to read based on meaning, structure and syntax, and visual cues, which may also be known as “MSV”.

(2) “Science of Reading” means the body of research that identifies evidencebased approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.

(3) “Structured Literacy” means an evidencebased approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, soundsymbol association, syllable instruction, morphology, syntax, and semantics.

*The Department of Education is authorized to carry forward and expend any balance of funds authorized in the prior fiscal year for training for the same purposes in the current fiscal year.*