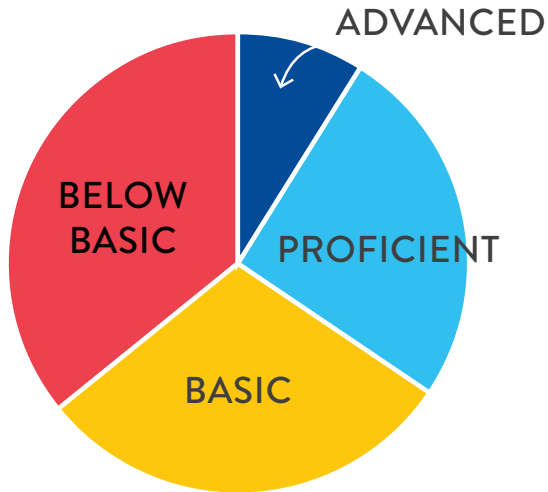


THE EVERY CHILD READS ACT SB 1772 (BELT)

MOST K-3 STUDENTS CANNOT READ PROFICIENTLY

It is a fundamental injustice that just 35% of 4th grade students in Illinois are proficient or advanced readers.



2019 GRADE 4 NAEP
READING RESULTS

The Annie E. Casey Foundation¹ found that third graders who are not proficient readers are:



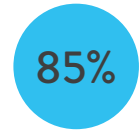
more likely to drop out of high school than proficient third grade readers.



more likely to drop out of high school if they are from low-income families than proficient third grade readers.



of prison inmates cannot read, according to the Prison Literacy Foundation.²

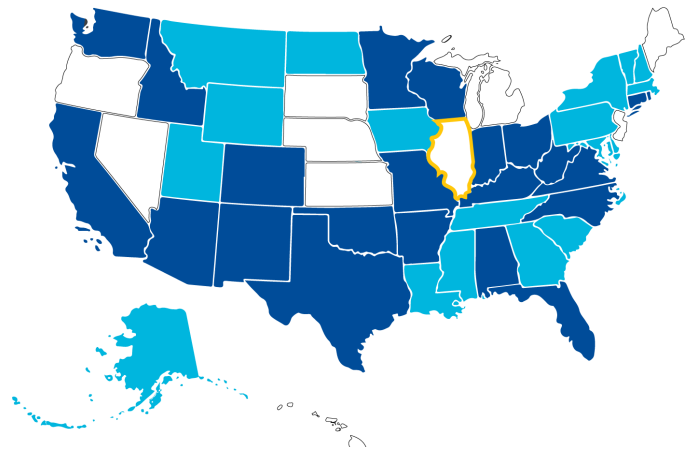


of juveniles in the court system are struggling readers.

OTHER STATES ARE IMPROVING OUTCOMES

Most states have enacted some form of K-3 reading or math laws, with policies addressing teacher preparation and professional development, literacy coaches, curriculum design, universal K-2 screening, dyslexia screening, supports and interventions for identified students, and third-grade retention. In the last three years, eleven states have enacted laws to align reading instruction with evidence-based practice.

“Evidence-based practice” in literacy instruction means explicit, systematic, and sequential instruction in phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.



A review of state laws found **Illinois among only nine states nationally that have not taken action to implement best early literacy practices** in educator preparation, evidence-based curriculum, early assessment and identification of deficiencies, and interventions. (Dark blue states have addressed 3-4 of these; light blue states addressed 1-2.)

THE EVERY CHILD READS ACT WILL BE A SOLUTION

Individuals and local chapters of parents, teachers, school psychologists, legal advocates, civil rights activists, and school administrators have seen the impact of inadequate early literacy instruction. Many are working together to draft an amendment to this shell bill that would:

- Ensure educator preparation programs teach evidence-based reading instruction practices,
 - Require evidence-based literacy curriculum in general education classrooms,
 - Identify students' reading deficiencies early,
 - Communicate with parents regularly about their students' progress,
 - Provide appropriate supports and interventions to struggling readers,
 - Provide appropriate supports and professional development for teachers.
- The bill will not include any mandatory retention for students in any grade.**

“For decades, schools have taught children the strategies of struggling readers, using a theory about reading that cognitive scientists have repeatedly debunked...The ability to read words in isolation quickly and accurately is the hallmark of being a skilled reader. This is now one of the most consistent and well-replicated findings in all of reading research.”³

– Emily Hanford,
American Public Media

¹ Annie E. Casey Foundation, Early Warning! Why Reading by the End of Third Grade Matters, January 2010, <https://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters>

² Michael Sainato, US Prison System Plagued by High Illiteracy Rates, *Observer*, July 18, 2017, <https://observer.com/2017/07/prison-illiteracy-criminal-justice-reform/>

³ Emily Hanford, At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers, American Public Media, August 22, 2019, <https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>

For more information, contact Jessica Hand, Government Affairs Director at jhandy@stand.org | 312-404-0223 | 850 W. Jackson Blvd., Suite 330 | Chicago, IL 60607