

**RHODE ISLAND GOVERNMENT REGISTER
PUBLIC NOTICE OF PROPOSED RULEMAKING**

BOARD OF EDUCATION

Title of Rule: Right to Read
Rule Identifier: 200-RICR-20-20-6
Rulemaking Action: Proposed Adoption
Important Dates:
Date of Public Notice: February 22, 2023
End of Public Comment: March 31, 2023

Rulemaking Authority:
R.I. Gen. Laws § R.I. Law Chapter 16-11.4-6

Summary of Rulemaking Action:

The increase of teachers' knowledge of the science of reading and structured literacy is paramount to ensuring Rhode Island students learn how to read. Approximately 35% of fourth graders are reading at or above a proficient level on the National Assessment of Education Progress (NAEP) and an average 35% of students are reading below a basic level. The purpose of these regulations is to establish rules to ensure that teachers have proficient knowledge and skills to teach reading consistent with the best practices of the science of reading and structured literacy instruction.

Additional Information and Public Comments:

All interested parties are invited to request additional information or submit written or oral comments concerning the proposed adoption until March 31, 2023 by contacting the appropriate party at the address listed below:

Phyllis Lynch
Board of Education
255 Westminster St., 4th Floor
Providence, RI 02903
literacy@ride.ri.gov

In accordance with R.I. Gen. Laws § 42-35-2.8, an oral hearing will be granted if requested by twenty-five (25) persons, by a governmental agency or by an association having at least twenty-five (25) members. A request for an oral hearing must be made within ten (10) days of the publication of this notice.

Regulatory Analysis Summary and Supporting Documentation:

The increase of teachers' knowledge of the science of reading and structured literacy is paramount to ensuring Rhode Island students learn how to read. Approximately 35% of fourth graders are reading at or above a proficient level on the National Assessment of Education Progress (NAEP) and an average 35% of students are reading below a basic level. These numbers have remained stagnant for nearly thirty years. It is important to note that the NAEP assessment results closely mirror Rhode Island State Assessment data for English Language Arts/Literacy. Furthermore, The National Council on Teacher Quality (NCTQ) in 2020 reported 53% of teacher education programs "provide sufficient coverage of early reading components" (1) which reflects an increase as the number in 2013 was only 35% (2).

For full regulatory analysis or supporting documentation contact the agency staffperson listed above.