**Read to Succeed Act (Signed into law on June 11, 2014)**

**Music, Dance, Theatre and Visual Arts Connections:**

Whereas, the South Carolina General Assembly finds that national

16 research has documented that students unable to comprehend

17 grade-level text struggle in all their courses; and

18

19 Whereas, the South Carolina General Assembly finds that while

20 reading typically has been assessed through standardized tests

21 beginning in third grade, research has found that many struggling

22 readers reach preschool or kindergarten with low oral language skills

23 and limited print awareness. Once in school, they and other students

24 fail to develop proficiency with reading and comprehension because of

25 inadequate instruction and engaged practice; and

26

27 Whereas, the South Carolina General Assembly finds that research has

28 also shown that students who have difficulty comprehending texts

29 struggle academically in their content area courses but seldom receive

30 effective instructional intervention during middle and high school to

31 improve their reading comprehension. These are the students least

32 likely to graduate;

**24 Section 59-155-120.** As used in this chapter:

25 (1) ‘Board’ means the State Board of Education.

26 (2) ‘Department’ means the State Department of Education.

27 (3) ‘Discipline-specific literacy’ means the ability to read, write,

28 listen, and speak across various disciplines and content areas including,

29 but not limited to, English/language arts, science, mathematics, social

30 studies, physical education, health, the arts, and career and technology

31 education. (p5)

**39 Section 59-155-130.**

27 (f) include strategically planned and developed partnerships

28 with county libraries, state and local arts organizations, volunteers,

29 social service organizations, and school media specialists to promote

30 reading. (p9)

**37 Section 59-155-160:**

43 Summer reading camps must be at least six weeks in duration with a (p13)

minimum of four days of instruction per week and four hours of

2 instruction per day, or the equivalent minimum hours of instruction in

3 the summer. The camps must be taught by compensated teachers who

4 have at least an add-on literacy endorsement or who have documented

5 and demonstrated substantial success in helping students comprehend

6 grade level texts. The Read to Succeed Office shall assist districts that

7 cannot find qualified teachers to work in the summer camps. Districts

8 also may choose to contract for the services of qualified instructors or

9 collaborate with one or more districts to provide a summer reading

10 camp. Schools and school districts are encouraged to partner with

11 county or school libraries, institutions of higher learning, community

12 organizations, faith-based institutions, businesses, pediatric and family

13 practice medical personnel, and other groups to provide volunteers,

14 mentors, tutors, space, or other support to assist with the provision of

15 the summer reading camps.

**31 Section 59-155-170.** (A) To help students develop and apply their

32 reading and writing skills across the school day in all the academic

33 disciplines, including, but not limited to, English/language arts,

34 mathematics, science, social studies, the arts, career and technology

35 education, and physical and health education, teachers of these content

36 areas at all grade levels must focus on helping students comprehend

37 print and nonprint texts authentic to the content area. (p15)

30 **Section 59-155-180.** (A) As a student progresses through school,

31 reading comprehension in content areas such as science, mathematics,

32 social studies, English/language arts, career and technology education,

33 and the arts is critical to the student’s academic success. Therefore, to

34 improve the academic success of all students in prekindergarten

35 through grade twelve, the State shall strengthen its preservice and

36 in-service teacher education programs. (p16)

1 (a) model effective instructional strategies for teachers by

2 working weekly with students in whole, and small groups, or

3 individually;

4 (b) facilitate study groups;

5 (c) train teachers in data analysis and using data to

6 differentiate instruction;

7 (d) coaching and mentoring colleagues;

8 (e) work with teachers to ensure that research-based reading

9 programs are implemented with fidelity; and

10 (f) work with all teachers (including content area and elective

11 areas) at the school they serve, and help prioritize time for those

12 teachers, activities, and roles that will have the greatest impact on

13 student achievement, namely coaching and mentoring in the

14 classrooms; (p18)

**Section 59-155-190.** Local school districts are encouraged to create

24 family-school-community partnerships that focus on increasing the

25 volume of reading, in school and at home, during the year and at home

26 and in the community over the summer. Schools and districts should

27 partner with county libraries, community organizations, local arts

28 organizations, faith-based institutions, pediatric and family practice

29 medical personnel, businesses, and other groups to provide volunteers,

30 mentors, or tutors to assist with the provision of instructional supports,

31 services, and books that enhance reading development and proficiency.

32 A district shall include specific actions taken to accomplish the

33 requirements of this section in its reading proficiency plan. (p20)