

106TH CONGRESS
2D SESSION

H. R. 4323

To require a comprehensive effort by the Department of Education and the National Institute on Child Health and Human Development to widely disseminate the results of the National Reading Panel report to teachers, parents, and universities.

IN THE HOUSE OF REPRESENTATIVES

APRIL 13, 2000

Mrs. NORTHUP introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To require a comprehensive effort by the Department of Education and the National Institute on Child Health and Human Development to widely disseminate the results of the National Reading Panel report to teachers, parents, and universities.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Reading Research Dis-
5 semination Act”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

1 (1) The 1998 National Assessment of Edu-
2 cational Progress (NAEP) found that 69 percent of
3 4th grade students are reading below the proficient
4 level.

5 (2) This is confirmed by the 1999 National
6 Education Goals Report which reports that the
7 United States has failed to increase the percentage
8 of students scoring at or above proficient in reading
9 for students in grade 4. The report indicates that
10 only 31 percent of our Nation's 4th graders read at
11 or above proficient level, meaning 69 percent of stu-
12 dents are failing.

13 (3) Too many children in elementary school
14 cannot read at basic levels. The children cannot read
15 fluently and do not understand what they read.

16 (4) Research completed by the National Insti-
17 tute of Child Health and Human Development sug-
18 gests that the majority of the children, at least 90
19 to 95 percent, can be brought up to average reading
20 skills if there is early identification of children at
21 risk during kindergarten and first grade and the use
22 of appropriate early intervention programs.

23 (5) If appropriate early intervention programs
24 are delayed until the children reach 9 years of age
25 (the time that most children are identified), approxi-

1 mately 75 percent of the children will continue to
2 have reading difficulties through high school.

3 (6) In 1997, Congress commissioned the Na-
4 tional Reading Panel to assess research on reading
5 and implications for reading instruction.

6 (7) The National Reading Panel concludes that
7 methods combining instruction in phonological
8 awareness, systematic phonics, and reading com-
9 prehension are best suited for all children as they
10 begin to learn to read.

11 (8) The National Reading Panel report indi-
12 cates that repeated oral reading procedures have sig-
13 nificant and positive impacts on word recognition,
14 fluency, and comprehension for children across grade
15 levels. As a result, family literacy is seen as ex-
16 tremely important in a child's learning.

17 (9) The ability to read effectively and with flu-
18 ency is the cornerstone for successful learning in
19 other subjects like math, science, and history. There-
20 fore, it is essential for our Nation to focus on our
21 Nation's reading deficit in a timely manner.

22 **SEC. 3. REQUIREMENTS.**

23 The Department of Education and the National In-
24 stitute on Child Health and Human Development shall—

1 (1) develop a coordinated effort to disseminate
2 the information of the National Reading Panel re-
3 port to private and public school teachers, principals,
4 and parents; and

5 (2) work with institutions of higher education
6 and programs that train teachers to use methods of
7 teaching which incorporate the ideas reported by the
8 National Reading Panel.

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