## APPENDIX | SUMMARY OF CODES

## **GENERAL INFORMATION**

Basic descriptors: Bill name | Date introduced | Date enacted | State | Summary/rationale | COVID-19 framing

| TARGET SCHOOLS/GRADES       |  |
|-----------------------------|--|
| Title I                     | Targets Title I schools.                                     |
| Charter schools (mentioned) | charter schools are mentioned in the bill                    |
| Charter Schools (exempt)    | charter schools are exempt from reading literacy legislation |
| Grades targeted             | The grades of students who are the focus of the bill.        |

| APPROACH TO LITERACY          |   |  |
|-------------------------------|---|--|
| Research/evidence-based       | References the expressions: evidence, evidence based, research, research based   Related terms: evidence-informed, science of learning, research-informed, science-based. |  |
| Research mentions             | Counts the number of times the words 'research' or 'evidence' appear in the bill text.  |  |
| Science of reading            | References the Science of Reading.  |  |
| Science of reading mentions   | Counts the number of times the expression appears in the bill text.   |  |
| Science of reading definition | Provides a definition for the Science of Reading.   |  |

| READING SKILLS         |   |
|------------------------|---|
| Phonics                | References phonics as a component of skilled reading   Related terms: decoding.   |
| Phonemic awareness     | References phonemic awareness as a component of skilled reading   Related terms: phoneme.   |
| Phonological awareness | References phonological awareness as a component of skilled reading.  |
| Fluency                | References fluency as a component of skilled reading.   |
| Vocabulary             | References vocabulary as a component of skilled reading.  |
| Comprehension          | References comprehension as a component of skilled reading.   |
| Background knowledge   | References developing knowledge and content domain as a component of skilled reading or disciplinary literacy   Related terms: content knowledge, background knowledge, content-rich, literacy knowledge. |
| Writing                | References writing as a component of skilled reading   Related terms: written expression.   |
| Oral language          | References oral language as a component of skilled reading   Related terms: oral expression, speaking, listening.   |

| INFRASTRUCTURE  |  |  |
|---|--|--|
| Curriculum  | References specific and/or approved curricula, instructional materials, or resources   |  |
| Approved curriculum/ instructional materials list                 | References an approved curricula list or any companies/providers of curricula, materials, resources  |  |
| Teacher preparation   | References requirements for pre-service teachers and teacher preparation programs   Related terms: pre-service, educator preparation program, required coursework, certification exams, field experience, student teaching |  |
| Professional development (PD)                                     | References professional development for school staff   Related terms: professional learning, teacher training  |  |
| PD provider   | References that PD be required by a specific provider or approved list   |  |
| PD labor conditions   | References PD aspects related to suitable working conditions   Related Terms: Length of PD, Pay for PD, Continuing Credit, During Contract Hours, Job Embedded, Stipend, Daily Rate of Pay                                 |  |
| PD format   | References the format of PD   Related terms: In-person, online, virtual, hybrid, on site   |  |
| The National Board for Professional<br>Teaching Standards (NBPTS) | References NBPTS in relation to reading/literacy instruction   |  |
| Coaching  | References literacy or reading coaches for school staff   Related terms: literacy coach, reading coach   |  |
| School leadership   | References school level leadership and their roles in literacy development   Related terms: assistant principal, vice principal, school leader, administrator  |  |
| District leadership   | The bill references district level leadership and their roles in literacy development   Related Terms: superintendent, assistant superintendent, curriculum director, school board   |  |
| Supervisor  | References reading coordinators or supervisors, reading specialists and their roles in literacy development   Related terms: literacy coordinator, literacy specialist, literacy supervisor, literacy interventionist      |  |
| Support staff   | References support staff and their role in literacy development   Related Terms:<br>Paraprofessional, Teacher Assistant, Teacher Aid   |  |
| District leadership   | The bill references district level leadership and their roles in literacy development   Related Terms: superintendent, assistant superintendent, curriculum director, school board   |  |
| Supervisor  | References reading coordinators or supervisors, reading specialists and their roles in literacy development   Related terms: literacy coordinator, literacy specialist, literacy supervisor, literacy interventionist      |  |
| Support staff   | References support staff and their role in literacy development   Related Terms:<br>Paraprofessional, Teacher Assistant, Teacher Aid   |  |

| FAMILY AND COMMUNITY ENGAGEMENT |   |  |
|---------------------------------|---|--|
| Parent Notification             | References notifying parents, guardians, or families of assessments/screening results or other literacy interventions   |  |
| Family Engagement               | References engaging parents and families in their child's literacy development materials, sources to use at home   Related terms: family Involvement, family/parent questionnaire, family/parent survey |  |
| Community Engagement            | References community initiatives around literacy that support or complement in-school efforts   Related terms: libraries, nonprofits, local businesses/companies/organizations, Reading Corps etc.      |  |