

HOUSE CONCURRENT RESOLUTION NO. 8

Reps. Tate, Camilleri, Brenda Carter, Stone, Pagan, Clemente, Wittenberg, Manoogian, Sowerby, Kennedy, Koleszar, Brixie, Hope, Gay-Dagnogo, Hoadley and Sabo offered the following concurrent resolution:

1 A concurrent resolution to adopt a Literacy Bill of Rights.

2 Whereas, Literacy is essential to ensuring children can
3 achieve a successful future. Poor literacy skills leave young
4 people unprepared for college or career training, for the
5 workforce, and to be self-sufficient, productive citizens. It is
6 estimated that illiteracy costs U.S. businesses and taxpayers about
7 \$300 billion per year; and

8 Whereas, Michigan students lag behind their counterparts
9 across the nation in reading. In 2017, Michigan ranked 35th in
10 fourth-grade reading scores, with nearly one-third of fourth
11 graders not able to read at a basic level. In 2018, around 30



1 percent of Michigan third to eighth grade students were not
2 proficient in English Language Arts; and

3 Whereas, Michigan has substantial literacy gaps among its
4 student populations. Black children, children attending urban
5 schools, and children from low-income families all score
6 significantly lower than their fellow Michigan students on national
7 reading assessments; and

8 Whereas, Michigan's literacy gaps and poor literacy rates
9 statewide will not be resolved until we acknowledge the fundamental
10 importance of ensuring every child in Michigan has access to the
11 resources necessary to become a literate adult and has the same
12 opportunities regardless of their circumstances; now, therefore, be
13 it

14 Resolved by the House of Representatives (the Senate
15 concurring), That we believe all students in the state of Michigan
16 are entitled to the following rights:

- 17 1. The right to a meaningful opportunity to learn to read
18 and write. This opportunity includes access to basic
19 resources, such as books and technology, as well as
20 access to education professionals trained in literacy
21 instruction methods and principles that help nurture and
22 develop literacy and writing skills.
- 23 2. The right to access texts that further their literacy
24 development provided to them by their school, including,
25 but not limited to, a school library with a variety of
26 informative and diverse texts.
- 27 3. The right to accessible, meaningful, and culturally and
28 linguistically appropriate texts at all times.
- 29 4. The right to a facility that is capable of serving



1 students, including, but not limited to, one that is
2 equipped with textbooks, basic working facilities, and
3 access to basic technology that aids in reading and
4 writing efforts.

5 5. The right to interact with others while reading, writing,
6 or listening to a text. Interaction involves questions,
7 comments, discussions, and other communications about or
8 related to the text.

9 6. The right to life choices made available through reading
10 and writing competencies. Life choices include, but are
11 not limited to, employment and filling out job
12 applications, community participation, and self-advocacy.

13 7. The right to lifelong educational opportunities
14 incorporating literacy instruction and use. Literacy
15 educational opportunities, regardless of when they are
16 provided, have potential to provide power that cannot be
17 taken away.

18 8. The right to live and learn in environments that provide
19 varied models and demonstrations of print use.

20 9. The right to live and learn in environments that maintain
21 the expectations and attitudes that all individuals have
22 the right to learn to read and write and that all
23 individuals are literacy learners.

24 10. The right to have access to environments that are safe,
25 secure, and conducive to learning.