

State Literacy Strategies

<p>Alabama</p> <p>2019: H.B.388 (Alabama Literacy Act)</p> <p>2022: H.B.135, H.B.220, S.B.200</p>	<p>Curriculum and Instruction</p> <p>Districts are required to provide a comprehensive core reading program based on the science of reading and that develops foundational skills. The State Superintendent must convene a Literacy Task Force to provide recommendations. The state currently recommends two programs.</p>	<p>Professional Development</p> <p>Districts are required to provide professional development and coaching on the science of reading. Regional and local literacy specialists are assigned to schools and required to develop targeted daily coaching support and organize and provide targeted ongoing professional learning.</p>	<p>Teacher Prep and Licensure</p> <p>Public teacher preparation programs leading to the attainment of an initial elementary teaching certification must require at least nine credit hours of reading or literacy coursework based on the science of learning to read, including multisensory strategies in foundational reading skills. The state requires elementary teacher candidates to take a licensure test that assesses the science of reading.</p>
	<p>Universal Screening</p> <p>Requires universal screening for reading deficiencies and dyslexia in K-3 at the beginning, middle and end of each school year. The state recommends two screeners for districts to adopt.</p>	<p>Grade Three Retention</p> <p>Retention is required, with exemptions, including students with disabilities, ELL w/ less than two years of instruction in English, students with intensive reading instruction for two or more years and still have deficiency or those previously retained for two years.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.</p>
<p>Alaska</p> <p>2022: H.B. 114 (Alaska Reads Act)</p>	<p>Curriculum and Instruction</p> <p>Districts are required to use materials based on the science of reading for grades K-3. Each district will submit for approval the curriculum used for core ELA instruction.</p>	<p>Professional Development</p> <p>K-3 teachers are required to undergo training and demonstrate proficiency in evidence-based instruction. Multiple options for PD. Lowest performing 25% of schools receive more direct support. Reading specialists coach, train, and mentor teachers and school staff.</p>	<p>Teacher Prep and Licensure</p> <p>Before teaching K-3 students, teachers must complete coursework, training, or testing requirements, and demonstrate proficiency as determined by the department, in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension. The state requires elementary teacher candidates to take a licensure test that assesses the science of reading.</p>
	<p>Universal Screening</p> <p>Districts are required screen K-3 students three times per year using statewide screening tool that evaluates phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency of students in kindergarten; letter word sound fluency and oral reading fluency of students in grade one; vocab and oral reading fluency of students in grades two and three. Amplify's mCLASS is the state adopted literacy screener. If a district chooses to use an alternative literacy screener, they must complete a waiver that has to be approved by the department.</p>	<p>Grade Three Retention</p> <p>Retention is required, unless the parent or guardian signs a waiver which acknowledges that the student is not prepared and agrees to participate in an additional 20 hours of individual reading improvement plan services the summer before 4th grade.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.</p>

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<p>Arizona</p> <p>2021: S.B.1572 2022: H.B.2026</p>	<p>Curriculum and Instruction</p> <p>Schools are required to adopt evidence-based reading curricula that include the essential components of reading. The Literacy Team at the AZ Dep of Ed provides a list of vetted curricula.</p>	<p>Professional Development</p> <p>Requires training on the science of reading, including systematic phonics instruction. Requires literacy endorsement for all certificated teachers who provide literacy instruction in kindergarten programs or in any grades one through five. Schools/districts are required to include their plans for professional development in their literacy plans.</p>	<p>Teacher Prep and Licensure</p> <p>All K-5 teachers who teach reading will need the K-5 Literacy Endorsement. Teachers need 90 clock hours or two university courses (6 credits): 3 semester hours of college coursework or 45 hours of approved trainings in the science of reading instruction and 3 semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions. Teachers must also receive a passing score on the Foundations of Reading exam by Pearson.</p>
	<p>Universal Screening</p> <p>Requires universal screening of pupils in prek-3 to identify pupils who have reading deficiencies. Arizona students who enter K-3 will be given a universal literacy and dyslexia screener within the first 45 calendar days and will additionally be screened during the winter and spring benchmark periods. The state approves a list of screening tools for districts to adopt.</p>	<p>Grade Three Retention</p> <p>Retention is required, with exemptions.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>Arkansas</p> <p>2017: S.B.502 (The Right To Read Act), S.B.328 2019: S.B.153, S.B.677 2021: S.B.349, S.B.62 2023: S.B.294 (LEARNS Act)</p>	<p>Curriculum and Instruction</p> <p>Requires curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic. Use of three-cueing is explicitly banned. The Arkansas Division of Elementary and Secondary Education is required to identify and create a list of approved materials, resources, and curriculum programs.</p>	<p>Professional Development</p> <p>School district must provide professional development in scientific reading instruction for elementary or special education teachers. Districts are required to provide professional development to educators in one of the prescribed pathways to obtain a proficiency credential. Public schools with a “D” or “F” rating will have literacy coaches to support teachers and promote evidence-based literacy instruction aligned to the Science of Reading.</p>	<p>Teacher Prep and Licensure</p> <p>Requires that graduates of Elementary Education (K-6) and Special Education (K-12) demonstrate proficiency in knowledge and practices of scientific reading instruction. Teachers are required to pass the approved stand-alone reading assessment that assesses the science of reading.</p>
	<p>Universal Screening</p> <p>Requires universal K-3 screening.</p>	<p>Grade Three Retention</p> <p>Retention is required for students who don't meet the third-grade reading standard by the 2025-26 school year. Students with limited English proficiency, disabilities or students who were already retained in kindergarten through third grade are exempt.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>

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<p>California 2021: S.B.488</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p>	<p>Teacher Prep and Licensure Teacher prep programs are required to address the science of reading. Teachers are required to take licensure exam that assesses the science of reading.</p>
<p>Colorado <i>Amendments to 2012 READ Act</i> 2019: S.B.19-199 2021: S.B.21-151 2022: S.B.22-004</p>	<p>Curriculum and Instruction Districts are required to provide instructional programming that is evidence-based and scientifically-based and focused on phonemic awareness; phonics; vocabulary development; reading fluency, including oral skills; and reading comprehension. The department is required to identify evidence-based instructional programs for use by LEAs.</p>	<p>Professional Development K-3 teachers and reading specialists must complete training based in the science of reading. The state provides a list of approved professional development vendors, or districts can provide their own if it meets requirements of the READ Act.</p>	<p>Teacher Prep and Licensure Teacher prep programs are required to offer coursework in the science of reading, including the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension, and the skills and strategies to apply to ensure that every student learns to read.</p>
	<p>Universal Screening Districts are required to screen students in grades K-3 to determine whether a student has a significant reading deficiency. The state approves a list of screening tools for districts to adopt. The state has approved both English and Spanish screening tools.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.</p>
<p>Connecticut 2021: H.B.6620 (Right to Read Act) passed as part of budget implementation bill S.B.1202</p>	<p>Curriculum and Instruction Schools/districts are required to implement a reading curriculum model or program for grades preK-5 that is evidenced-based and scientifically-based, and focused on competency in the five areas of reading. The Center for Literacy Research and Reading Success is required to review and approve at least five reading curriculum models or programs that must be implemented by all public-school districts effective the 2023–24 school year.</p>	<p>Professional Development Teachers are provided with professional development in scientifically-based reading research and instruction. Mentor teachers will also train teachers on reading instruction.</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. The Center for Literacy Research and Reading Success within the department is responsible for serving as a collaborative center for institutions of higher education. All elementary teachers must pass licensure test that assesses the science of reading.</p>
	<p>Universal Screening Students are required to be assessed three times per year using an assessment approved by the Center for Literacy Research and Reading Success.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.</p>

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<p>Delaware</p> <p>2021: S.B.133 2022: S.B.4, H.B.304</p>	<p>Curriculum and Instruction</p> <p>By 2027-2028, school districts and charter schools serving students in grades K-3 must adopt a reading instruction curriculum from the department's approved list of evidence-based, reading instruction curricula.</p>	<p>Professional Development</p> <p>Requires a minimum number of hours of training or PD for elementary teachers on evidence-based strategies. The department shall provide professional learning on reading screening and literacy intervention approaches at no cost which shall be provided during the contractual day.</p>	<p>Teacher Prep and Licensure</p> <p>Teacher prep programs which prepare elementary school, early childhood education, or special education teachers or reading specialists must provide instruction in evidence-based reading instruction.</p>
	<p>Universal Screening</p> <p>All public school students in grades K-3 are required to participate in universal reading screening three times each year to identify potential reading deficiencies. Districts must choose from the list of aligned universal reading screeners maintained by the Department of Education.</p>	<p>Grade Three Retention</p> <p>Retention is required, unless the parent and district agree on a plan to remediate deficiencies. If there is no agreement, the student must attend summer school and demonstrate proficiency or an academic review committee determines proficiency using evidence from other approved indicators.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>DC</p> <p>2021: B23-0150</p>	<p>Curriculum and Instruction</p> <p>Beginning 2024-2025, each LEA is required to adopt a science-based reading program.</p>	<p>Professional Development</p> <p>Schools must provide PD on evidence-based instruction. DCPS shall provide all literacy educators serving K-5 students who have not already completed structured literacy training, the opportunity to receive at least 45 hours of structured literacy training over 2 consecutive years. Literacy educators will receive a stipend for participation in structured literacy training if they are not provided the training during school hours.</p>	<p>Teacher Prep and Licensure</p> <p>Teachers must take licensure test that assesses the science of reading.</p>
	<p>Universal Screening</p> <p>Beginning with 2023-2024, an LEA is required to ensure that all students in grades K-2 are screened for reading difficulties. OSSE shall provide a list of recommended screening instruments that an LEA may use to identify students who are at risk of reading difficulties, which screen for the following factors: Phonological awareness; Rapid naming skills; Correspondence between sounds and letters; and Decoding.</p>	<p>Grade Three Retention</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>

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<p>Florida</p> <p>2021: C.S./ H.B.7011 2023: H.B.7039</p>	<p>Curriculum and Instruction</p> <p>Requires instruction based on the science of reading and requires phonics instruction as the primary instructional strategy, rather than the three-cueing model. The Just Read, Florida! office is tasked to work with the Florida Center for Reading Research to identify scientifically researched and evidenced-based reading instructional and intervention programs.</p>	<p>Professional Development</p> <p>Requires all teachers who work with struggling readers to get a reading endorsement. Requires the Just Read, Florida! Office to provide training to reading coaches and school administrators on evidence-based reading strategies. Reading coaches are available to schools. Regional literacy support teams also provide supports statewide.</p>	<p>Teacher Prep and Licensure</p> <p>Those who enter teacher prep programs, for coverage areas that include reading instruction or intervention for any K-6 students, must complete all of the competencies for a reading endorsement, including the practicum, prior to graduation or completion of the program. The Just Read Florida office is required to work with teacher preparation programs. Teachers are required to take licensure exam that assesses the science of reading.</p>
	<p>Universal Screening</p> <p>The state has established a coordinated screening and progress monitoring system.</p>	<p>Grade Three Retention</p> <p>Retention is required, with exemptions, including ELLs with less than two years of English proficiency, students with disabilities, or those who received two years of intervention and were already retained.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>Georgia</p> <p>2023: H.B.538 (Georgia Early Literacy Act), S.B.211</p>	<p>Curriculum and Instruction</p> <p>Districts are required to adopt high-quality instructional materials and instructional practices grounded in the science of reading that instruct students in foundational skills for grades K-3. The State Board of Education is required to approve a list and instructs districts to adopt materials from that list.</p>	<p>Professional Development</p> <p>The Department of Education is required to develop or procure training for K-3 teachers on the science of reading, structured literacy, and foundational literacy skills. All public school K-3 teachers are required to complete such training.</p>	<p>Teacher Prep and Licensure</p> <p>Requires programs create standards that ensure students completing teacher certification programs in this state graduate with the knowledge and skills necessary to teach reading. By 2025, the Georgia Assessments for Certification of Educators (GACE), or any other assessment required for teacher certification, shall be aligned with developmentally appropriate evidence-based literacy instruction.</p>
	<p>Universal Screening</p> <p>Schools are required to screen students in grades K-3 on their reading proficiency three times a year. By July 2024, the board shall approve a list of universal reading screeners for use by public schools and local school systems.</p>	<p>Grade Three Retention</p> <p>Retention is required. Parents or a teacher can appeal the decision. The school principal will then establish a placement committee to consider the appeal.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.</p>
<p>Hawaii</p>			

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Idaho 2021: S.1006 (Idaho Literacy Achievement and Accountability Act)	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure State board of education will review teach preparation programs to ensure courses and graduation requirements are consistent with the Idaho comprehensive literacy plan. K-12 teacher preparation assessments will include demonstration of teaching skills and knowledge aligned with current research on best reading practices.
	Universal Screening All K-3 students are required to be assessed at least twice per year using a single statewide assessment. Students exhibiting deficiencies may be screened more often. The state uses the Idaho Reading Indicator.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.
Illinois	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure Teacher prep programs in the state must address the science of reading.
Indiana 2023: H.B.1558, H.B.1590, H.B.1638	Curriculum and Instruction Districts are required to adopt curriculum or supplemental materials for reading that are aligned with the science of reading. Use of three-cueing is prohibited. The department is required to publish an advisory list of science of reading curricula on the department's website.	Professional Development Teachers are required to take training in the science of reading before earning or renewing teaching licenses. Literacy coaches are provided for two years in schools where less than 70% 3rd graders pass the reading test.	Teacher Prep and Licensure Teacher training programs in the state will need to teach reading instruction based on the science within a few years or lose accreditation. K-3 teachers need at least 6 credit hours in scientifically-based reading instruction. Teachers are required to take licensure test that assesses the science of reading.
	Universal Screening Schools are required to screen students for reading difficulties.	Grade Three Retention Retention is required, with exemptions, including ELLs, students with disabilities, or previously retained twice before 4th grade.	Interventions Requires intervention for students identified with reading deficiency. Parent notification.
Iowa 2016: H.F.2413	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure Teacher prep programs in the state must address the science of reading.
	Universal Screening Schools are required to assess students in grades K-3 at the beginning of each school year for their level of reading or reading readiness.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Parent notification.

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Kansas 2022: H.B.2567 (Every Child Can Read Act)	Curriculum and Instruction Requires every school district to implement a literacy program based on the science of reading, designed to ensure every student learns to read by third grade.	Professional Development	Teacher Prep and Licensure State appropriate funds for Pittsburg State University to assist in the development of a science of reading curricula for the state educational institutions and colleges.
	Universal Screening School districts are required to measure student achievement through state assessments and through other universal screening and assessment tools that are approved by the local board of education, or by KSDE.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Parent notification.
Kentucky 2022: S.B.9 (Read to Succeed Act)	Curriculum and Instruction School districts are required to provide evidence-based reading, intervention, and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension; connections between reading and writing acquisition; and motivation to read to address the diverse needs of students. State provides vetted HQIM.	Professional Development The Kentucky Department of Education created the Kentucky Reading Academies, which brings LETRS training to teachers across the state. The state also created a literacy coaching program.	Teacher Prep and Licensure All postsecondary institutions offering teacher preparation programs are required to include evidenced-based approaches to the teaching of phonemic awareness, phonics, fluency, vocabulary, and comprehension for teacher candidates. Beginning 2024-25, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test.
	Universal Screening Beginning with the 2023-2024 school year, schools are required to screen students using a reliable and valid universal screener at least three times per year. The first must be given in the first 45 days of the school year for all kindergarten students and in the first 30 days of the school year for grades 1-3. Superintendents are required to choose at least one screening tool and one diagnostic from an approved list.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.

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<p>Louisiana</p> <p>2021: S.B.216, S.B.222 2022: H.B.214, H.B.852, H.B.865, H.B. 911</p>	<p>Curriculum and Instruction Districts are required to use evidence-based instruction. The use of any materials that use “three cueing” is prohibited. State reviews and vets HQIM.</p>	<p>Professional Development Teachers are required to complete one of the professional learning programs approved by the department of education based on the science of reading. Each public school shall provide literacy coaches for K-3 reading teachers.</p>	<p>Teacher Prep and Licensure The State Board of Elementary and Secondary Education shall revise teacher certification requirements and the requirements of teacher education programs to require foundational literacy skills standards in all educator preparation program of all candidates seeking certification to teach K-3 students. Teacher candidates require at least 9 credit hours of foundational literacy. A K-3 applicant for initial certification must pass a rigorous test of scientifically-researched, evidence based reading instruction and intervention.</p>
	<p>Universal Screening Requires students grades K-3 to be screened three times per year. School districts must select one screener to be used across grades K-3.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.</p>
Maine			
<p>Maryland</p> <p>2019: S.B.0734 (Ready to Read Act)</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teachers must take a licensure test that assesses the science of reading.</p>
	<p>Universal Screening Each local school system must ensure that a student is screened to identify if the student is at risk for reading difficulties. Each system must choose and identify a screening instrument that is based on foundational reading skills that include phonological and phonemic awareness skills. All kindergarten students or those not previously screened are required to be screened. Grades one through three are only required for those identified with deficiency.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>Massachusetts</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading.</p>

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<p>Michigan</p> <p>2016: H.B.4822 (Read by Grade 3)</p>	<p>Curriculum and Instruction Requires evidence-based core instruction for grades K-3, as well as interventions for struggling readers, that is “systematic, explicit, multisensory, and sequential.”</p>	<p>Professional Development The department must develop a literacy coaching system and coaches must have knowledge of scientifically based reading research. A literacy coach shall support and provide initial and ongoing professional development to teachers.</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading.</p>
	<p>Universal Screening School districts must screen students grades K-3 to diagnose reading difficulties, inform instruction and intervention needs, and assess progress toward a growth target. Students must be assessed at least three times per school year. The first must be within the first 30 days. The department shall approve 3 or more valid and reliable screening, formative, and diagnostic reading assessment systems for selection by districts.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.</p>
<p>Minnesota</p> <p>2021: H.F.2 (Omnibus education bill)</p>	<p>Curriculum and Instruction</p>	<p>Professional Development Districts must ensure that teachers have enough training to provide scientifically-based reading instruction. The state appropriated \$3 million in 2021 to provide teachers with training in evidence-based reading methods (LETRS).</p>	<p>Teacher Prep and Licensure Board-approved teacher preparation programs for teachers of elementary education must require instruction in applying scientifically based reading instruction. Teachers must take a licensure test that assesses the science of reading.</p>
<p>Mississippi</p> <p>2013: S.B.2347 (Literacy-Based Promotion Act) 2016: S.B.2157, S.B. 2572</p>	<p>Curriculum and Instruction Schools must provide reading instruction based in the science of reading. The state reviews and vets HQIM.</p>	<p>Professional Development The state must provide training for teachers in scientifically-based reading instruction and intervention, and reading coaches will provide job-embedded support for teachers.</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teacher candidates must pass a foundational reading test for certification to ensure they have the knowledge and skill to teach all students to read.</p>
	<p>Universal Screening Requires universal reading screening at least 3 times per year for students in grades K-3. The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts.</p>	<p>Grade Three Retention Retention is required, with exemptions, including ELLs with less than two years of English instruction, students with disabilities, or those previously retained and receiving interventions for two years.</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.</p>

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Missouri 2022: S.B.681 and 662 (Reading Instruction Act)	Curriculum and Instruction Schools serving grades K-5 must provide an evidence-based reading instruction program that meets requirements, including skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The department shall publish a list of curricula that ensure instruction is explicit, systematic, diagnostic, and based on the components of effective reading instruction.	Professional Development Each school district and charter school is required to provide professional development to enhance the skills of elementary teachers in responding to children’s unique reading issues and needs and to increase the use of evidence-based strategies. PD must address the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Teacher Prep and Licensure The state board of education shall, in consultation with Missouri Advisory Board for Educator Preparation (MABEP), align literacy and reading instruction coursework for teacher education programs.
	Universal Screening LEAs are required to assess all students enrolled in K-3 at the beginning and end of each school year for their level of reading or reading readiness using an assessment from state-approved list.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.
Montana			
Nebraska 2018: L.B.1081 (Nebraska Reading Improvement Act) 2021: L.B.528 (2021)	Universal Screening Each school district is required to administer an approved reading assessment three times per year to all students in grades K-3. The Nebraska Department of Education makes public a list of reading assessments that have been approved for the following academic school year.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.
Nevada 2015: S.B.391 (Read by Grade 3) 2019: A.B.289	Curriculum and Instruction	Professional Development Each licensed elementary teacher who is responsible for providing instruction in reading must complete professional development developed by a licensed teacher designated as a literacy specialist. Literacy specialist are assigned at every elementary school and collaborate with the principal to develop a schedule of professional development and assist in providing such professional development.	Teacher Prep and Licensure
	Universal Screening Requires all K-3 students to be screened. The state board has approved several screeners that districts should use.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.

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<p>New Hampshire</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teachers must take a licensure test that assesses the science of reading.</p>
<p>New Jersey</p>			
<p>New Mexico 2019: S.B.398 2023: H.B.481</p>	<p>Curriculum and Instruction The state created the Reading Materials Fund for districts to purchase materials that align with the science of reading. State provides vetted HQIM.</p>	<p>Professional Development All third-grade teachers, special education teachers, and interventionists supporting third grade must be enrolled in LETRS during the 22-23 SY. Instructional coaches, gifted teachers, and teachers new to K, one, or two (including Special Education and Interventionists) are also required to enroll. LEAs are encouraged to add fourth and/or fifth grade teachers as capacity allows in the schools.</p>	<p>Teacher Prep and Licensure Teachers must take a licensure test that assesses the science of reading.</p>
	<p>Universal Screening All first-grade students must be screened during the first 40 days of instruction or within two weeks of enrolling. Screener data is used to identify characteristics and risk factors of reading difficulty. The state has approved screeners in both English and Spanish.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency.</p>
<p>New York</p>			
<p>North Carolina 2021: S.387 (Excellent Public Schools Act of 2021/ Read to Achieve)</p>	<p>Curriculum and Instruction Districts are required to ensure that their core curricula are aligned to evidence-based standards by 2024-25.</p>	<p>Professional Development All elementary teachers, and NC pre-K program teachers, to take a professional learning course in the science of reading. The state is funding the following staff members to participate in LETRS: Homeroom classroom teachers working with prek-5 students; One administrator per school who will support/evaluate for alignment; One instructional coach per school; Lead teachers working with children in the North Carolina pre-K program and onsite administrator; Elementary EC Resource Teachers; Elementary ELL Teachers. Instructional coaches support the schoolwide integration of LETRS into PLCs and PD consistently.</p>	<p>Teacher Prep and Licensure Educator preparation programs in the state must provide coursework in the science of reading. For elementary school teachers, at least three continuing education credits related to literacy. Literacy credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency, grounded in the science of reading. Teachers must take licensure exam that assesses the science of reading.</p>

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	<p>Universal Screening All K-3 students are required to be screened 3 times per year. North Carolina’s Department of Public Instruction (DPI) selected mCLASS DIBELS as the state’s K-3 Literacy Assessment.</p>	<p>Grade Three Retention Retention is required, with exemptions, including ELLs with less than two years of English instruction, students with disabilities, or those receiving interventions and already retained at least once.</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.</p>
<p>North Dakota 2019: H.B.1461 2021: H.B.1388 2023: S.B.2284</p>	<p>Curriculum and Instruction Requires that each school district and nonpublic school ensures its reading curriculum is scientifically-based, evidence-based, and research-based; addresses the 5 components of reading; and is systematic and direct.</p>	<p>Professional Development K-3 teachers and principals are required to receive training in scientifically-based reading instruction practices. In 2023, the state appropriated \$1,000,000 for science of reading training and instruction.</p>	<p>Teacher Prep and Licensure The board shall ensure a candidate for teacher licensure demonstrates competencies in beginning reading instruction based on scientifically and research-based best practices, including the acquisition of knowledge of the essential components of beginning reading instruction.</p>
	<p>Universal Screening Schools screen students for reading deficiencies and symptoms of dyslexia.</p>	<p>Grade Three Retention</p>	<p>Interventions</p>
<p>Ohio 2012: S.B.316 (The Ohio Third Grade Reading Guarantee)</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teacher candidates are required to take courses in the teaching of phonics. Teachers must take a licensure test that assesses the science of reading.</p>
	<p>Universal Screening All K-3 students are screened for reading difficulties, including dyslexia.</p>	<p>Grade Three Retention Retention is required, with exemptions, including ELLs enrolled for less than 3 years, students with disabilities, or those receiving interventions for two years and previously retained.</p>	<p>Interventions</p>

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<p>Oklahoma 2019: S.B.601 2021: H.B.2749 2023: S.B.1118</p>	<p>Curriculum and Instruction Requires reading instruction be based in the science behind how students learn to read. All K-3 reading teachers in the public schools are required to incorporate into instruction the five elements of reading instruction: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.</p>	<p>Professional Development School districts that receive certain state funding are required to provide professional development in the science of reading for preK-5 teachers. The state must publish a list of approved professional development programs that are evidence-based and directly address the cognitive science of how students learn to read. The Oklahoma State Department of Education has developed the Oklahoma Science of Reading Academies to provide LETRS training to Oklahoma educators at no cost. Starting in 2023-24, the department will establish a three-year pilot program to employ a literacy instructional team to support school districts.</p>	<p>Teacher Prep and Licensure Teacher candidates must study the five components of reading as well as strategies for delivering “explicitly taught, sequenced” instruction. Teachers must take licensure test that assesses the science of reading. Teachers must take licensure test that assesses the science of reading.</p>
	<p>Universal Screening Requires each kindergarten student in a public school be screened at the beginning, middle, and end of each school year for reading skills, including phonemic awareness, phonics, reading fluency, vocabulary and comprehension and to identify students at-risk for reading deficiency. The state has approved a list of universal screening tools.</p>	<p>Grade Three Retention Retention is required, with exemptions, including ELLs with less than 2 years of English instruction, students with disabilities, or those receiving interventions for two years and previously retained.</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.</p>
<p>Oregon</p>			
<p>Pennsylvania 2022: H.B.1642</p>	<p>Curriculum and Instruction For participating schools. A participating school is required to adopt high-quality instructional materials grounded in scientific-based reading research in accordance with the State academic standards approved by the State Board of Education.</p>	<p>Professional Development For participating schools. The department must establish a program of professional development and applied practice in “structured literacy” for school personnel that includes in-class demonstration, modeling and coaching support to improve reading and literacy outcomes.</p>	<p>Teacher Prep and Licensure Teacher preparation programs in the state must include instruction in “structured literacy” for all certification programs in early childhood, elementary/middle, special education, English as a second language, and reading specialist.</p>

State Literacy Strategies

<p>Rhode Island</p> <p>2019: H.B.5887 (Right to Read Act), S.B.1036 2022: H.B.7164</p>	<p>Curriculum and Instruction</p>	<p>Professional Development</p> <p>Districts must provide professional development in science-based reading instruction and structured literacy. Districts that don't comply by 2022-23 will be placed on probationary status. By 2023-24 all elementary teachers must demonstrate proficiency. The state provides a list of approved vendors to demonstrate proficiency.</p>	<p>Teacher Prep and Licensure</p> <p>No later than 2025, teachers who complete a state-approved educator prep program must have proficient knowledge and skills to teach reading consistent with the best practices of scientific reading instruction and structured literacy. Beginning no later than 2024-25, each state-approved educator prep program must post on its website information describing its program to prepare teachers to teach reading with scientific reading instruction and structured literacy.</p>
<p>South Carolina</p> <p>2014: S.B.516 (South Carolina Read to Succeed Act)</p>	<p>Curriculum and Instruction</p> <p>Requires classroom teachers use evidence-based reading instruction that includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Professional Development</p> <p>All teachers must complete professional development or coursework related to literacy to earn the Read to Succeed (R2S) Literacy Teacher endorsement. To earn the endorsement, educators must submit evidence of completion of four approved courses taken as college coursework (12 credit hours total, undergraduate or graduate) or professional development (240 contact hours total). The Read to Succeed team in the Office of Early Learning and Literacy provides a list of approved programs. A reading/literacy coach shall be employed in each elementary school to serve as job-embedded, stable resources for professional development throughout schools.</p>	<p>Teacher Prep and Licensure</p> <p>All South Carolina teachers must complete professional development or coursework related to literacy to earn the Read to Succeed (R2S) Literacy Teacher endorsement. All South Carolina teacher prep programs have had coursework approved to ensure that teacher candidates graduating from their programs will possess the knowledge and skills to effectively assist children in becoming proficient readers. Pre-service courses are required to align with the South Carolina literacy competencies.</p>
	<p>Universal Screening</p> <p>All districts and charter schools are required to screen all kindergarten and first grade students three times a year for potential reading difficulties. The state posts a list of approved screeners.</p>	<p>Grade Three Retention</p> <p>Retention is required, with exemptions, including ELLs with less than two years of English instruction, students with disabilities, or those receiving interventions for two years and previously retained. Students who demonstrate proficiency through reading portfolio or who participate in summer reading camp after third grade and then demonstrate proficiency are also exempt.</p>	<p>Interventions</p> <p>Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>South Dakota</p>			

State Literacy Strategies

<p>Tennessee 2021: S.B.7003 (Tennessee Literacy Success Act), S.B.7002</p>	<p>Curriculum and Instruction Districts are required to adopt evidence-based textbooks/ curriculum from the list approved by the state board.</p>	<p>Professional Development Teachers in kindergarten through fifth grade must complete at least one professional development course on foundational literacy skills approved by the department. The department will develop at least one professional development course to fulfill this requirement to be made available at no cost. Reading 360 Early Reading Training is a 60-hour course in the newest research in foundational literacy instruction.</p>	<p>Teacher Prep and Licensure Educator prep providers must provide training on reading instruction focused primarily on foundational literacy skills to new K-3 teacher candidates seeking licensure. Any individual who teaches or seeks to teach K-3 must pass a Tennessee reading instruction test or complete a foundational literacy skills instruction course, provided at no cost to the candidate or the EPP, to receive, advance, or renew their teaching license.</p>
	<p>Universal Screening Each LEA and public charter school is required to annually administer a universal reading screener to each student in grades K-3 three times per year. The department is required to provide a Tennessee universal reading screener at no cost to LEAs. Districts have the option to choose a different universal screener from the state board's approved list.</p>	<p>Grade Three Retention Retention is required, with exemptions.</p>	<p>Interventions Requires intervention for students identified with reading deficiency. Parent notification.</p>
<p>Texas 2019: H.B.3</p>	<p>Curriculum and Instruction Schools are required to adopt a phonics curriculum that uses systematic, direct instruction in grades K-3. TEA completed a multi-phase review of the most commonly used phonics programs and posts a list of compliant programs.</p>	<p>Professional Development All K-3 teachers and principals must attend a "teacher literacy achievement academy" by the end of the 2022-23 school year that provides training on effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The state has developed the Texas Reading Academies.</p>	<p>Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teacher candidates must take a proficiency exam (science of teaching reading (STR) certification exam) in evidence-based reading instruction for certification.</p>
	<p>Universal Screening Literacy screening is required for K-2. The state provides a list of assessment tools.</p>	<p>Grade Three Retention</p>	<p>Interventions Requires intervention for students identified with reading deficiency.</p>

State Literacy Strategies

Utah 2022: S.B.127 (Early Literacy Outcomes Improvement)	Curriculum and Instruction LEAs are required to adopt curriculum and intervention programs based on the science of reading.	Professional Development The state department of education is required to provide and train literacy coaches for K-3 and provide statewide professional learning. All current teachers must complete an approved professional development program, and pass a literacy preparation assessment.	Teacher Prep and Licensure All preservice programs must prepare teacher candidates in the science of reading, and pass a literacy preparation assessment.
	Universal Screening Screening is required to determine if a student is lacking competency in a reading skill.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Parent notification.
Vermont	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure Teacher prep programs must address the science of reading.
Virginia 2022: S.B.616 (Virginia Literacy Act) 2023: H.B.1526	Curriculum and Instruction Requires school divisions to use evidence-based literacy curriculum approved by the board for grades K-8. The VDOE is required to recommend instructional programs for approval by the state board. Ultimately, the board will publish an Approved Core Instructional Program Guide to support local decision-makers by providing them with a review of high-quality instructional materials grounded in evidence-based literacy instruction and science-based reading research.	Professional Development All K-3 teachers will be provided in-service training in evidence-based literacy instruction.	Teacher Prep and Licensure Higher education institutions must teach candidates how to implement evidence-based methods. All public, private, and alternative prep programs must provide training for any individual seeking initial licensure with an endorsement in a certain area, including as a reading specialist, to demonstrate mastery of science-based reading research and evidence-based literacy instruction. Preservice teachers must pass a certification exam in reading instruction.
	Universal Screening Universal screening to determine reading difficulties is required for K-3 students routinely throughout the year using the state-approved screening tool (PALS).	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification. Parent involvement in IRP.
Washington	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure Teacher prep programs must address the science of reading. Teachers must take a licensure test that assesses the science of reading.

State Literacy Strategies

West Virginia 2023: H.B.3035 (Third Grade Success Act)	Curriculum and Instruction Requires county boards to adopt high-quality instructional materials aligned to the science of reading. Bans the use of three-cueing strategies.	Professional Development Provides comprehensive training on the science of reading to ensure all K-3 teachers, early childhood classroom assistant teachers, aides and paraprofessionals, and interventionists have the knowledge and skill to teach and/or support all students to read at grade level.	Teacher Prep and Licensure Teacher prep programs must address the science of reading. Candidates must take a minimum number of credits on the essential components of reading. Teachers must take a licensure test that assesses the science of reading.
	Universal Screening Schools must screen K-3 students within the first 30 days of school then repeated at mid-year and end-of-year. The state approves a list of screeners/ benchmarks in English Language Arts and dyslexia.	Grade Three Retention Retention is required, with exemptions, beginning 2026.	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.
Wisconsin	Curriculum and Instruction	Professional Development	Teacher Prep and Licensure Teachers must take a licensure test that assesses the science of reading.
	Universal Screening School districts or charter schools must annually assess K-2 students for reading readiness. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. Assessments must evaluate phonemic awareness and letter sound knowledge.	Grade Three Retention	Interventions
Wyoming 2019: H.B.297 2022: S.F.0032	Curriculum and Instruction	Professional Development School districts must require district employees providing instruction in grades K-3 to receive professional development in evidence based literacy instruction and intervention, and in identifying the signs of reading difficulties.	Teacher Prep and Licensure
	Universal Screening All K-3 students must be screened at least 3 times per year for signs of dyslexia and other reading difficulties.	Grade Three Retention	Interventions Requires intervention for students identified with reading deficiency. Individual reading plan. Parent notification.