



#ScienceOfReading Campaign A Call to Action for State Policymakers

We call on policymakers to develop policy solutions that prioritize the acquisition and application of the Science of Reading in schools and ensure that they are supported by realistic timelines and resources.

Literacy grants access to the world; however, only one-third of 4th graders in the country are reading proficiently according to the 2019 [National Assessment of Educational Progress](#) (NAEP) results. Low literacy levels contribute to poor physical health, mental health, employment opportunities, and quality of life. States need strong policies to ensure that effective reading instruction, rooted in science, gets into the hands of those who need it most – teachers. This can only be done by passing and enacting strong early literacy policies that have been proven to work. Policymakers are change agents. We urge you to intentionally address current literacy challenges that will not only impact students' lives, but also the future economy of your state.

Below are three actions that you can take to Bring the Science of Reading to Light:

1. Engage with Stakeholders to Understand Local and Statewide Literacy Challenges

It is important for policymakers to have knowledge of the educational landscape of their state. Whereas some school districts have adequate resources to provide optimal and varied learning experiences for their students, other districts do not. End-of-year state assessment scores do not just indicate effectiveness of instruction, it also exposes inequities such as access to materials, technology, and other resources. How can you ensure equity across districts and, more specifically, demographics? You can ensure that, across the board, early supports are provided for all students who have been identified as needing extensive evidence-aligned reading instruction and that teachers are trained to deliver this instruction through professional development grounded in the science of reading.

2. Propose and Pass a Comprehensive Early Literacy Policy

A comprehensive Kindergarten-third grade reading policy details [strategies that should be implemented](#) and supports that must be provided to ensure that all students are reading on grade level by the end of third grade. Including requirements such as teacher training in the science of reading and the adoption of high-quality, reading instructional materials is only the beginning. The policy should also include requirements for mandatory screening of K-3 students to identify students who may have reading deficiencies; the use of diagnostic assessments to pinpoint reading challenges; the analysis of assessment results to provide and monitor the effectiveness of targeted interventions; and, the development or sharing of resources that provide strategies and empower parents to support reading at home.



3. Approve Adequate Funding for Early Literacy Policy Implementation

States that have seen significant progress in 4th grade reading have not only passed a comprehensive K-3 reading policy grounded in the scientific evidence base, but also have policymakers who are deliberately funding the implementation efforts. Appropriations for literacy policies in [Mississippi](#), and, most recently, [Alabama](#) aim to support implementation of statewide literacy efforts. When you make an investment in preventing or remediating reading difficulties early, it sends a strong message to educators, parents, and students that you are committed to ensuring that funding is not a barrier to student success.

When more policymakers understand the value of the science of reading and put into action smarter, better policies that will help us move the needle forward, we can provide more young people with the opportunity to reach their full potential. That's great for children, families and communities.

**The Reading League recognizes and appreciates your efforts to
Bring the Science of Reading to Light.**

**The Science of Reading is for you.
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