

NOAH WEBSTER EDUCATIONAL FOUNDATION MODEL POLICY

TO: TBD
FROM: Noah Webster Educational Foundation
RE: Science of Reading Model Policy
DATE: TBD

This model policy encourages districts to promote reading literacy by supporting Science of Reading curriculum standards. These standards emphasize teaching the basics of reading, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, through scientifically backed methods, while also encouraging reading instructors to individualize instruction as needed.

Science of Reading Model Policy

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BACKGROUND: Several states have begun adopting the Science of Reading legislation, which seeks to use science-based practices to better reading instruction and address the literacy crisis. This policy adjusts state and federal legislative requirements to fit the district system's policy model. In doing so, this policy encourages districts to implement the Science of Reading model in their schools.

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Subject: Science of Reading Model Policy

I. Description of Policy

This School Board/School Division, following professional and scientifically established best practices, will adopt the guidance provided in the Science of Reading legislation. This policy outlines key points about reading, literacy, and teaching procedures affected by implementing the Science of Reading legislation. This policy aims to improve reading literacy throughout the district by encouraging science-based practices to develop reading skills, including phonics, fluency, vocabulary, and reading comprehension.

II. Definitions

The following definitions will be used throughout this policy:¹

- A. “Science of reading” means evidence-based reading instruction that focuses on phonemic awareness, phonics, fluency, vocabulary, and comprehension and can be differentiated to meet the needs of individual students.

III. Requirements for Curriculum and Supplemental Resources

The purpose of schools within the [schoolboard district] is to ensure that all students receive high-quality instruction. As reading literacy rates fall across our state and the country, this school board is taking action to improve student success in reading. Within no more than three years following the implementation of this policy, all schools within [school district] will be responsible for replacing old curriculum and adopting new curriculum, including supplemental resources, that align with the “Science of Reading” as defined by this policy. Supplemental materials include: reading and instructional materials, learning aids such as games and online resources, and all additional materials used by the educator to support student literacy.

All reading curriculum and instructional materials should focus on phonics, fluency, vocabulary, and comprehension. While individual resources may focus on one of these four elements, educators should ensure that phonics, fluency, vocabulary, and comprehension build on one another and work together to deliver effective reading instruction and improve literacy skills. Focusing on a single element without building on prior skills and knowledge runs counter to the Science of Reading approach.

IV. Standards for Reading Educators

Schools within [school district] should encourage educators involved in reading instruction, such as teachers and reading specialists, to receive training in integrating the “Science of Reading” into their curricula. This training can and should count towards professional development hours

¹ American Legislative Exchange Council, *The Science of Reading Act*, model policy, finalized December 22, 2023, accessed July 6, 2026, <https://alec.org/model-policy/scishould-count-towardence-of-reading-model-policy/>.

and focus on incorporating science-based practices into the curriculum and all other aspects of reading instruction.