 <p>Nebraska Department of Education Policy and Reference Manual</p>	<p>Position Statement Number</p> <p>S3 (formerly G4)</p>	<p>Page Number</p> <p>1 of 12</p>
<p>State Board Position Statement S3 (formerly G4) <u>Reading/Writing Early Literacy</u></p>	<p>Created: 2002 Reviewed: 2011, 2015, <u>2019</u> Approved: <u>04/03/2015</u> Expiration Date: <u>04/03/2019</u></p>	

~~Effective reading and writing skills are essential to success in school and success in life. Therefore, the State Board of Education supports and encourages state and local efforts to help all students become successful readers and writers. The Board encourages persons closest to the child, including parents, teachers, and other educators, to assume responsibility for creating conditions to support successful readers and writers. The Board encourages local school districts to establish policies that are mindful of the critical role of reading and writing instruction.~~


~~The Board further encourages local school districts to establish a policy that recognizes the importance of providing children with reading and writing skills based both on the structure of language and the meaning of language in context. Establishing an early foundation for effective reading and writing is one of the most important functions of schools. Schools should teach systematic phonics in grades K-2. In addition, schools should teach knowledge of print, word analysis, fluency, vocabulary, comprehension, and the writing process including spelling, grammar, punctuation and capitalization. Students should read and write extensively across all content areas to develop and apply their reading and writing skills through grade 12. Local policy should encourage approaches that are based on the needs of the student and should include emphasis on appropriate strategies that recognize the developing skills of the student.~~

~~The Board supports teacher training and ongoing professional development in the core components of reading and writing instruction including systematic phonics and the use of a variety of skills and techniques for teaching children to read and write. The Board will promote state level efforts that help schools meet standards for reading and writing.~~

~~The Nebraska State Board of Education supports and encourages systemic efforts to improve early literacy for all students, working to ensure that all students become successful readers and writers. The Nebraska State Board of Education believes that local school districts should establish policies that promote high-quality early literacy instruction based on the science of reading and that highlight the importance of grade-level reading.~~

Local school districts should:

- Provide rich language and literacy experiences throughout students' PK-12 education;
- Establish print-rich classrooms, including opportunities to engage with a wide range of high-quality children's literature and informational text;
- Promote the classroom practice of reading aloud daily, fostering a deep enjoyment of reading and exposing children to rich language;
- Select and implement standards-aligned, high-quality instructional materials for English Language Arts;
- Support strong core academic instruction, including explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension;

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- Develop and implement a curriculum scope and sequence of foundational writing instruction with an emphasis on writing proficiently in a variety of models for different purposes and audiences as well as the mechanic of writing;
- Develop and implement a comprehensive assessment system that includes universal screening for proficiency in foundational skills, diagnostic measures, progress monitoring, and an outcome measure to gather evidence of student learning and to inform instruction to meet the individual needs of every student;
- Provide an individualized reading improvement plan that outlines the specialized supports and evidence-based interventions for student having difficulties with early literacy skills, including those who exhibit characteristics of dyslexia;
- Consider factors including vision or hearing issues that may affect a students' literacy development;
- Communicate with, involve, and provide tools and resources to students' caregivers (e.g. parents, guardians, etc.) from the very beginning of their education so they can support early literacy development; and
- Ensure students have access to before school, after school, and summer literacy programming.

The Nebraska State Board of Education encourages local school districts to provide ongoing professional learning for all educators in early literacy instruction. This includes explicit and systematic instruction in language development, phonological awareness, phonics, fluency and comprehension, and the use of evidence-based techniques and interventions for teaching early literacy skills. Through the development and implementation of local policies, procedures, and practices, districts can continue to build family, community, and school partnerships to help students become successful readers and writers.

Board Action History

- 6/7/02 – G4 (NEW) (Based on policy statement adopted 10/11/97.)
- Policy statement revised 10/06/11
- Policy statement revised 04/03/2015
- 03/03/2017 – G4 (S3)
(Reorganized Board Policy Reference Manual with new designated letters for categories of policy [P], bylaws [B] and general statements [S]. G4 is now S3.)

Cross-References

- 92 NAC 10 (Rule 10)
- 92 NAC 11 (Rule 11)
- 92 NAC 14 (Rule 14)
- 92 NAC 24 (Rule 24)
- 92 NAC 51 (Rule 51)
- 92 NAC 52 (Rule 52)
- Nebraska Reading Improvement Act, Sections 79-2601 through 2607 R.R.S.

