



Early Literacy Matters

State-by-State Policy Implementation Report

Explore Maine's adoption and implementation of the 18 Early Literacy Fundamental Principles.






ME

PRINCIPLE ADOPTION
IMPLEMENTATION



Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p>FULL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> ABOVE & BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</p>
 <p>PARTIAL IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p>FUTURE IMPLEMENTATION</p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p>PRINCIPLE NOT ADOPTED</p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

Early Literacy Policy Implementation Rubric

PURPOSE

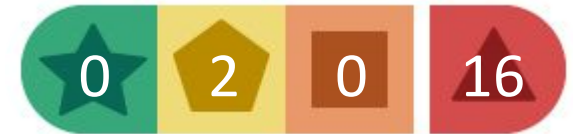
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Maine's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

2 out of 18



STATE POLICY ADOPTION REFERENCE MATERIALS

- [20-A MRSA 4710-B Dyslexia](#)
- [Maine Department of Education, Literacy Hub](#)

Science of Reading (SOR) Training



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- Maine [policy](#) DOES require the dyslexia coordinator at the Department of Education to implement training in evidence-based screening practices.
- Maine HAS entered into [master agreements](#) with AIM Pathways and Keys to Literacy to provide professional development through literacy learning modules to educators at participating school administrative units – school administrative units are not required to offer this opportunity to educators. School administrative units must first pay for the offered modules and then may seek reimbursement from the state through September 30, 2026.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In adopting this policy, Maine should ensure there is an implementation plan for rollout that is clearly communicated to all educators.

Literacy Coaches



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT provide for literacy coaches in policy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded training and coaching to K–3 teachers.

Educator Preparation Program (EPP) Alignment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT have standards for educator preparation programs that address all core components of scientifically based reading. ([NCTQ, Maine Summary 2023](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to ensure that EPP required coursework is aligned to the science of reading and prohibits the use of course materials that include three-cueing.
- Maine should further require that coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.

Educator Preparation Program (EPP) Assessment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES provide for a licensure test that addresses reading: Praxis Elementary Education: Multiple Subjects, Reading and Language Arts subtest; however, this licensure test DOES NOT adequately address all five core components of reading and it is optional. ([NCTQ, Maine Summary 2023](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should require elementary education candidates pass an assessment that is aligned to the science of reading to obtain teacher licensure.

Funding for Literacy Efforts



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. Maine DID provide very minimal funding for fiscal years 2025–2026 and 2026–2027, which includes:
 - Funding for the early literacy grant program [\$500 per year]

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.

Universal Reading Screener



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT require schools to administer a state-approved universal reading screener to K–3 students three times per year to identify students at risk for reading failure.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require a state-approved universal reading screener to be administered to all K–3 students three times per year to identify students at risk for reading failure.

Screeners for Characteristics of Dyslexia



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is administered only to students who are flagged as at risk on the universal reading screener or upon teacher or parent request.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine [policy](#) DOES require a school administrative unit to screen students in Kindergarten–2nd grade for dyslexia, where difficulties are identified by a classroom teacher.
- Maine [policy](#) DOES require the screening to be administered in the area in which the student has difficulty as identified by a classroom teacher in the following areas: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require schools to administer a state-approved screener for characteristics of dyslexia that assess *all of the following skills*, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.
- Maine should require the dyslexia screener to be administered, at a minimum, *to all students* at the end of Kindergarten and at the beginning of 1st and 2nd grade.

Parental Notification



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine policy DOES NOT require parental notification of students identified with reading difficulties on the dyslexia screener.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to expanding policy relating to universal reading screeners and dyslexia screeners, Maine should further expand policy to require parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and dyslexia screener.

District Adoption of High-Quality Instructional Materials



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT require school districts to adopt high-quality instructional materials that are aligned to the science of reading.
- Maine DOES provide some [guidance](#) on the adoption of instructional materials that encourages local districts to ensure the instructional programming adopted is aligned to standards and addresses key elements of literacy learning.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.
- Maine should further require districts to post their adopted materials on the district website.



Elimination of Three-Cueing Instructional Materials



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.

Individual Reading Plans



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT provide for individual reading plans for students identified as having a reading deficiency.
- Maine [policy](#) DOES require individual school districts to develop and implement a system of interventions for K–12 students that assist students who are not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements. The interventions must be based upon ongoing formative assessments that continuously monitor student progress.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results.
- Maine should establish a process for monitoring the implementation of the individual reading plans and a timeline for notifying parents of the development of the plan.

Regularly Monitor Student Progress



IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires schools to monitor students' progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT track district/school monitoring of students' progress within a MTSS.
- Maine [policy](#) DOES require individual school districts to develop and implement a system of interventions for K–12 students that assist students who are not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements. The interventions must be based upon ongoing formative assessments that continuously monitor student progress.
- Maine DOES encourage districts to implement an MTSS framework as part of the local district's comprehensive literacy plan. ([Local Level Matrix for Comprehensive Literacy Planning, K–Grade 3](#))
- Maine DOES have a MTSS to address the academic, behavioral, and social-emotional needs of each student. ([Maine Department of Education, MTSS](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following policy expansion that requires screening of all K–3 students for reading deficiencies three times per year and screening for dyslexia, Maine should expand policy to require schools to regularly monitor and document students' progress within a multi-tiered system of supports and utilize data from the universal reading screener that should be administered to all K–3 students three times per year to inform instruction and interventions as needed and in a timely manner.
- Maine should ensure monitoring takes many forms, including observations, assessments, screeners, and student work.

Evidence-Based Interventions



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Maine DOES NOT require school districts to target students’ needs by adopting interventions grounded in the science of reading.
- Maine [policy](#) DOES require individual school districts to develop and implement a system of interventions for K–12 students that assist students who are not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require school districts to target students’ needs by adopting interventions grounded in the science of reading from a vetted and approved list.

Summer Reading Camps



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT have a policy requiring districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure.
- Maine [policy](#) DOES contemplate general summer schools by requiring the State Board and Commissioner to establish standards consistent with basic school approval requirements for summer schools offering credit.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Maine should further require all staff at summer reading camps to be trained in the science of reading.

Parent Read-At-Home Plan



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Maine DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Maine DOES provide some online resources for parents to support reading at home. ([Local Level Matrix for Comprehensive Literacy Planning, K–Grade 3](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, Maine should require strategies that are shared with parents to target students’ needs based on data and be aligned with the science of reading.

Initial Determinant Retention at 3rd Grade Based on State Assessment



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options be retained.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

Multiple Options for Promotion



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should expand policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.

Good Cause Exemptions for Some Students



IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Maine DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Maine should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.
- Maine should further require intensive interventions to continue in 4th grade for students promoted for good cause.

