§ 818. Evidence-based and scientifically based reading instruction. 1. (a) On or before January first, two thousand twenty-five, the commissioner shall provide school districts with the instructional best practices for the teaching of reading to students in prekindergarten through grade three. Instructional best practices for the teaching of reading shall be evidence-based and scientifically based, focusing on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, comprehension, including background knowledge, oral language and writing, oral skill development, and align with the department's culturally responsive-sustaining framework. Such instructional best practices shall be periodically updated by the commissioner where appropriate.

(b) Every school district shall annually review their curriculum and instructional practices in the subject of reading for students in prekindergarten through grade three to ensure that they align with the reading instructional best practices provided by the commissioner, and that all early reading instructional practices and interventions are part of an aligned plan designed to improve student reading outcomes in prekindergarten through grade three.

2. For the purpose of this section, "evidence-based and scientifically based", "phonemic awareness", "comprehension", "reading fluency", "vocabulary development", "culturally responsive-sustaining framework", and such other terms necessary to implement this section shall be as defined by the commissioner in regulations.

3. On or before September first, two thousand twenty-five, every school district shall verify to the commissioner that their curriculum and instructional practices in the subject of reading in prekindergarten through grade three align with all of the elements of the instructional best practices provided by the commissioner pursuant to this section.