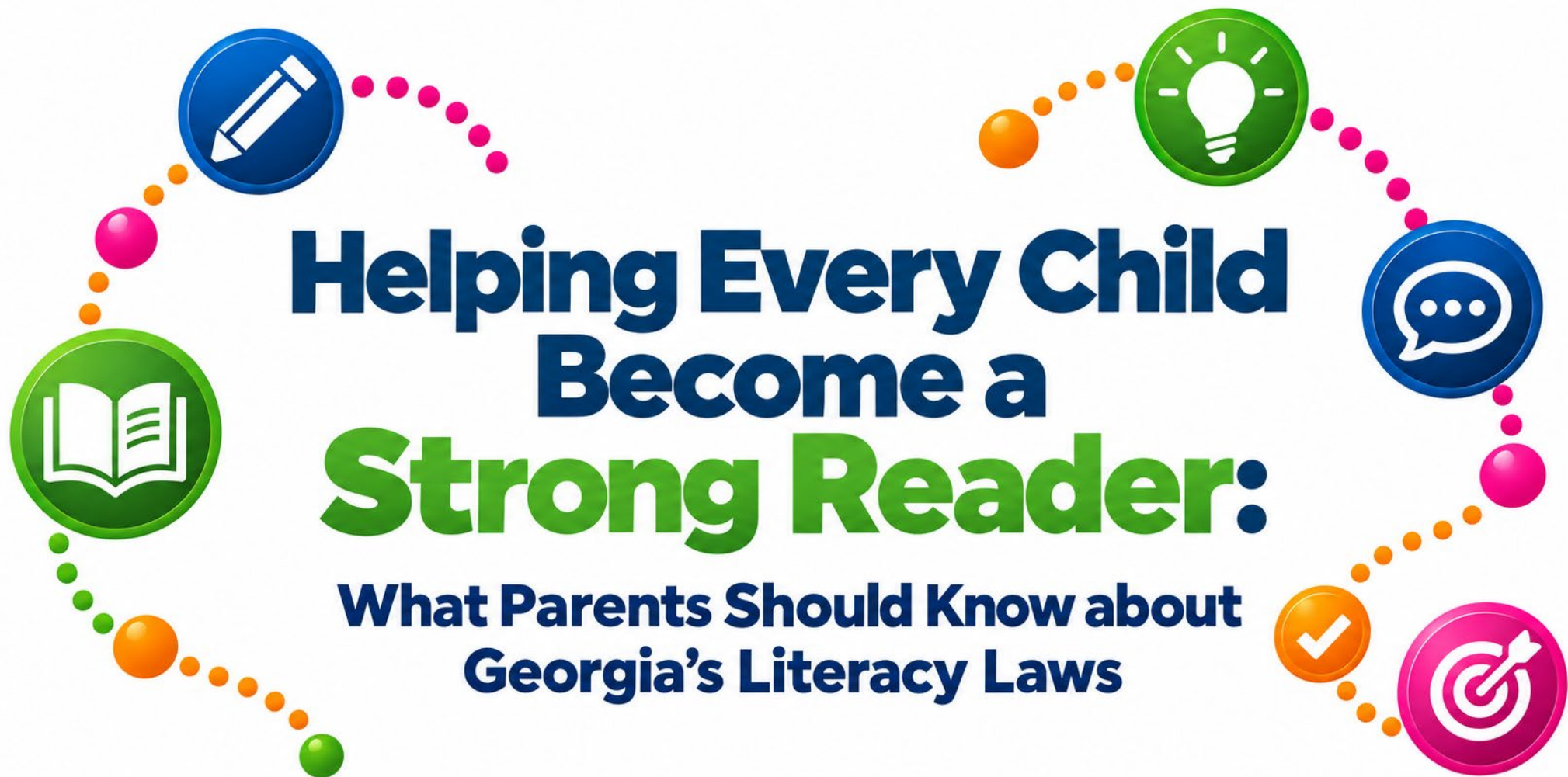




Georgia's Literacy Policy Timeline

2025-26

- Passage of HB 1193 – Georgia Early Literacy Act of 2026
 - Implementation of Georgia's K-12 ELA Standards
- First year that:
- New teachers have been prepared to provide evidence-based literacy instruction
 - Current teachers have completed science of reading training
 - School-based literacy coaches in the highest need schools
 - Regional literacy coaches throughout GA

2024-25

Passage of HB 307 – Georgia's Early Literacy and Dyslexia Act

First year of:

- HQIM for reading in K-3
- Universal reading screening and Dyslexia Screening
- New educator preparation content standards for literacy
- Teacher training on the science of reading
- School-based literacy coaches placed in the 60 highest need schools and
- Regional literacy coaches throughout GA

2023-24

- Passage of Senate Bill 464 (screeners narrowed, executive committee for Georgia Council on Literacy)
- High-quality instructional materials (HQIM) for K-3 approved
- Universal reading screeners and dyslexia screeners approved

2022-23

- Passage of House Bill 538 – Georgia Early Literacy Act
- Passage of Senate Bill 211 – Established Georgia Council on Literacy

2019

- Passage of Senate Bill 48 – Georgia's Dyslexia Legislation
- Dyslexia Pilot Program begins

What's **new**, and what continues?

CONTINUING THE WORK



K-12 ELA Standards



High-Quality Instructional Materials



Universal Screening



Tiered Reading Support Plans



Professional Learning

NEW ADDITIONS



First Grade Readiness



School-based
Literacy Coaches



Unified Literacy Plans

What does first-grade readiness mean?



First-Grade Readiness

A Note about GKIDS 2.0

Page 4 of the [Georgia Kindergarten Inventory of Developing Skills \(GKIDS 2.0\) Administration Manual for 2026-2027 – Part 1: Overview](#)

states, "The suggested performance tasks included in this manual for English language arts and mathematics should be administered at the beginning of the year to determine the student's proficiency when entering kindergarten. **Note that the use of these tasks is not required, as teachers have the flexibility to use other tasks or activities to assess each learning target.** However, the suggested performance tasks serve to convey the expectation of students for meeting each learning target and should be used as a reference if teachers choose to utilize other tasks or activities."

Page 11 provides information about teachers using the GKIDS 2.0 platform to report student data and evidence. Per SBOE rule [TESTING PROGRAMS – STUDENT ASSESSMENT 160-3-1-.07](#), reporting for the ELA portion of GKIDS will be required, but districts will still have flexibility on the tasks used to assess the learning targets.



ASSESS



UNDERSTAND



RESPOND



MONITOR



Guidance for First-Grade Readiness Georgia Early Literacy Act of 2026 (HB 1193)

Georgia's first-grade readiness process is designed to support thoughtful placement decisions for children who are age-eligible for first grade. For children enrolled in Georgia public school kindergarten, GKIDS 2.0, together with an approved universal reading screener, will serve as the first-grade readiness assessment.

For children who did not attend kindergarten in a Georgia public school and whose parent or guardian requests placement into first grade, schools may use the [ELA/Reading, First Grade Early Intervention Program \(EIP\)](#), Entrance Probe, and related probes, together with an approved universal reading screener, and other relevant evidence. If a child is identified as significantly at risk of not attaining grade-level reading proficiency, the school must implement a tiered reading intervention plan, notify the parent or guardian, and follow required procedures for placement decisions and appeals.

Purpose

This guidance is intended to support consistent, child-centered first-grade placement decisions for children who are age-eligible for first grade.

What the law requires

Under HB 1193, the Georgia Early Literacy Act of 2026:

- Kindergarten is the expected entry point for most children.
- A child who meets the age requirement for first grade may be assessed for first-grade readiness at the request of the parent or guardian or at the discretion of the principal.
- Eligibility for first-grade placement must be based on state-approved assessment instruments, teacher input and recommendations, and other relevant information, including parent or guardian preference.
- If a child is identified as significantly at risk of not attaining grade-level reading proficiency, the school must immediately develop and implement a [tiered reading intervention plan](#) and provide written notice to the parent or guardian.

Assessment Approach

For children enrolled in Georgia public school kindergarten:

- GKIDS 2.0 evidence
- State Board-approved universal reading screener
- Teacher input and recommendations
- Other relevant information, including parent or guardian preference and available records

Page 1 of 2



[TL First-Grade Readiness
Guidance](#)

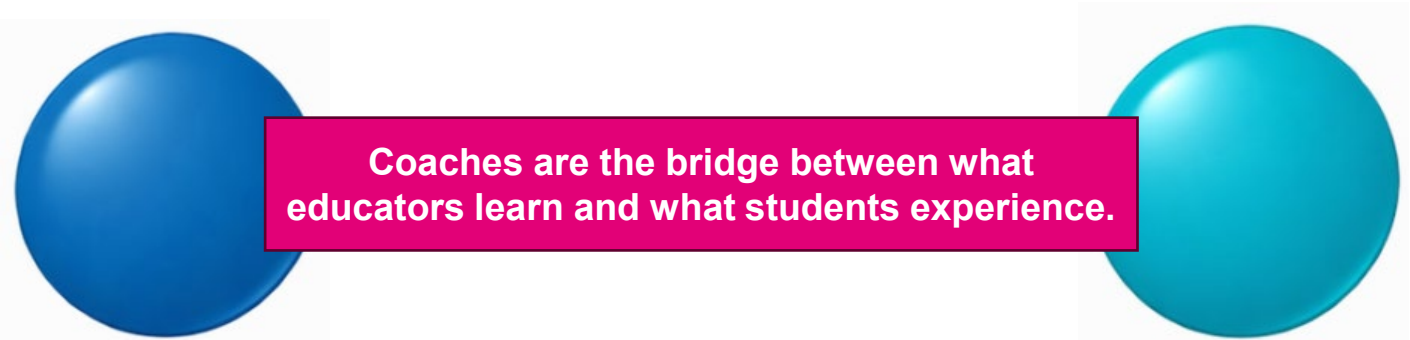


How can a literacy coach impact my child's school experience?



School-Based Literacy Coaches

- Support students by supporting teachers
- Side-by-side with a classroom focus
- Non-evaluative by design
- Implementation of all literacy components
- Target needs based on multiple data
- Partner with other instructional leaders
- Supported by Regional Literacy Coaches



Coaches are the bridge between what educators learn and what students experience.



Educating Georgia's Future

HB 1193 – Literacy Coach Funding

District Guidance/Frequently Asked Questions

What is the source of funding?
K-3 literacy coach funding is provided through the Quality Basic Education (QBE) formula, not a grant. Funding is earned automatically by eligible schools and rolled into each LEA's total QBE allotment.

When will districts begin earning these funds?
Pending the Governor's signature on the FY27 state budget, districts will begin earning funds with the QBE cycle starting in July, with earnings reflected on QBE allotment sheets beginning this fall.

Which schools are eligible?
A school is eligible if it serves any grades K-3, regardless of overall grade configuration.

How is funding calculated?
Funding is based on total school FTE across all grades, not K-3 enrollment alone.

- 200 or fewer total FTE = earns 50% (0.5) literacy coach funding
- 201 or more total FTE = earns 100% (1.0) literacy coach funding

Each eligible school earns funding independently; system totals reflect the sum of eligible schools.



[HB 1193 – Literacy Coach Funding FAQ](#)

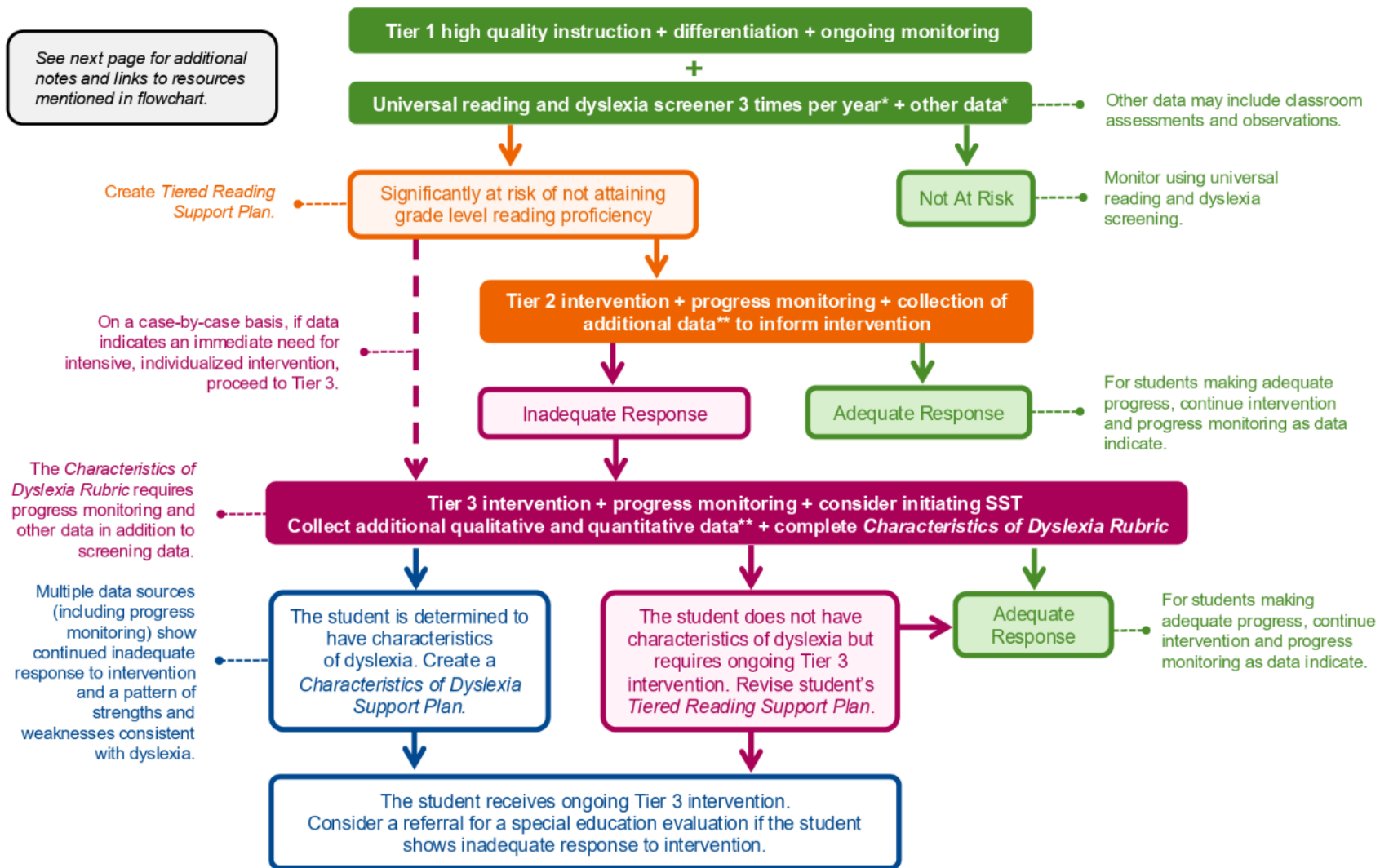
**If universal screening
shows a concern,
what happens next?**



Georgia Reading and Dyslexia Screening Process

This flowchart incorporates requirements from Georgia's literacy and dyslexia legislation. All components must be implemented with fidelity.

<https://url.gadoe.org/k65iu>



The Process



Universal Screening

3 times per year

Given to all students in a class, grade, or school to identify students at risk of reading difficulties and those who need extra support.



Diagnostic Assessment

After screening as needed

Used to identify specific strengths and weaknesses. Provide a detailed profile of a student's reading skills to guide intervention.



Tiered Interventions

Targeted instruction matched to student needs. Interventions are informed by diagnostic results and adjusted based on progress monitoring data to ensure students receive the right support at the right time.

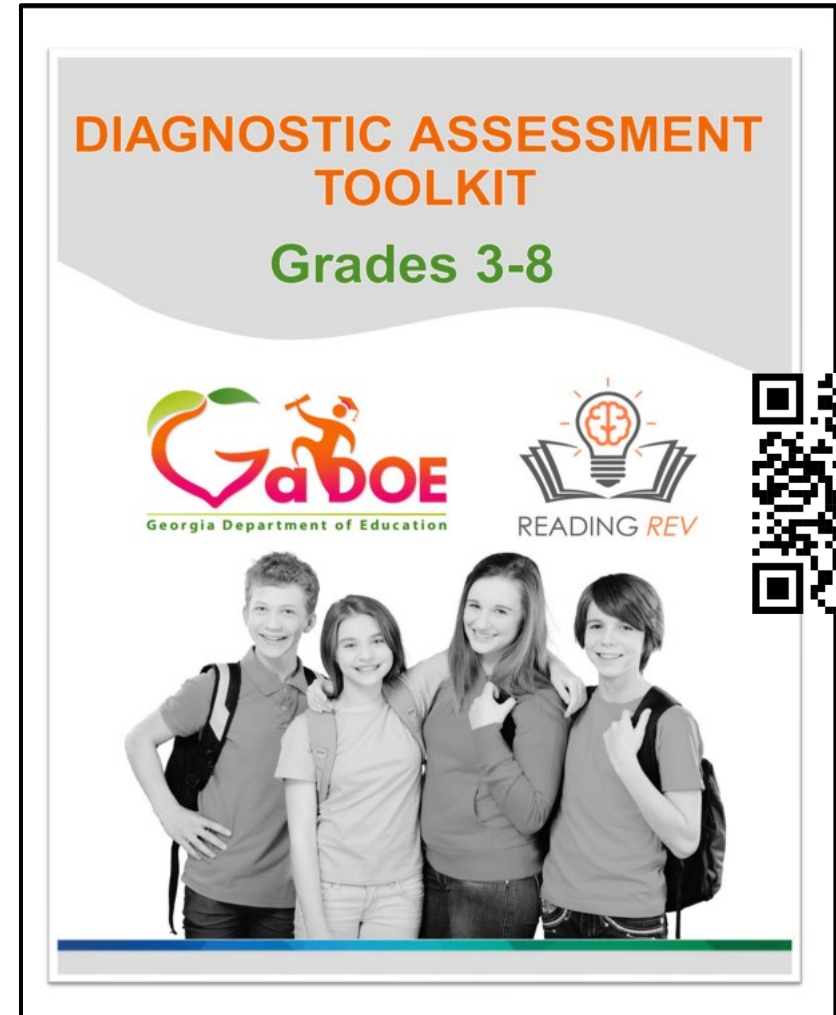
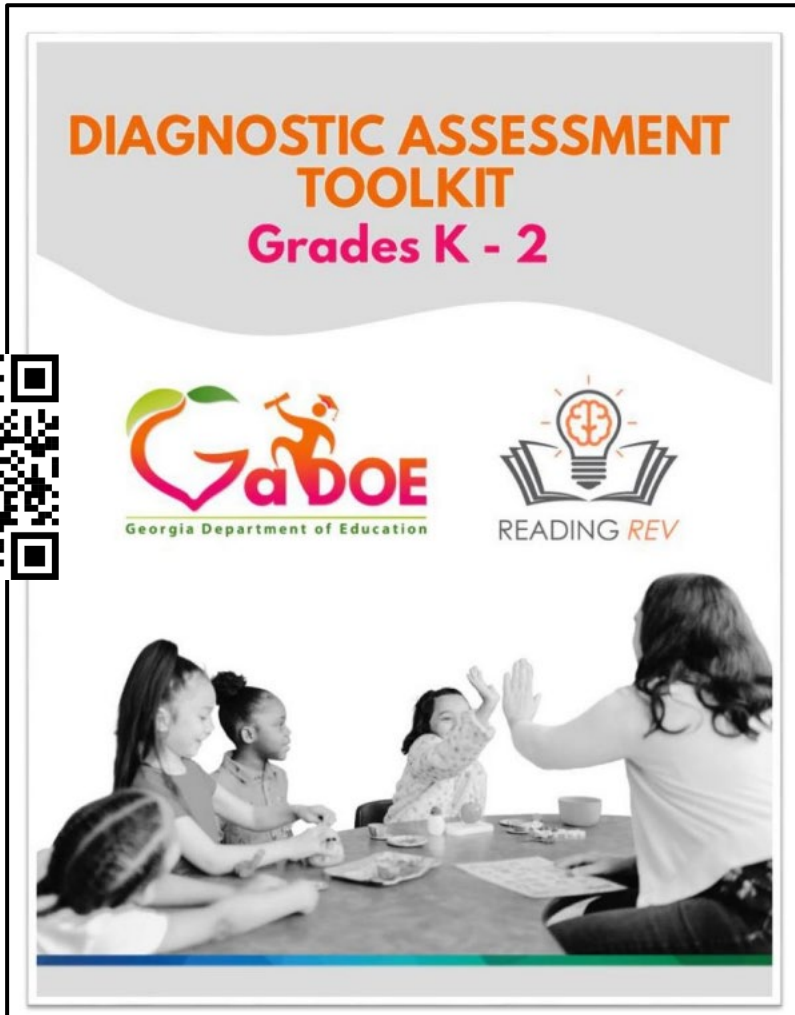


Progress monitoring

Every 1-4 weeks

Regular spot checks of student progress to measure growth, adjust instruction, and determine whether an intervention is working.

GaDOE Diagnostic Assessment Toolkits



K-8 Literacy & Dyslexia Intervention Practice Guide



Georgia K-8 Literacy and Dyslexia Intervention Practice Guide

Best Practices for Literacy and Dyslexia Intervention



How to Use this Guide

This practice guide was created to support educators of students in grades K-8 in developing evidence-based literacy instruction and intervention. The instructional practices and resources contained in the practice guide can provide a foundation for strong instruction and intervention, while guidance on intensifying instruction and intervention can assist educators in supporting students whose needs go beyond core instruction. The practice guide's content can be used along with any curriculum or instructional materials and supports implementation of the Georgia Multi-Tiered System of Supports (GaMTSS).

Educators should begin by reviewing the [Evidence-Based Instructional Practices](#) and ensuring that these are present in their instruction and intervention. Next, universal reading and dyslexia screening data should be considered along with other qualitative and quantitative data and used to identify students who require additional support. To better target intervention, educators should use the data already collected and may also use diagnostic assessment tools such as those included in the practice guide's [Assessment Resources](#). The [Intensifying Instruction and Intervention](#) section can help educators adjust intervention to match students' needs, and the [Monitoring Progress](#) section supports educators in identifying how frequently they should progress monitor students and provides some tools for doing so. The [RTI Roadmap for Intervention](#), together with the [GaMTSS Flowchart](#) document, can help educators determine the appropriate next steps for students based on their initial data and progress during intervention. [Supports for English Learners](#) contains resources specific to providing evidence-based instruction and intervention for ELs.

The second part of the guide contains guidance on evidence-based literacy practices as they apply to six different sets of literacy skills:

- [Phonological and Phonemic Awareness](#)
- [Phonics/Decoding](#)
- [Vocabulary/Oral Language](#)
- [Fluency](#)
- [Reading Comprehension](#)
- [Encoding](#)

Along with evidence-based instruction and intervention practices for each tier of instruction and routines, sample lessons and lesson-planning resources, and supplemental resources are provided.

Together, the information and resources in this practice guide can help educators select, provide and monitor intervention so that it meets the specific needs of their students.



<https://url.gadoe.org/4pynd>

How will unified literacy plans help my school or district **connect the dots?**



Unified Literacy Plans

Connecting the pieces into one unified system

- Required by January 1, 2027
- Birth through career readiness
- Goals + data
- Early learning connections
- Adolescent literacy connections
- Transitions matter
- ***More than a compliance document – it's the place where the initiatives connect.***



GOVERNOR'S OFFICE of
EDUCATION and WORKFORCE STRATEGY

Georgia Unified Literacy Plan Template

Introduction

This template is designed to help Georgia districts and public schools develop a unified literacy plan that is simple, locally adaptable, and clearly aligned to HB 1193, the Georgia Early Literacy Act of 2026. HB 1193 defines a unified literacy plan as a comprehensive, evidence-based framework for coherent, aligned, and continuous literacy development for learners from birth through career readiness. At minimum, the plan must establish measurable literacy goals for all tested grade levels using statewide assessment results and approved universal screener data; include explicit strategies for collaboration with early learning providers for children from birth to age five; and establish literacy transition plans for the transition from kindergarten to elementary school. (HB 1193, lines 220–230.) This template intentionally keeps those legislative requirements visible while giving districts room to organize the plan around local strengths, needs, and context.

How to use this template

- Complete each required component in a way that reflects your district context.
- Keep the final document concise. Most narrative sections can be completed in one to three paragraphs or a short table.
- Attach or hyperlink supporting evidence only where helpful.

Component Checklist

Use this checklist to confirm that the district's final plan addresses the statutory minimums before board adoption. Items marked as recommended are not explicitly required in legislation, but attention to these items in the unified literacy plan will help to ensure an aligned and coherent plan for achieving literacy goals.

1. Measurable literacy goals for all tested grade levels

Notes:

2. Use of statewide assessment results and approved universal screener data

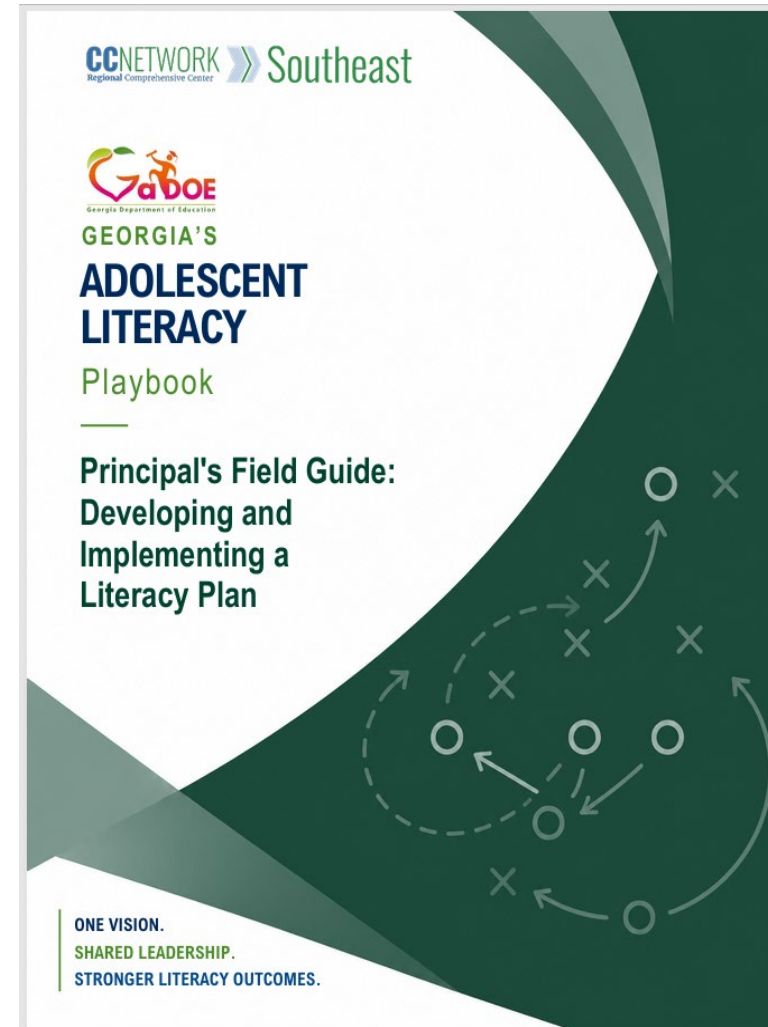
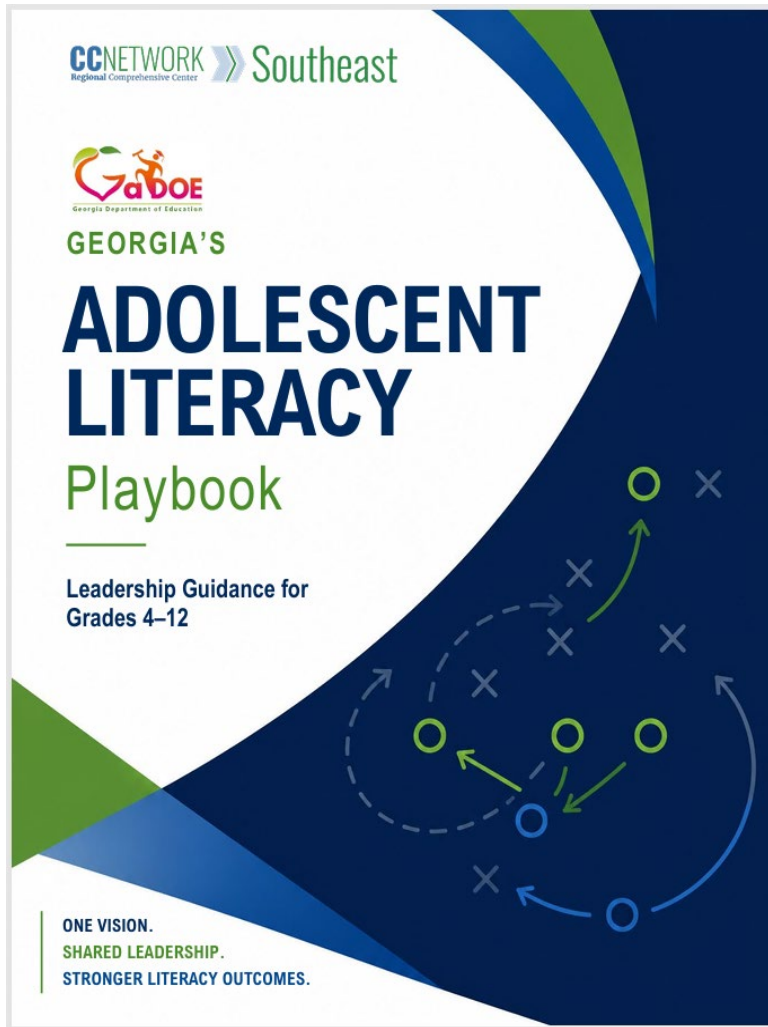
Notes:


[Unified Literacy Plan Template Preview](#)

What supports are available for teachers and leaders of older students?



Adolescent Literacy



How can families encourage reading at home and support a child who struggles?



Supporting at Home



Stay connected to current classroom instruction



Practice learned skills through games and everyday reading and writing



Engage in meaningful conversations



Make time for reading for pleasure



Parent Resources

-  Let's Learn GA! Literacy Shorts Videos
-  Raising a Reader
-  Reading 101: A Guide for Parents
-  Put Reading First: Helping Your Child Learn to Read



Literacy Shorts

Short videos to support literacy instruction



Verbal Reasoning



Language Structure



Literacy Knowledge



Reading Rope



Sight Recognition



Vocabulary



Phonological Awareness



Six Elements of Word Recognition



Clarifying Conversation:
Sight Word Vocabulary

[View the full *Literacy Shorts* series.](#)



Raising a Reader

VIDEO SERIES

Designed for Parents to Support Literacy at Home



Birth – Age 5



Grades K-3



Grades 4-8



Grades 9-12

Parent Video Guides Available Soon!



Get Georgia Reading Resources for Families



GET GEORGIA
READING



**Get Georgia Reading
at Home**



**Get Georgia Reading
in the Community**



**Early Learning
Climate Toolkit**



**Language as
a Missing Link**



**Learn from
the Experts**



<https://getgeorgiareading.org/resources-overview/>



Getting Ready for School

Georgia Classroom Guides for Families



Explore skills for the next grade level



Find ideas for learning together at home



Watch tips from Georgia teachers

Guides from Pre-K through middle school

Every child learns at their own pace.



<https://www.gpb.org/education/learn/lets-learn-ga/getting-ready>



What should I ask at my next school meeting?



Questions to Take to Your Next School Meeting



What are my child's reading strengths and specific needs?



What instruction and support will address those needs?



How will we know whether the support is working?



What can I do at home to reinforce classroom learning?



When will we review progress and decide on next steps?



Aligning State Literacy Policies & Practices 3.0

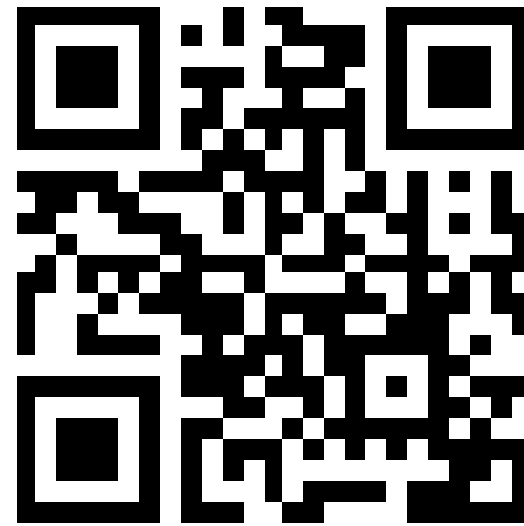
HB 1193 – Georgia Early Literacy Act of 2026

Connecting Georgia's Literacy Legislation, ELA Standards,
and School-Based Practices for Real Results



Updated August 10, 2026

Aligning State Literacy Policies & Practices 3.0



<https://url.gadoe.org/1p6hx>

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