# MN READ ACT

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# Why Literacy Matters: Foundational to Student Success & Equity

The inability to read well is associated with lower levels of adult educational attainment & lower income levels

The National Institute of Child Health & Human Development characterized reading difficulty as a major public health concern

Unless students learn to read by the end of first grade, they are highly likely to remain poor readings & suffer academic difficulties across all subjects. The assigned support team or individual investigates the reported issue or fulfills the requested service.

Devastating educational & social consequences of reading failure can be prevented or reduced through education.

Informed teachers are our best assurance against reading failure.

# Every student reading at grade level, every year.

# How the whale" learno to

#### THE SCIENCE OF READING

**WHAT** 

The science of reading is a

body of research that

explains how proficient

readers learn to read.

#### **Phonological Awareness**

The ability to identify and manipulate individual sounds in words.

(/c//a//t/)

#### Decoding

The ability to convert written words into spoken words using letter-sound correspondences

(spelling-sound correspondences)

#### **Sight Recognition**

The ability to recognize and read familiar words instantly, without decoding

(of familiar words)

#### **Background Knowledge**

The understanding of prior knowledge and experiences related to the text.

(facts, concepts, etc.)

#### Vocabulary

The understanding of the meaning of words.

(breadth, precision, links, etc.)

#### **Language Structures**

Understanding the grammar and syntax of language.

syntax, semantics, etc.)

#### **Verbal Reasoning**

The ability to make inferences, draw conclusions, and understand relationships within text.

(inference, metaphor, etc)

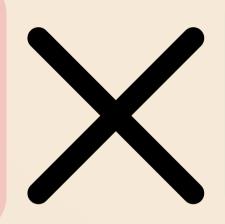
#### **Literacy Knowledge**

Understanding the conventions of different genres and text types.

(print concepts, genres, etc.)

### Simple View of Reading

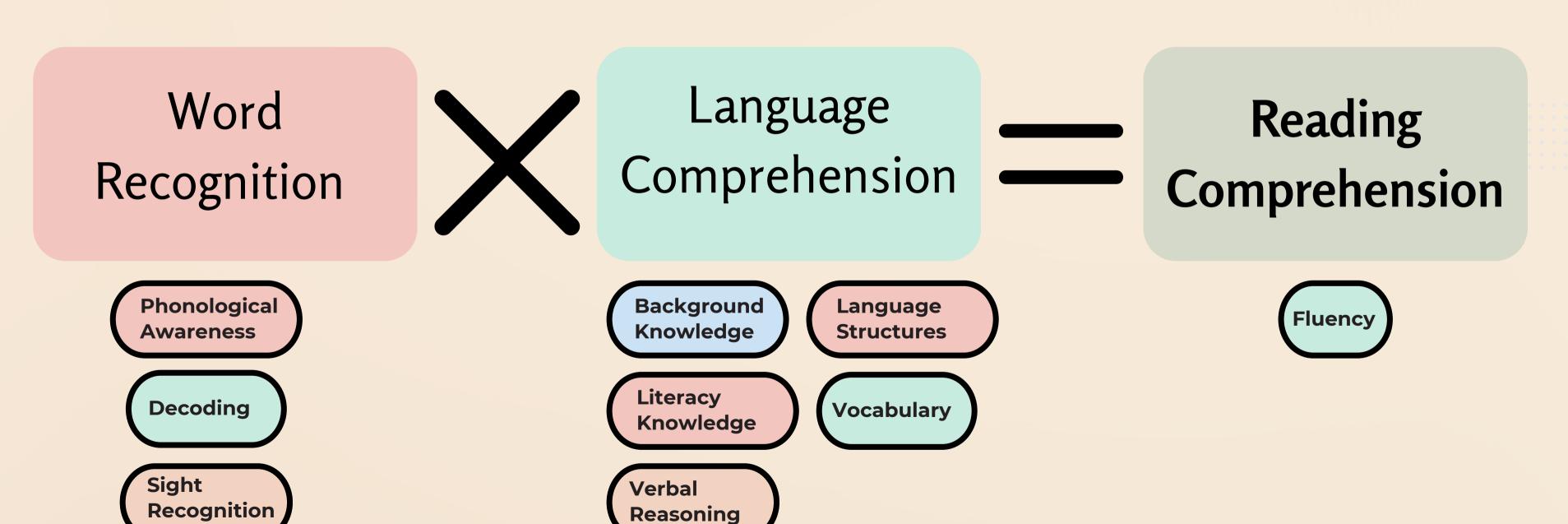
Word Recognition



Language Comprehension

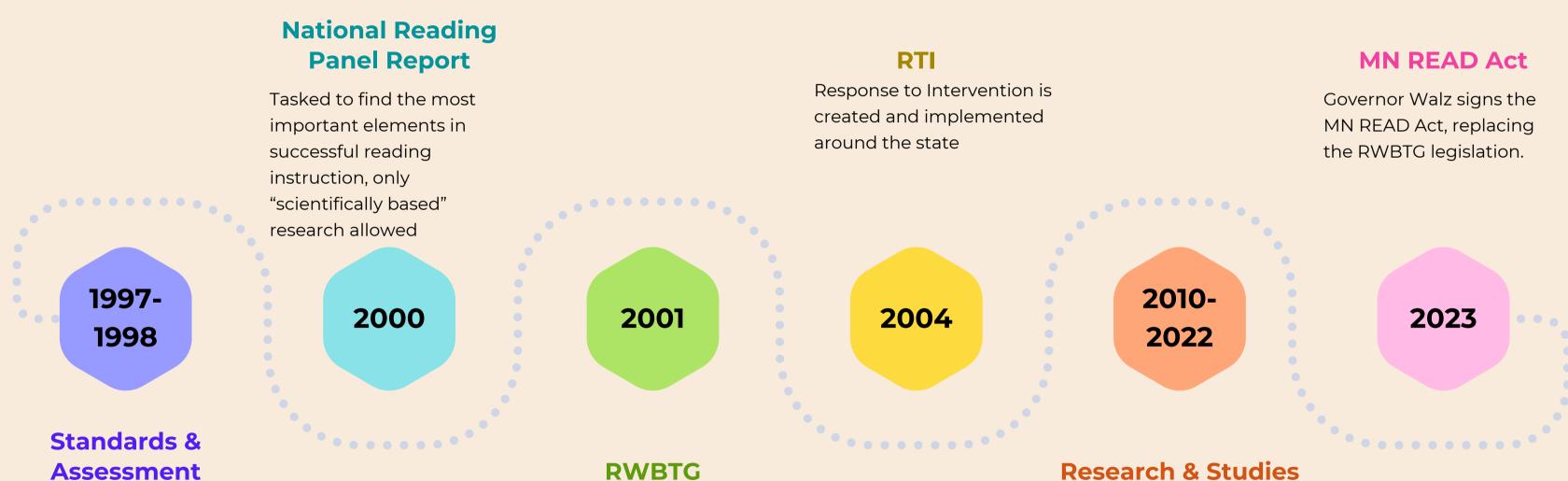
Reading Comprehension

### Simple View of Reading



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#### **Historical Timeline of** Literacy Legislation in Minnesota



#### Between these two years, a statewide reporting system was established (MCA) and

standards were released.

the first academic

The initial version of the Read Well By Third Grade, following No Child Left Behind, legislation went into effect, requiring districts to have plans to support students in developing reading skills

2010- New ELA Standards with 'College and

Career Ready' emphasis

2013- New MCA Series III

2015- Dyslexia is defined in statue

2016- Screening requirements

2016- Structured Literacy is introduced

2019- NAEO Scores in Reading Grade 4

#### **COMPONENTS OF THE READ ACT**



#### **Curricular Resources**

 Districts and Charters must use evidence-based curriculum and intervention materials at each grade level that ensure mastery of foundational skills



#### Intervention

 Districts and Charters will provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year

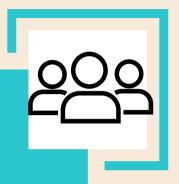
## Dyslexia & Screening

- Districts and Charters must screen and identify students with characteristics of dyslexia at least three times per year
- Districts and Charters must adopt and implement a K-3 screener from the approved MDE list

#### Local Literacy Plan

 Districts and Charters are required to annually submit to MDE a local literacy plan and date on student performance in K-3 foundational skills, students who demonstrate characteristics of dyslexia and for 4th-12<sup>th</sup> grade students who are identified as not reading at grade level

# Family & Community Engagement



 District or Charters must provide parents/guardian of each student who is not reading at or above grade level timely information after administering each screener

# Professional Development



- Three phases of PD in evidence-based reading instruction
- Phase One (K-3 ELA staff, K-12 interventionists)
- Phase 1.5 (support staff)
- Phase 2 (4th-12<sup>th</sup> grade ELA Staff)

#### **UPDATES AS OF 05.12.2025**



#### **Curricular Resources**

- Curriculum Mapping of K-12<sup>th</sup> ELA in both programs
- Utilizing READ Act funds for purchase of foundational skills resources
- Alignment to evidence-based practices & 2020 ELA Standards

## Dyslexia & Screening



- Identifying & solidifying assessment process for universal screening and characteristics of dyslexia
- Required to do Fastbridge K-1<sup>st</sup> early reading subtests
- Required to do Fastbridge 2nd-3<sup>rd</sup> grade Nonsense Words & CBMreading
- Required to administer Capti
  ReadBasix screener to students
  below grade level benchmarks,
  beginning winter 2025

# Family & Community Engagement



- Consistent communication options across both schools
- Title I Nights
- Working closely with District Engagement Coordinators

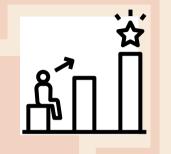
#### **UPDATES AS OF 05.12.2025**



#### Intervention

- Received 'Empowering Schools
   Literacy Grant' for Tier 2 intervention
   resources for grades 4th-12th
- Upcoming MnMTSS training
- Phase One Staff completed CAREIALL

#### Local Literacy Plan

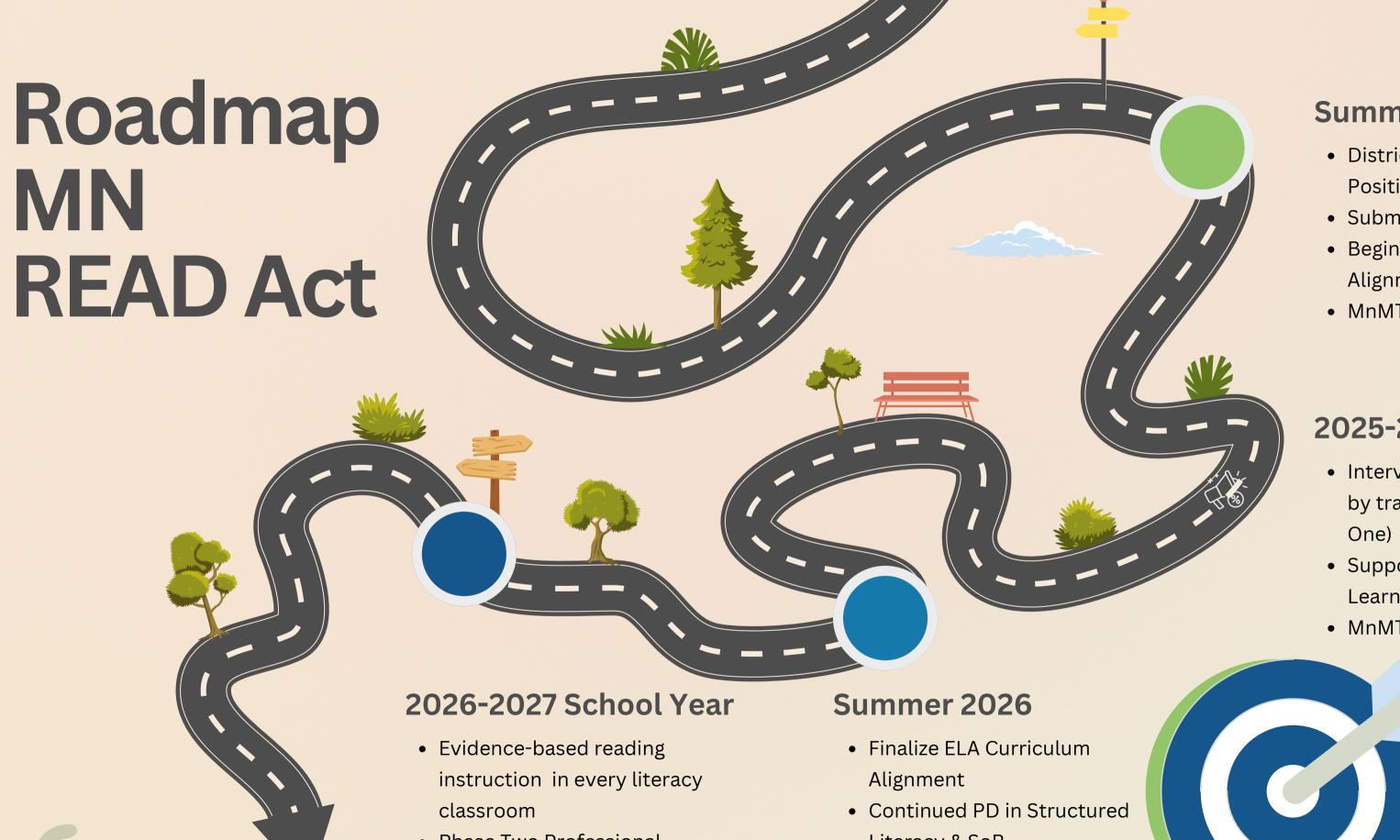


- Currently in the works
- Reporting on all 14 sections of the MN READ Act to MDE
- Local (District) Literacy Lead position
- Solidifying Assessment System





- Phase One COMPLETE
- Melanie Donley & Abigayle Swenson will be completing Structured Literacy training to lead support staff (those not teaching ELA) in four 2-hour session about the foundational skills
- Phase Two begins 2026-2027 school year
  - Grade 4-12 Literacy Classroom
     Teachers
  - All other position requirements have been met
- Developing plan for new staff & sustaining and implementing evidence-based practices



#### Summer 2025

- District Literacy Lead Position
- Submission of LLP
- Begin ELA Curriculum Alignment
- MnMTSS District Training

#### 2025-2026 School Year

- Intervention programs taught by trained professional (Phase One)
- Support Staff Professional Learning
- MnMTSS implementation

- instruction in every literacy classroom
- Phase Two Professional Development

- Alignment
- Continued PD in Structured Literacy & SoR

# Every student reading at grade level, every year.