

# MN READ ACT

Abi Swenson May 2025

# 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 assigned support team or individual investigates the reported issue or fulfills the requested service.

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

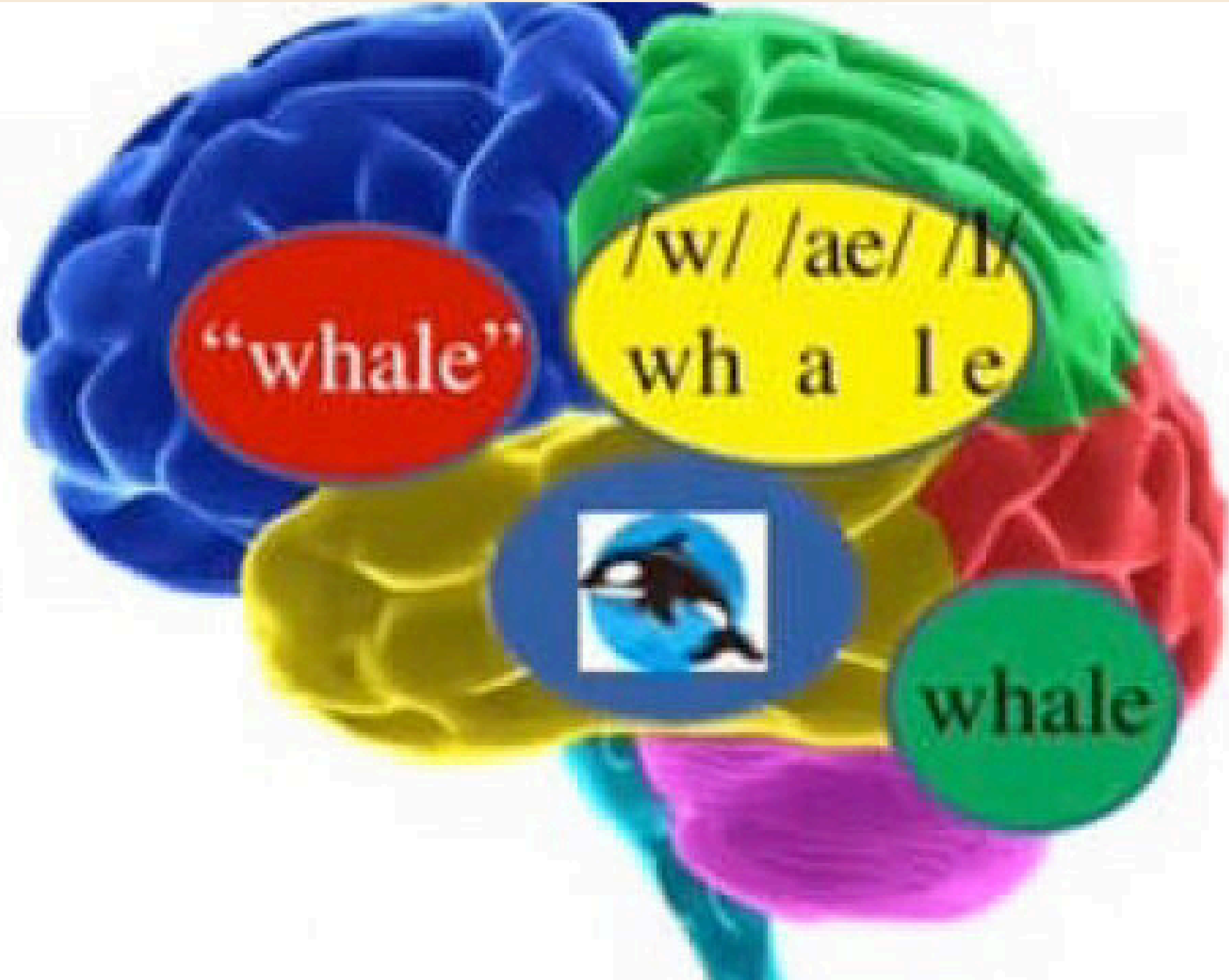
Devastating educational & social consequences of reading failure can be prevented or reduced through education.

Unless students learn to read by the end of first grade, they are highly likely to remain poor readers & suffer academic difficulties across all subjects.

Informed teachers are our best assurance against reading failure.

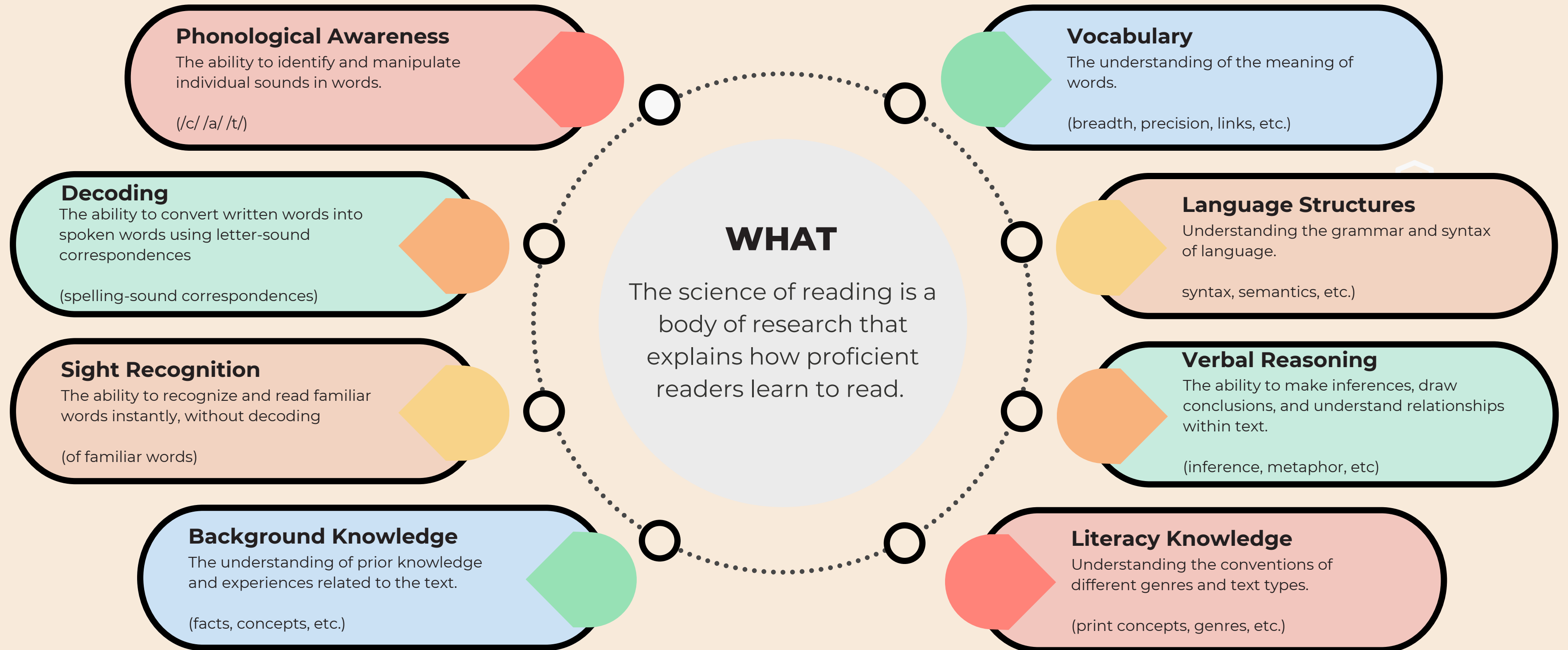
**Every student reading at grade  
level, every year.**

# How the BRAIN learns to READ

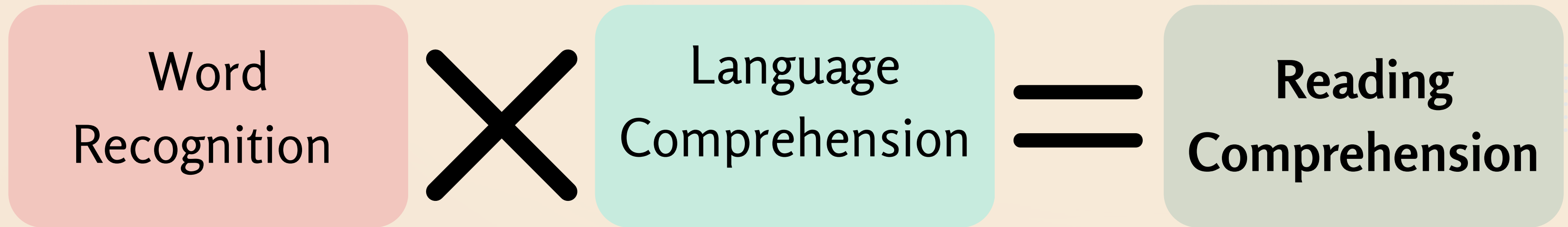




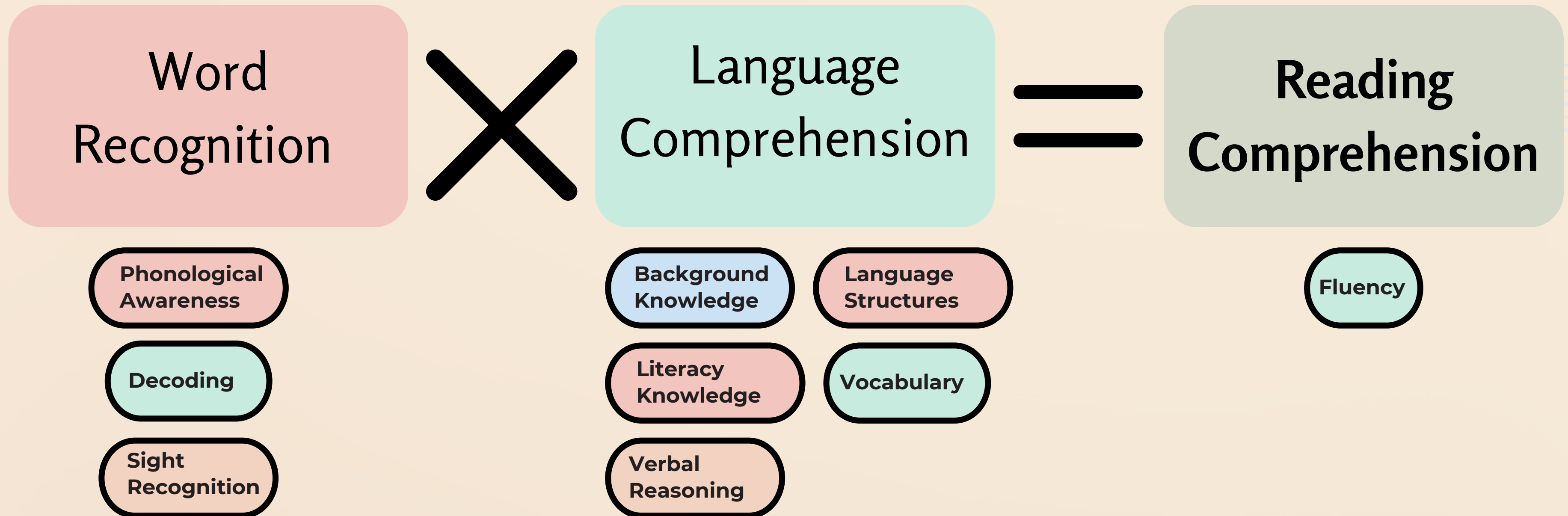
# THE SCIENCE OF READING



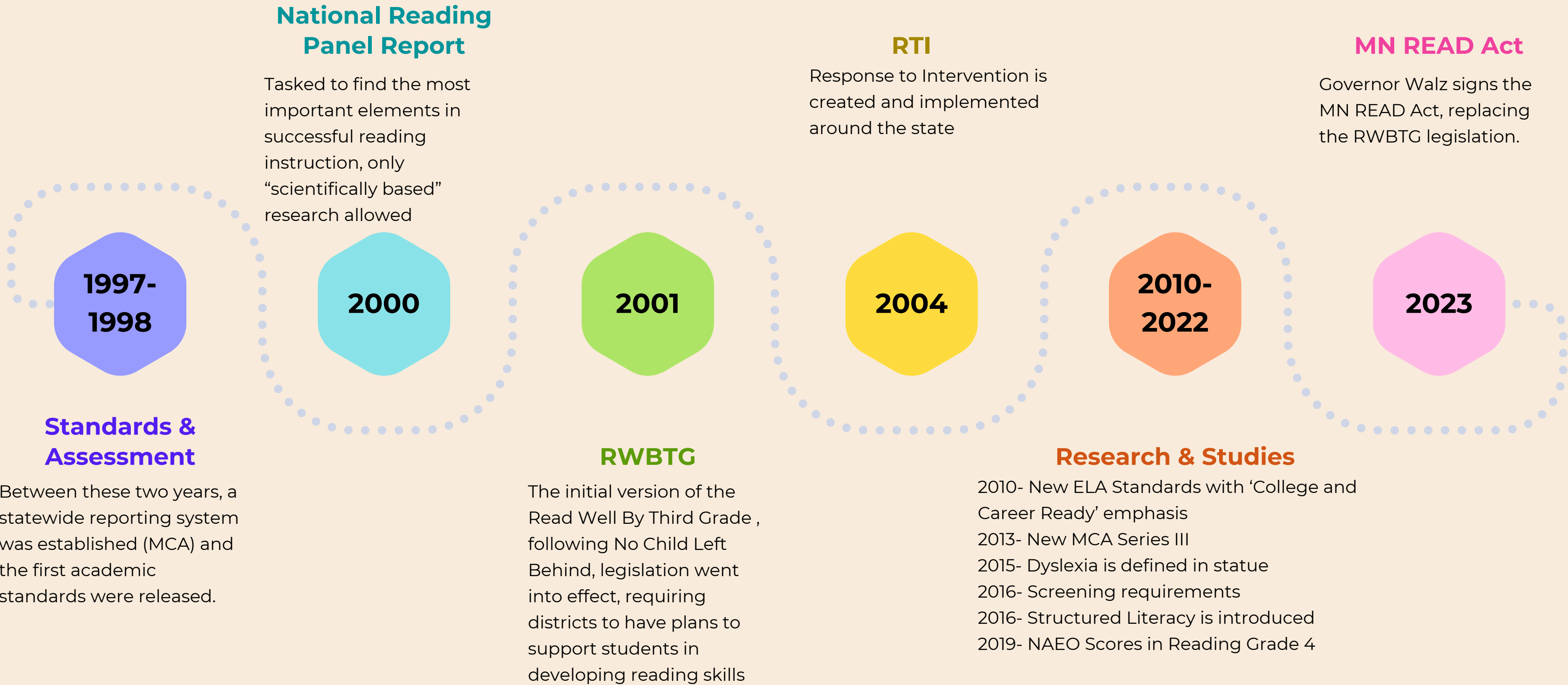
# Simple View of Reading



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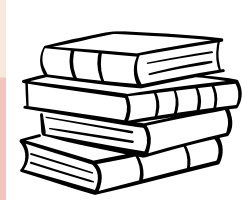


# Historical Timeline of Literacy Legislation in Minnesota



# 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



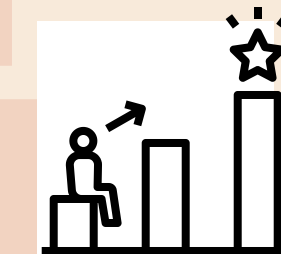
- Districts and Charters will provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year

## Dyslexia & Screening



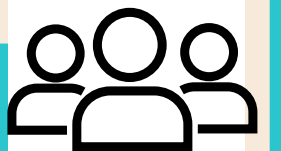
- Districts and Charters must screen and identify students with characteristics of dyslexia at least three times per year
- Districts and Charters must adopt and implement a K-3 screener from the approved MDE list

## Local Literacy Plan



- Districts and Charters are required to annually submit to MDE a local literacy plan and data 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



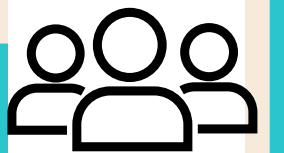
- Curriculum Mapping of K-12<sup>th</sup> ELA in both programs
- Utilizing READ Act funds for purchase of foundational skills resources
- Alignment to evidence-based practices & 2020 ELA Standards

## 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

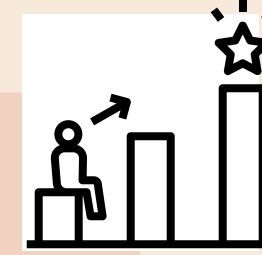
# UPDATES AS OF 05.12.2025

## 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

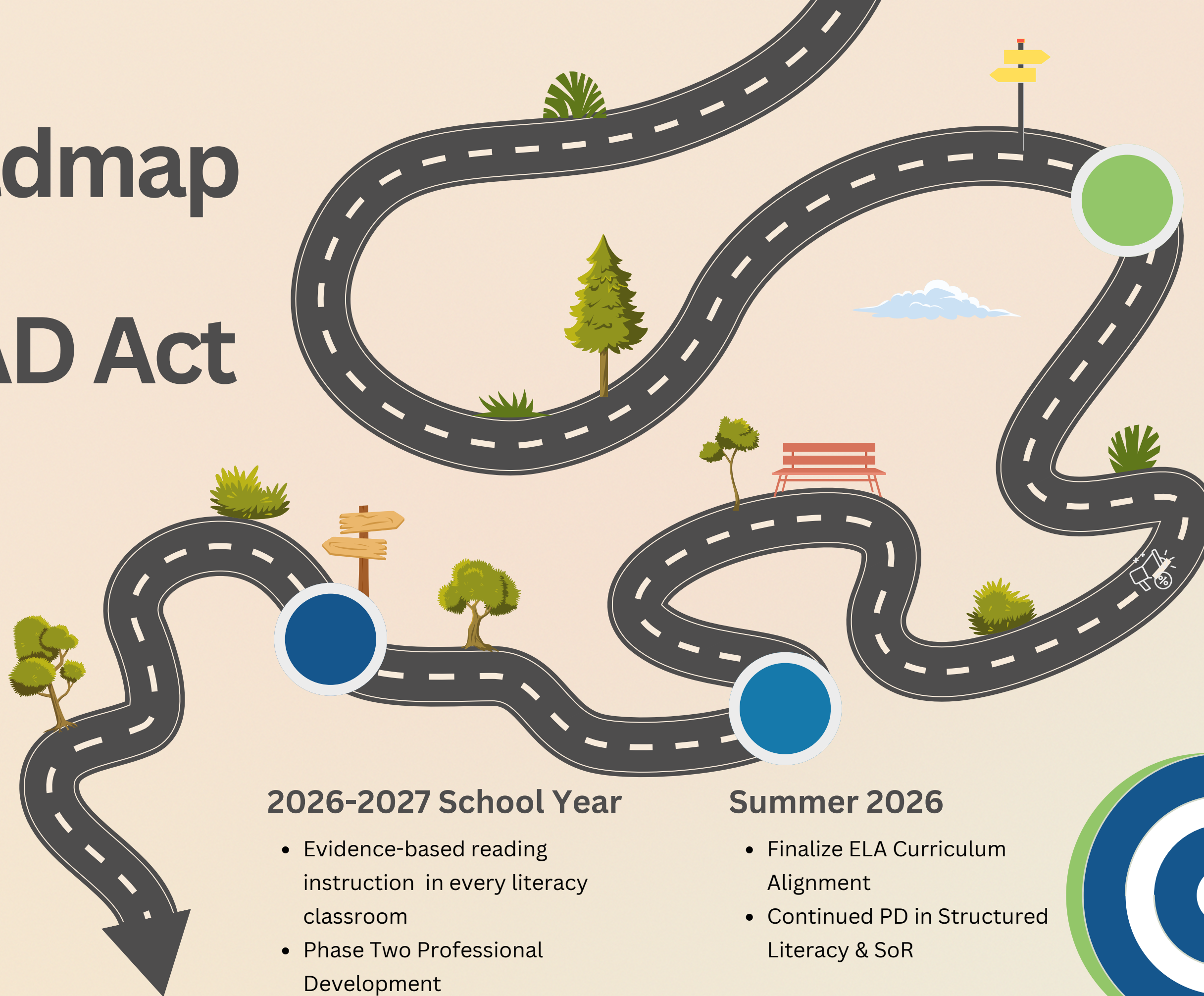
## Professional Development



- 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



# Roadmap MN READ Act



## 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

## 2026-2027 School Year

- Evidence-based reading instruction in every literacy classroom
- Phase Two Professional Development

## Summer 2026

- Finalize ELA Curriculum Alignment
- Continued PD in Structured Literacy & SoR





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level, every year.**