

1.1 moves to amend S.F. No. 334, the second engrossment, as follows:

1.2 Page 1, after line 5, insert

1.3 "Section 1. Minnesota Statutes 2024, section 120B.118, is amended to read:

1.4 **120B.118 TITLE; THE READ ACT.**

1.5 Subdivision 1. Title. Sections 120B.118 to 120B.124 may be cited as the "Reading to
1.6 Ensure Academic Development Act" or the "Read Act."

1.7 Subd. 2. Policy. It is the intent of the legislature that public schools promote foundational
1.8 literacy and grade-level reading proficiency through the use of curricula, textbooks,
1.9 instructional materials, instructional practices, interventions, and teacher development and
1.10 training based solely on the science of reading.

1.11 EFFECTIVE DATE. This section is effective July 1, 2025.

1.12 Sec. 2. Minnesota Statutes 2024, section 120B.119, subdivision 4, is amended to read:

1.13 Subd. 4. **Evidence-based.** "Evidence-based" or "science of reading" means the instruction
1.14 or item described is based on reliable, trustworthy, and valid evidence and has demonstrated
1.15 a record of success in increasing students' reading competency in the areas of phonological
1.16 and phonemic awareness, phonics, vocabulary development, reading fluency, and reading
1.17 comprehension science-based research. Evidence-based literacy instruction is explicit,
1.18 systematic, and includes phonological and phonemic awareness, phonics and decoding,
1.19 spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated
1.20 to meet the needs of individual students. Evidence-based instruction does not include the
1.21 three-cueing system, as defined in subdivision 16.

1.22 EFFECTIVE DATE. This section is effective July 1, 2025.

2.1 Sec. 3. Minnesota Statutes 2024, section 120B.119, is amended by adding a subdivision
2.2 to read:

2.3 Subd. 14a. **Science-based reading research.** "Science-based reading research" means
2.4 research that:

2.5 (1) applies rigorous, systematic, and objective observational or experimental procedures
2.6 to obtain knowledge relevant to reading development, reading instruction, and reading and
2.7 writing difficulties; and

2.8 (2) explains how proficient reading and writing develop, why some children have
2.9 difficulties developing key literacy skills, and how schools can best assess and instruct early
2.10 literacy, including the use of evidence-based literacy instruction practices to promote reading
2.11 and writing achievement.

2.12 **EFFECTIVE DATE.** This section is effective July 1, 2025."

2.13 Page 2, line 5, strike "a department-approved certified trained facilitator" and insert "the
2.14 following"

2.15 Page 2, line 6, strike the period and insert a colon

2.16 Page 2, after line 6, insert:

2.17 "(1) a department-approved certified trained facilitator;

2.18 (2) an organization accredited by the International Multisensory Structured Language
2.19 Education Council or the Orton Gillingham Academy, or by the International Dyslexia
2.20 Association based on their alignment with knowledge and practice standards; or

2.21 (3) an individual with a certification from the Academic Language Therapy Association."

2.22 Page 2, after line 19, insert:

2.23 "Sec. ... Minnesota Statutes 2024, section 120B.124, subdivision 5, is amended to read:

2.24 Subd. 5. **Ongoing review of literacy materials.** The department may partner with one
2.25 or more institutions of higher education to conduct independent and objective reviews of
2.26 curriculum and intervention materials. The department must determine whether it will
2.27 partner with an institution of higher education to conduct ongoing reviews of literacy
2.28 materials by June 1, 2026. A publisher may submit curriculum or intervention materials for
2.29 review. The publisher is responsible for paying the cost of the review directly to the institution
2.30 of higher education. The review must use ~~the rubric used~~ a rubric based on the science of
2.31 reading to approve curriculum ~~under subdivision 4~~ and post the rubric on the department

3.1 website. The department and institution of higher education may approve the curriculum
3.2 or intervention materials if they determine that the curriculum or intervention materials are
3.3 evidence-based, focused on structured literacy, culturally and linguistically responsive, and
3.4 reflect diverse populations. The department must add the approved curriculum or intervention
3.5 materials to the list of curricula and materials approved under the Read Act.

3.6 **EFFECTIVE DATE.** This section is effective July 1, 2025.

3.7 Sec. ... Minnesota Statutes 2024, section 122A.092, subdivision 5, is amended to read:

3.8 Subd. 5. **Reading strategies.** (a) A teacher preparation provider approved by the
3.9 Professional Educator Licensing and Standards Board to prepare persons for classroom
3.10 teacher licensure must include in its teacher preparation programs evidence-based best
3.11 practices in reading focused on the science of reading, consistent with sections 120B.118
3.12 to 120B.124, including instruction on phonemic awareness, phonics, vocabulary development,
3.13 reading fluency, and reading comprehension. Instruction on reading must enable the licensure
3.14 candidate to teach reading in the candidate's content areas. Teacher candidates must be
3.15 instructed in using students' native languages as a resource in creating effective differentiated
3.16 instructional strategies for English learners developing literacy skills. A teacher preparation
3.17 provider also must prepare early childhood and elementary teacher candidates for Tier 3
3.18 and Tier 4 teaching licenses under sections 122A.183 and 122A.184, respectively.

3.19 (b) Board-approved teacher preparation programs for teachers of elementary education
3.20 must require instruction in applying ~~evidence-based, structured literacy~~ reading instruction
3.21 programs based on the science of reading that:

3.22 (1) teach students to read using foundational knowledge, practices, and strategies
3.23 consistent with sections 120B.118 to 120B.124, with emphasis on mastery of foundational
3.24 reading skills so that students achieve continuous progress in reading; and

3.25 (2) teach specialized instruction in reading strategies, interventions, and remediations
3.26 that enable students of all ages and proficiency levels, including multilingual learners and
3.27 students demonstrating characteristics of dyslexia, to become proficient readers.

3.28 (c) Board-approved teacher preparation programs for teachers of elementary education,
3.29 early childhood education, special education, and reading intervention must include
3.30 instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation
3.31 programs may consult with the Department of Education, including the dyslexia specialist
3.32 under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia

4.1 must be modeled on practice standards of the International Dyslexia Association, and must
4.2 address:

4.3 (1) the nature and symptoms of dyslexia;

4.4 (2) resources available for students who show characteristics of dyslexia;

4.5 (3) evidence-based instructional strategies for students who show characteristics of
4.6 dyslexia, including the structured literacy approach; and

4.7 (4) outcomes of intervention and lack of intervention for students who show
4.8 characteristics of dyslexia.

4.9 (d) Nothing in this section limits the authority of a school district to select a school's
4.10 reading program or curriculum.

4.11 (e) The board must post on its website the rubric it uses to determine whether a teacher
4.12 preparation program includes reading instruction that complies with this subdivision and is
4.13 consistent with sections 120B.118 to 120B.124.

4.14 Sec. ... Laws 2024, chapter 109, article 4, section 19, is amended to read:

4.15 **Sec. 19. PROFESSIONAL EDUCATOR LICENSING AND STANDARDS BOARD**
4.16 **READING AUDIT REPORT.**

4.17 (a) The Professional Educator Licensing and Standards Board must conduct an audit
4.18 that evaluates whether and how approved teacher training programs for candidates for the
4.19 following licensure areas meet subject matter standards for reading:

4.20 (1) early childhood education in accordance with Minnesota Rules, part 8710.3000;

4.21 (2) elementary education in accordance with Minnesota Rules, part 8710.3200; and

4.22 (3) special education in accordance with Minnesota Rules, part 8710.5000.

4.23 (b) The board must submit an initial report with its findings to the legislative committees
4.24 with jurisdiction over kindergarten through grade 12 and higher education by January 15,
4.25 2025, and a final report by August 1, 2026. Each report must:

4.26 (1) identify the reading standards for each licensure area; identify how they are aligned
4.27 to the requirements of the Read Act, including requirements on evidence-based instruction,
4.28 phonemic awareness, phonics, vocabulary development, reading fluency, and reading
4.29 comprehension; and identify how they are aligned to the requirements of Minnesota Statutes,
4.30 section 122A.092, subdivision 5;

- 5.1 (2) describe how the board conducted the audit;
- 5.2 (3) identify the results of the audit; and
- 5.3 (4) summarize the program effectiveness reports for continuing approval related to
- 5.4 reading standards reviewed by the board, including the board determinations under Minnesota
- 5.5 Rules, part 8705.2200.
- 5.6 (c) The final report must include the rubric used to conduct the audit and evaluate program
- 5.7 alignment with the science of reading."
- 5.8 Renumber the sections in sequence and correct the internal references
- 5.9 Amend the title accordingly