

Madam Chair, Members of the Committee, Thank you for allowing me to share my testimony with you today. My name is Dr. Kristi Tamte. I am a professor of education at Saint Cloud State University. I teach literacy courses to future elementary teachers. Three days ago, the following petition was shared among concerned teacher educators, teachers, parents, and community members and has currently received 74 signatures. We anticipate as this petition spreads, the numbers to grow rapidly. We urge you to NOT support this bill and instead gather more information from literacy educators and researchers about this topic. Here is the petition:

Dear Minnesotans,

There is a bill moving through the Minnesota House Education Committees this session that could dramatically impact students and teachers. If [HF 629](#), The Read Act, passes it could mean that the state will appropriate \$100 million dollars over the next two years to The Science of Reading movement. Some Minnesota legislators want to pass laws that use the language, The Science of Reading, to narrowly define the components of reading instruction. Currently, the term The Science of Reading is being used in many ways by many different people, groups, and corporations. If the legislation passes with narrow terminology related to reading, we will miss out on learning experiences for students and teachers.

**To be clear, we support explicit teaching of foundational reading skills, such as phonemic awareness, phonics, and decoding.** However, we are concerned that the Science of Reading movement, as described in the [The Read Act](#) and the [Bold Literacy Plan](#), does **NOT**:

1. Align with major bodies of literacy instruction research ([International Literacy Association](#), [National Council of Teachers of English](#), [Literacy Research Association](#))
2. Include evidence-based research and knowledge regarding learning experiences and teaching practices for multilingual learners
3. Provide culturally sustaining and inclusive teaching practices
4. Include authentic and meaningful approaches to teaching and learning that are classroom specific
5. Offer responsive and situated professional development that meets the needs of all teachers
6. Provide reading instruction aligned to the wide variety of reading needs and profiles of students in our schools today
7. Align to the [Minnesota Standards for Effective Practice](#) or the [Minnesota 2020 K-12 English Language Arts Standards](#)
8. Provide evidence of effective and comprehensive instructional strategies for teaching reading and literacy

We oppose this legislation and MUST do better for our children in our schools.

**There's something we can ALL do, if we act now!**

If you want legislators and state leaders to include a more comprehensive approach to supporting teachers and students! PLEASE SIGN BELOW