

State of Minnesota

H. F. No. **743**

1.1 A bill for an act

1.2 relating to education; modifying reading instruction requirements; amending

1.3 Minnesota Statutes 2020, section 122A.06, subdivision 4.

1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. Minnesota Statutes 2020, section 122A.06, subdivision 4, is amended to read:

1.6 Subd. 4. **Comprehensive, scientifically based reading instruction.** (a) "Comprehensive,

1.7 scientifically based reading instruction" includes a program or collection of instructional

1.8 practices that is based on valid, replicable evidence showing that when these programs or

1.9 practices are used, students can be expected to achieve, at a minimum, satisfactory reading

1.10 progress. The program or collection of practices must include, at a minimum, effective,

1.11 ~~balanced~~ instruction in all five areas of reading: phonemic awareness, phonics, fluency,

1.12 vocabulary development, and reading comprehension.

1.13 Comprehensive, scientifically based reading instruction also includes and integrates

1.14 instructional strategies for continuously assessing, evaluating, and communicating the

1.15 student's reading progress and needs in order to design and implement ongoing interventions

1.16 so that students of all ages and proficiency levels can read and comprehend text, write, and

1.17 apply higher level thinking skills. For English learners developing literacy skills, districts

1.18 are encouraged to use strategies that teach reading and writing in the students' native language

1.19 and English at the same time.

1.20 (b) "Fluency" is the ability of students to read text with speed, accuracy, and proper

1.21 expression.

2.1 (c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate  
2.2 individual sounds in spoken syllables and words.

2.3 (d) "Phonics" is the understanding that there are systematic and predictable relationships  
2.4 between written letters and spoken words. Phonics instruction is a way of teaching reading  
2.5 that stresses learning how letters correspond to sounds and how to apply this knowledge in  
2.6 reading and spelling.

2.7 (e) "Reading comprehension" is an active process that requires intentional thinking  
2.8 during which meaning is constructed through interactions between text and reader.  
2.9 Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and  
2.10 implementing specific cognitive strategies to help beginning readers derive meaning through  
2.11 intentional, problem-solving thinking processes.

2.12 (f) "Vocabulary development" is the process of teaching vocabulary both directly and  
2.13 indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich  
2.14 contexts, incidental learning, and use of computer technology enhance the acquiring of  
2.15 vocabulary.

2.16 (g) Nothing in this subdivision limits the authority of a school district to select a school's  
2.17 reading program or curriculum.

2.18 **EFFECTIVE DATE.** This section is effective July 1, 2021.