

A bill for an act
relating to education; clarifying that reading instruction must support children
having difficulty with reading acquisition; amending Minnesota Statutes 2006,
sections 122A.06, subdivision 4; 122A.18, subdivisions 2a, 2b.

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

Section 1. Minnesota Statutes 2006, section 122A.06, subdivision 4, is amended to
read:

Subd. 4. **Comprehensive, scientifically based reading instruction.** (a)
"Comprehensive, scientifically based reading instruction" includes a program or collection
of instructional practices that is based on reliable, valid evidence showing that when
these programs or practices are used, students can be expected to achieve, at a minimum,
satisfactory reading progress. The program or collection of practices must include, at a
minimum, instruction in five areas of reading: phonemic awareness, phonics, fluency,
vocabulary, and text comprehension. The program or collection of practices also must
expect kindergarten through grade 6 teachers to demonstrate phonemic awareness, have a
working knowledge of the speech sound system, and know how English speech sounds
are represented in the spelling system, and must provide appropriate reading instruction
for children having difficulty with reading acquisition so that teachers may prevent or
remediate reading problems associated with the acquisition of reading.

(b) Comprehensive, scientifically based reading instruction also includes
and integrates instructional strategies for continuously assessing, evaluating, and
communicating the student's reading progress and needs in order to design and implement
ongoing interventions so that students of all ages and proficiency levels can read and
comprehend text and apply higher level thinking skills.

EFFECTIVE DATE. This section is effective the day following final enactment.

Sec. 2. Minnesota Statutes 2006, section 122A.18, subdivision 2a, is amended to read:

Subd. 2a. **Reading strategies.** (a) All colleges and universities approved by the Board of Teaching to prepare persons for classroom teacher licensure must include in their teacher preparation programs research-based best practices in reading, consistent with section 122A.06, subdivision 4, that enable the licensure candidate to know how to teach reading in the candidate's content areas.

(b) Board-approved teacher preparation programs for teachers of elementary education must require instruction in the application of comprehensive, scientifically based, and balanced reading instruction programs that teach:

(1) ~~teach~~ students to read using foundational knowledge, practices, and strategies consistent with section 122A.06, subdivision 4, so that all students will achieve continuous progress in reading; ~~and~~

(2) ~~teach~~ specialized instruction in reading strategies, interventions, and remediations that enable students of all ages and proficiency levels to become proficient readers; and

(3) knowledge and awareness of language structure and processing so that kindergarten through grade 6 teachers may prevent or remediate problems associated with the acquisition of reading.

(c) The board must include in the common core assessments of knowledge and skills under section 122A.18, subdivision 2, paragraph (e), a requirement that teacher licensure candidates demonstrate their knowledge and awareness of language structure and processing under paragraph (b), clause (3).

EFFECTIVE DATE. This section is effective the day following final enactment and applies to candidates enrolling in teacher preparation programs in the 2008-2009 school year and later.

Sec. 3. Minnesota Statutes 2006, section 122A.18, subdivision 2b, is amended to read:

Subd. 2b. **Reading specialist.** Not later than July 1, 2002, the Board of Teaching must adopt rules providing for the licensure of teachers of reading. Among other requirements, the rules must expect teachers of reading to acquire and retain sufficient knowledge and awareness of language structure and processing to prevent and remediate reading problems associated with the acquisition of reading.

EFFECTIVE DATE. This section is effective the day following final enactment.