
August 2026 Reading Audit Report

A report submitted in accordance with Minnesota Laws 2024, chapter 109, article 4, Section 19

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Legislative Charge

The Minnesota Professional Educator Licensing and Standards Board (PELSB or the Board) is submitting this report in accordance with Minn. Laws 2024, chapter 109, article 4, section 19.

These laws require PELSB to conduct an audit evaluating “whether and how” approved teacher preparation programs demonstrate the reading subject matter standards for the following programs:

- Early Childhood Education (Minnesota Rules, part 8710.3000)
- Elementary Education (Minnesota Rules, part 8710.3200)
- Special Education (Minnesota Rules, part 8710.5000)

Additionally, PELSB is required to report on:

1. The reading standards for each licensure area: these are the reading standards that all completers of Minnesota-approved teacher preparation programs and licensure via portfolio candidates must demonstrate.
2. Describing how the board conducted the audit.
3. Identifying the results of the audit.
4. Summarizing the program effectiveness reports for continuing approval related to the reading standards, including board determinations.

History of Reading Requirements

Date	Update
2002	Minnesota Statutes 122A.06 required all teacher preparation programs to prepare candidates for "research-best practices in reading."
2005	Minnesota Statutes 122A.06 was updated. The Board of Teaching adopted reading standards for Elementary Education and established a Reading license.
2009	Minnesota Statutes 122A.06 was updated again to define fluency, phonemic awareness, phonics, reading comprehension, and vocabulary development, and to indicate that comprehensive, scientifically based reading instruction must include “effective, balanced instruction in all five areas.”

Date	Update
2010	Reading standards for many licensure areas were updated to align to Minnesota Statutes 122A.06, including Early Childhood, Elementary Education, and Reading. Programs were updated to demonstrate the new standards, and reading reviewers verified that programs had sufficient learning opportunities and assessments aligned to the specific reading standards in the content area. Programs that failed to demonstrate updated standards were not approved.
2013	Special Education Rules were updated to include the Elementary Education reading competencies in the Core Skills of Special Education, effectively making the reading standards the same for Early Childhood, Elementary Education, and Special Education. Special Education programs were submitted to demonstrate alignment to the new standards, which reading reviewers verified.
2019	Minnesota Statutes 122A.092 was updated to add requirements around instruction on dyslexia. Programs were submitted to PELSB to demonstrate compliance. Programs were able to resubmit to PELSB as needed to demonstrate compliance.
2023	PELSB began the Reading Audit process to ensure continued alignment to the 2010 and 2013 adopted standards and the 2019 dyslexia instruction requirements.
Fall 2023	The Minnesota Reading to Ensure Academic Development (READ) Act's definition of "evidence-based practices" informed PELSB's standards-level review and subsequent high-level audits.
2026	Minnesota Statutes 122A.092, Subd. 10 added a requirement for an early literacy field experience for which PELSB must adopt rules.

Analysis of PELSB Licensure Area Reading Standards

Standard Alignment

Early Childhood, Elementary, and Special Education standards were adopted to align with the 2009 statutory changes for reading instruction. As demonstrated in the [Standards Alignment to Statutory](#)

[Requirements table](#) (hereafter, table), the first section of standards focuses on building knowledge of reading instruction, including all five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The second section centers on demonstrating instructional reading practices for all five components. The third section emphasizes being able to use assessment to evaluate and inform reading instruction *and* requires that teacher candidates practice in a structured clinical experience aligned to the reading preparation work. The final section is integrative to support teachers to build an environment to foster literacy. The minor differences in the Early Childhood and Elementary standards are bolded and explained in the Statement of Need and Reasonableness: “teachers of children through grade 3 play a critical role in ensuring that these young children are able to read at grade level, and in cases where they are struggling, are able to administer assessments and provide appropriate interventions (Minnesota Board of Teaching, 2009). For these reasons, the Elementary and Early Childhood licenses were discussed together, and the proposed rule changes are identical for both licensure fields.” Shortly thereafter, it was considered needed and reasonable to adopt the same standards for all special education licenses “to ensure that all special education teacher candidates will receive deep preparation in the area of reading.” (Minnesota Board of Teaching, 2011)

Additionally, since rulemaking on the reading standards has not been done since the dyslexia instruction statute was added (Minnesota Statutes 2019, section 122A.092, subdivision 5c), programs have demonstrated alignment to the statutory requirements as written.

Most recently, in 2026, the READ Act updates required an early literacy field experience with parameters around rulemaking. As evident in the [table](#), PELSB rules require a “structured clinical experience linked to university reading coursework” for the licensure areas identified in the table.

Strengths of Reading Preparation Standards

Multiple standards feature the need to be systematic and explicit in reading instruction as they relate to different components of reading instruction.

- “Instructional progression of phonological awareness” (Minnesota Rules, part 8710.3200, subpart 3, item C2c)
- “Systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units” (Minnesota Rules, part 8710.3200, subpart 3, item C4a).
- “How to provide explicit instruction in vocabulary development” (Minnesota Rules, part 8710.3200, subpart 3 item C5b).
- “How to explicitly teach and provide guided practice in comprehension skills and strategies” (Minnesota Rules, part 8710.3200, subpart 3C6b)
- “Must have knowledge of and ability to use a wide range of instructional practices, approaches methods and curriculum materials to support reading instruction, including: appropriate, motivating instruction, both *explicit* and implicit, in: (a) oral language development, (b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness, (d) the

teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts and activities, (d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts” (Minnesota Rules, part 8710.3200, Subp. 3D(1))

- “Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:” “(3): evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach” (Minnesota Statutes, 122A.092, Subd. 5c(3)).

The reading standards include elements that support student reading that are sometimes overlooked. For example, with what is often a heavy focus on fiction in elementary education, there are many standards that support teacher candidates to teach expository texts.

The reading standards also support teacher candidates to meet learners’ different needs. There are standards emphasizing supporting multilingual learners and designing instruction for both struggling and gifted readers. Additionally, reading standards include incorporating culturally responsive instruction.

Areas Where Statute Informs Interpretation of Rules

There are some broad rules that could allow for practices that are not evidence-based if not informed by the READ Act. For instance, there is the requirement that teacher candidates have the “ability to use a wide range of instructional practices.” This language *could* allow for approaches and materials that are not aligned to evidence-based practices if reviewers were not trained that learning opportunities and assessments must be aligned to evidence-based practices.

Established Program Approval Process

For initial approval, Elementary, Early Childhood, Special Education, and Reading programs must demonstrate that their programs have learning opportunities and assessments aligning to all of the license-specific standards, including the reading standards. Trained reading experts evaluated each program application’s alignment to the reading standards.

Since 2014 program and unit rules were adopted and continuing with the 2021 rule updates, programs are audited every two to three years for compliance and evidence of effectiveness through the continuing approval process. There are staggered submissions such that about one-third of programs seek continuing approval each year. Through this established process, in the spring of 2022, nine programs from three institutions were flagged for lack of evidence demonstrating alignment to the PELSB standards; these programs were required to submit interim reports with plans for updating reading instruction and subsequent submissions of updated syllabi with greater detail around learning opportunities and assessments demonstrating knowledge and application of the standards.

Integrating Reading Audit into Program Approval Process

In January 2023, PELSB began a three-year formal audit process as a universal scan of reading across Elementary Education, Early Childhood, Special Education, and Reading programs. All of these programs seeking continuing program approval received a high-level review indicating alignment to evidence-based practices, dyslexia instruction requirements, and the five pillars of reading. This high-level reading audit was a first step to fulfill PELSB's statutory obligations to ensure all programs comply with MN Statutes 122A.092, Subd. 5 and the corresponding PELSB subject matter rules.

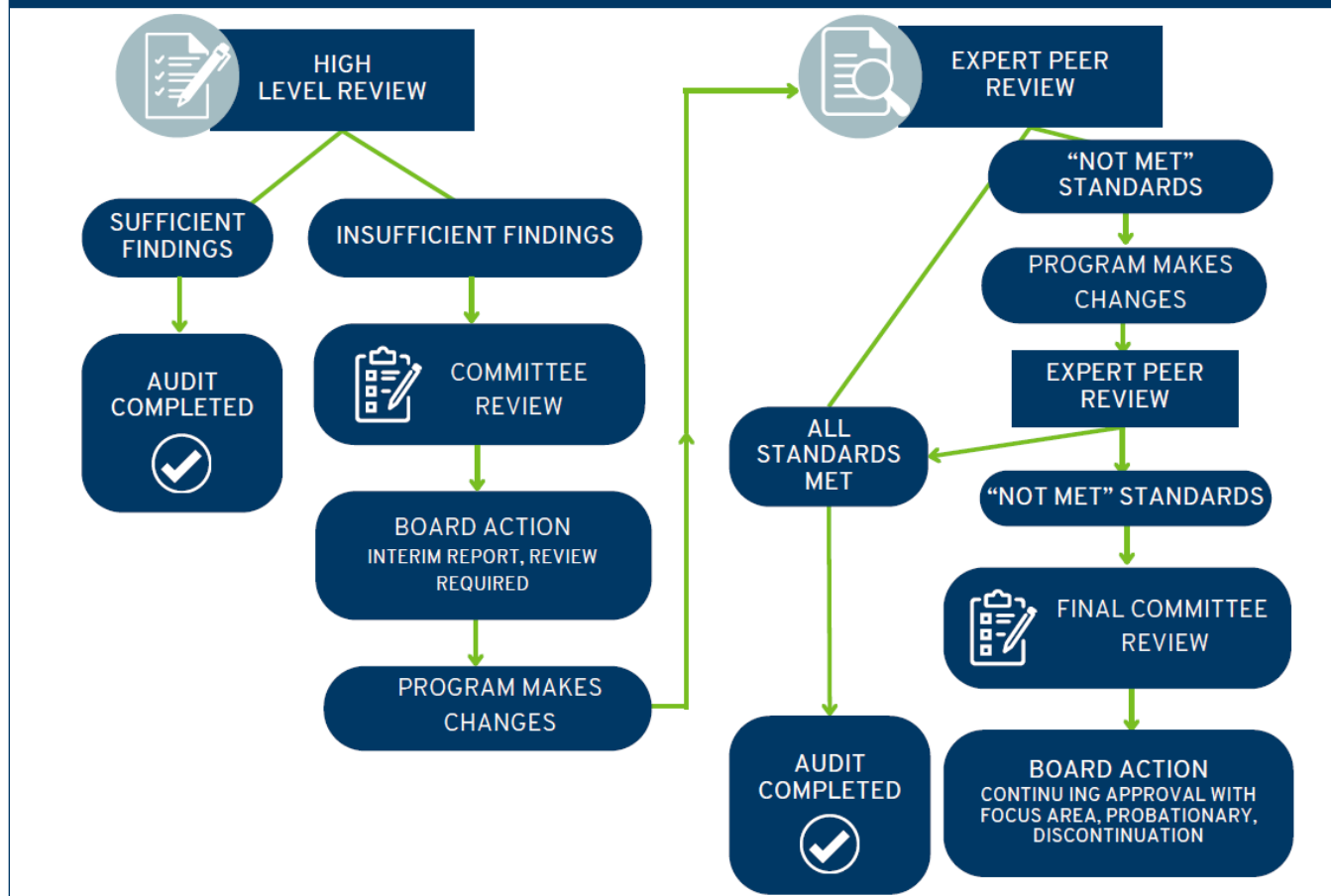
For the Elementary, Early Childhood, and Special Education programs, [the high level audit \(2023\)](#) was aligned to the knowledge level of the five pillars of reading, application of the five pillars of reading, and the dyslexia requirements in Statute. Again, this was chosen to align to both the statute and the corresponding reading standards. The [high level audit form](#) was updated to support program revision in the spring of 2024. [The elementary standard alignment chart](#) indicates how the pillars align to the reading standards that are in the Elementary, Early Childhood, and Special Education programs. Based on the recency of the Dyslexia statute, corresponding reading standards do not yet exist, so the audit reviewed programs based on the statutory language.

Based on the deeper level of skills and knowledge required by the Teacher of Reading licensure standards (Minnesota Rules, part 8710.4725), the high-level audit of Reading programs is based on the headers of the Reading Teacher licensure standards in addition to the four dyslexia requirements. These headers include:

- a. Knowledge of the foundations of reading processes and instruction;
- b. Able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction;
- c. Able to use a variety of assessment tools and practices to plan and evaluate effective reading instruction;
- d. Able to create a literate environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments; and,
- e. A teacher of reading must view professional development as a career-long effort and responsibility.

The "Reading Audit Process" flowchart (pg. 9) indicates the Board's actions based on reviewer findings. When the high-level review found that syllabi or other similar program documentation demonstrated alignment to evidence-based practices, the five pillars of reading, and the dyslexia instruction requirements, the Board granted program approval with no requirements of additional standards-level review. However, when the high-level review found concerns related to those elements, the Board required standards-level review in alignment with the gaps. Programs that needed standards-level review were provided feedback on the nature of the misalignment or missing evidence and were directed to make changes prior to resubmitting for standards-level review. After a standards-level review, programs could make more changes for a second standards-level review. Within the second review, programs clarified learning opportunities and assessments to demonstrate to reading

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reviewers that the standards were met. If standards were still not demonstrated after two reviews, the Program Review Panel, made up of members from the Minnesota Association of Colleges for Teacher Education, Education Minnesota, and varying types of teacher preparation and teacher advocacy organizations, made a recommendation regarding program approval status; these recommendations were based on the number and severity of the “not met” standards and the Board’s Teacher Preparation Committee reviewed all of these recommendations before Board action.

Results of the Audit

As of May 31, 2026, [the linked programs](#) demonstrated alignment to PELSB’s licensure specific reading standards. At this time, there is one Elementary program that has a handful of standards left to demonstrate.

Board Determinations

The data submitted with the program effectiveness reports include the same data that is available in the [Teacher Preparation Data Summary Report](#): the number of candidates enrolled and number of

program completers in each of the last three years and aggregate candidate pass rates in board-adopted performance assessments in the last three years.

The Board's rules outline options for program approval actions: initial or continuing approval, continuing approval with focus with or without an interim report, probation, and discontinuation. When standards were demonstrated, programs went to the Board with recommendations for initial or continuing approval. When not all standards were demonstrated, the Program Review Panel (Minnesota Rules, part 8705.2000) and the Board's Teacher Preparation Committee considered the findings of the external reviews for program approval recommendations. When making recommendations of whether to require an interim report, move a program to probation, or discontinue a program, the recommending bodies and Board considered the nature and severity of the "not met" standards and the impact those standards would have on teacher candidates and their students as well as the number of opportunities the program had to demonstrate standards.

A teacher preparation provider may request voluntary program discontinuation at any time (Minnesota Rules, part 8705.2600, subpart 4). The most common reason cited for voluntary discontinuation is low enrollment. No teacher preparation provider directly cited the Reading Audit as a reason for program discontinuation. Of the programs voluntarily discontinued, one had already demonstrated the READ Act requirements, one was on probation, and five had interim reports.

For the programs that the Board discontinued, the final rationale for discontinuation was *not* the reading audit.

Program Approval Status	Number of Early Childhood, Special Education, Elementary and Reading Programs
Initial or continuing approval after having passed reading audit, including programs that previously had interim reports for reading and programs that were on probation but have since demonstrated standards	131
Moved from probationary approval to continuing approval by demonstrating standards	6
Probationary approval with "not met" reading standards	1
Voluntarily discontinued since January 2023	10
Board discontinued since January 2023	4

Next Steps

The Board would like to highlight the Reading Audit process as a first step in ensuring teacher preparation's compliance with the READ Act and PELSB reading standards.

As part of the teacher preparation institution approval process, which includes a comprehensive review every six years and a mid-cycle report, the Board evaluates the effectiveness of teacher preparation programs in preparing candidates to provide evidence-based reading instruction. Specifically, the Board reviews the effectiveness of instruction in phonemic awareness, phonics, vocabulary instruction, and reading comprehension, and how that instruction prepares candidates to teach reading within their licensure field. As part of this review, programs submit aligned assessment measures, benchmarks for effectiveness, and data analysis. Institutional review teams interview teacher educators, school partners, teacher candidates, program completers, and members of the unit assessment committee.

The Board plans on adopting a program evaluation tool that can be used on an ongoing basis to assess and support programs. The workgroup that developed this tool prioritized alignment to the reading standards, support for continuous improvement, and ability to monitor effectiveness.

Minnesota is one of six Path Forward states, for which goals include transforming the curriculum and delivery of early literacy instruction by embedding the science of reading into teacher preparation and increasing accountability of educator preparation programs (EPPs) for early literacy outcomes through changes in state regulations and/or legislative policies. One outcome of Minnesota's Path Forward work is additional funding by the JAB Foundation to create a rubric to support the evaluation of teacher preparation.

For an earlier draft rubric, faculty from the University of Minnesota, Minnesota State, and private colleges along with K-12 literacy specialists collaborated to write key components. The draft rubric included findings to align with PELSB rules: "meets", "meets with concern", and "does not meet." Additionally, to go beyond rules and become a leader for other states, there was also an "exemplary" category requiring application in P-12 schools. The rubric aligned to the reading subject matter standards to include how children learn to read, components of literacy instruction (phonemic awareness, phonics, fluency, vocabulary, oral language, background knowledge, comprehension, genre/text structure, language structure/syntax, and writing development), assessments and data use, fostering a literacy environment, meeting individual needs, and providing literacy clinical experiences. Every element of the draft rubric was also grounded in research about reading, reading instruction, teacher preparation, and program evaluation and assessment.

Within the development process, expert feedback was widely sought and incorporated. Throughout, the rubric was informed by the needs and experiences of P-12 practitioners by including K-12 literacy specialists. There were also faculty with both special education, English as a second language, and

elementary education backgrounds. Kamarrie Coleman, evaluation specialist from ACET Inc., was engaged to assure appropriate development of the rubric work and provided feedback to the team throughout the process. Feedback was also provided by Dr. Gregory Carl Hutchings, Jr, a nationally recognized educational leader, antiracism activist, and published author. Other Path Forward states, including faculty and state education leaders in North Dakota, South Dakota and Idaho reviewed the work and provided feedback based on the work happening in their contexts. Finally, the group sought feedback from other reading and teacher preparation experts, including a national professional learning community focusing on indigenous learners, to ensure that indigenous perspectives are reflected in the rubric.

One of the final development steps included piloting use of the tool in the 2025-2026 academic year. Much was learned about the implementation process needed for continuous improvement and for accountability. The team began drafting a reporting tool to support implementation. They determined that in summer 2026 they should complete textbook alignment for the rubric to streamline the work for use by preparation providers and by PELSB. The alignment was completed for four Science of Reading-based textbooks in an effort to encourage their use in programs across Minnesota.

As more information becomes available about this evaluation tool, PELSB will assess how it can be integrated into existing review processes.

Table: Alignment of License-Specific Rules to Reading Statutory Requirements (Minnesota Statutes 2024, section 122A.092, subdivision 5; Minnesota Statutes 122A.092, subdivision 10)

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.E. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including:	3.C. A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:	
3.E.1. oral and written language development, including:	3.C.1 oral and written language development, including:	Oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, using students' native language as a resource
3.E.1.a: relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;	3.C.1.a: relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;	
3.E.1.b: the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between their oral language and reading and writing, particularly English learners; and	3.C.1.b: the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and	
3.E.1.c : the interrelated elements of language arts instruction that support the reading development of English learners, including ways in which the writing systems of other languages may differ from English	3.C.1.c.: the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and	

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
and factors and processes involved in transferring literacy competencies from one language to another;	factors and processes involved in transferring literacy competencies from one language to another.	
3.E.2. phonological and phonemic awareness, including:	3.C.2. phonological and phonemic awareness, including:	Phonemic awareness, structured literacy
3.E.2.a. the phonemes that make up the English language;	3.C.2.a. the phonemes that make up the English language;	
3.E.2.b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries; to rhyme; and to blend, segment, substitute, and delete sounds in words; and	3.C.2.b. the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and	
3.E.2.c. - the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;	3.C.2.c. the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;	
3.E.3. concepts about print, including:	3.C.3. concepts about print, including:	Phonics, structured literacy
3.E.3.a. knowledge about how letters, words, and sentences are represented in written English;	3.C.3.a. knowledge about how letters, words, and sentences are represented in written English;	
3.E.3.b. the importance of teaching uppercase and lowercase letter recognition and formation; and	3.C.3.b. the importance of teaching uppercase and lowercase letter recognition and formation; and	

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.E.3.c. the instructional progression of the alphabetic principle;	3.C.3.c. the instructional progression of the alphabetic principle;	
3.E.4. phonics and other word identification strategies and fluency, including:	3.C.4. phonics and other word identification strategies and fluency, including:	Phonics, fluency, structured literacy
3.E.4.a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;	3.C.4.a. systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;	
3.E.4.b. word identification strategies and common, irregular sight words;	3.C.4.b. word identification strategies and common, irregular sight words;	
3.E.4.c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;	3.C.4.c. the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;	
3.E.4.d. how the etymology and morphology of words relate to orthographic patterns in English; and	3.C.4.d. how the etymology and morphology of words relate to orthographic patterns in English; and	
3.E.4.e. the development of reading fluency;	3.C.4.e. the development of reading fluency;	Fluency
3.E.5. knowledge of how to develop vocabulary knowledge, including:	3.C.5. knowledge of how to develop vocabulary knowledge, including:	Vocabulary, structured literacy

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.E.5.a. understanding the critical role vocabulary knowledge plays in reading;	3.C.5.a. understanding the critical role vocabulary knowledge plays in reading;	
3.E.5.b. how to provide explicit instruction in vocabulary development and how to determine the meaning and accurate use of unfamiliar words encountered through listening and reading; and	3.C.5.b. how to provide explicit instruction in vocabulary development and how to determine the meaning and accurate use of unfamiliar words encountered through listening and reading; and	
3.E.5.c. how to provide opportunities to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;	3.C.5.c. how to provide opportunities to engage in early and continual language experiences to increase vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;	
3.E.6. comprehension processes related to reading, including:	3.C.6. comprehension processes related to reading, including:	Comprehension, structured literacy
3.E.6.a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;	3.C.6.a. knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;	
3.E.6.b. the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and	3.C.6.b. the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and	

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.E.6.c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;	3.C.6.c. how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;	
3.E.7. content-area literacy, including:	3.C.7. content-area literacy, including:	Comprehension
3.E.7.a. knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and	3.C.7.a. knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and	
3.E.7.b. the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;	3.C.7.b. the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;	
3.E.8. literary response and analysis, including:	3.C.8. literary response and analysis, including:	
3.E.8.a. knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes	3.C.8.a. knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes	

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.E.8.b. knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and	3.C.8.b. knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and	
3.E.8.c. knowledge of how to analyze and teach literary text structures and elements and criticism drawing upon literature and instructional needs and interests; and	3.C.8.c. knowledge of how to analyze and teach literary text structures and elements and criticism drawing upon literature and instructional needs and interests; and	
3.E.9. structure of the English language, including:	3.C.9. structure of the English language, including:	Comprehension
3.E.9.a. basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);	3.C.9.a. basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);	
3.E.9.b. knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;	3.C.9.b. knowledge of how to enhance literacy skills including helping students understand similarities and differences between language structures used in spoken and written English;	
3.E.9.c. basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence including how to help students interpret and apply English grammar and	3.C.9.c. basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence including how to help students interpret and apply English grammar and language conventions in	Oral language, comprehension

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
language conventions in authentic reading, writing, listening, and speaking contexts; and	authentic reading, writing, listening, and speaking contexts; and	
3.E.9.d. knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.	3.C.9.d. knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.	Fluency, Comprehension
3.F. A teacher of young children in the primary grades must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:	3.D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:	
3.F.1. appropriate, motivating instruction, both explicit and implicit, in:	3.D.1. appropriate, motivating instruction, both explicit and implicit, in:	Structured literacy
3.F.1.a. oral language development;	3.D.1.a. oral language development;	Oral language
3.F.1.b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;	3.D.1.b. auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;	Phonemic awareness
3.F.1.c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use	3.D.1.c. the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and	Phonics, fluency

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
of instructional programs, materials, texts, and activities; and		
3.F.1.d. applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;	3.D.1.d. applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;	Comprehension
3.F.2. selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:	3.D.2. selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:	
3.F.2.a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;	3.D.2.a. multisensory techniques to ensure that students learn concepts about print including how to recognize and write letters;	Phonics
3.F.2.b. teaching vocabulary using a range of instructional activities to extend students' understanding of words;	3.D.2.b. teaching vocabulary using a range of instructional activities to extend students' understanding of words;	Vocabulary
3.F.2.c. teaching comprehension skills and strategies, including opportunities for guided and independent work;	3.D.2.c. teaching comprehension skills and strategies, including opportunities for guided and independent work;	Comprehension
3.F.3. selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability	3.D.3. selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and	Comprehension

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;	develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;	
3.F.4. selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop the students' facility to comprehend and use academic language;	3.D.4. selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop the students' facility to comprehend and use academic language;	Comprehension
3.F.5. development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and	3.D.5. development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice, and independent work; and	Structured literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language
3.F.6. the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.	3.D.6. the ability to design purposeful lessons and tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students, including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.	
3.G. A teacher of young children in the primary grades must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:	3.E. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:	Multitiered system of support, universal

Early Childhood Standards, Minnesota Rules, part 8710.3000	Elementary and Special Education Core, Minnesota Rules, part 8710.3200	Alignment to Reading Statutory Requirements
3.G.1. formal and informal tools to assess students':	3.E.1. formal and informal tools to assess students':	screeners, progress monitoring
3.G.1.a. oral and written language development;	3.E.1.a. oral and written language development;	Oral language assessment
3.G.1.b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;	3.E.1.b. auditory awareness, discrimination of sounds, and phonological and phonemic awareness;	Phonemic awareness assessment
3.G.1.c. understanding of concepts about print and the alphabetic principle;	3.E.1.c. understanding of concepts about print and the alphabetic principle;	Phonics assessment
3.G.1.d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency	3.E.1.d. knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency	Phonics and fluency assessment
3.G.1.e. vocabulary knowledge in relation to specific reading needs and texts;	3.E.1.e. vocabulary knowledge in relation to specific reading needs and texts;	Vocabulary assessment
3.G.1.f. comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;	3.E.1.f. comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels;	Comprehension assessment
3.G.1.g. comprehension in content-area reading;	3.E.1.g. comprehension in content-area reading;	

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3.G.1.h. the ability to evaluate and respond to a range of literature and analyze text structures and elements; and	3.E.1.h. the ability to evaluate and respond to a range of literature and analyze text structures and elements; and	
3.G.2. formal and informal tools to:	3.E.2. formal and informal tools to:	Phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language assessment, multitiered system of support, progress monitoring
3.G.2.a. plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and	3.E.2.a. plan, evaluate, and differentiate instruction to meet the needs of students from various cognitive, linguistic, and cultural backgrounds; and	All five pillars
3.G.2.b. design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;	3.E.2.b. design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers;	MTSS, progress monitoring, all five pillars

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3.G.3. the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;	3.E.3. the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;	All five pillars
3.G.4. the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;	3.E.4. the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;	All five pillars
3.G.5 : - the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and	3.E.5 : - the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading course work; and	Early literacy field experience
3.H. A teacher of young children in the primary grades must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:	3.F. A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:	
3.H.1. knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;	3.F.1. knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;	Phonemic awareness, phonics, fluency, vocabulary, comprehension,

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		using students' native language as a resource
3.H.2. the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;	3.F.2. the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;	All five pillars
3.H.3. the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;	3.F.3. the development and implementation of classroom and schoolwide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;	Structured literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension
3.H.4. the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing engagement and literacy for all students;	3.F.4. the ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promote ongoing engagement and literacy for all students;	Phonemic awareness, phonics, fluency, vocabulary, comprehension
3.H.5. the ability to foster independence and self-efficacy in readers;	3.F.5. the ability to foster independence and self-efficacy in readers;	Structured literacy, phonemic awareness, phonics, fluency,
3.H.6. the development of independent reading by encouraging and guiding students in selecting	3.F.6. the development of independent reading by encouraging and guiding students in selecting independent	

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independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and	reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials; and	vocabulary, comprehension
3.H.7. the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.	3.F.7 the use of a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners; and to use additional strategies to promote literacy in the home.	Using students' native languages as a resource, phonemic awareness, phonics, fluency, vocabulary, comprehension
Minnesota Statutes 2019, section 122A.092, Subdivision 5 (c) Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address: (1) the nature and symptoms of dyslexia; (2) resources available for students who show characteristics of dyslexia; (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and		Minnesota Statutes 2024, 122A.092, Subd. 5(c)

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