



Local Literacy Plan Checklist

This checklist summarizes the local district requirements for the four sections of Minnesota's reading intervention law: identification and reporting, parent notification and engagement, intervention, and staff development. Districts are required to develop a Local Literacy Plan that articulates the district's process to meet these requirements to ensure that all students are reading well by no later than the end of third grade. This plan addresses the third grade reading proficiency objective of districts' World's Best Workforce plans ([Minn. Stat. § 120B.11](#)).

NOTE: This checklist only summarizes the requirements of the law and should *not* be used solely to develop Local Literacy Plans. To review this language and additional information and recommendations within the context of the law, [read the full statute](#) *Reading Proficiently No Later than the End of Grade 3*.

Identification Requirements:

The identification section of the law requires the following:

- ✓ Each school shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year.
- ✓ Each school shall identify students in grades 3 or higher who demonstrate a reading difficulty to a classroom teacher.
- ✓ Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students' areas of academic need related to literacy.
- ✓ The district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners.
- ✓ The district must use locally adopted, developmentally appropriate, and culturally responsive assessments.

Reporting Requirements:

The reporting section of the Read Well law requires that districts must annually provide to the commissioner the following:

- ✓ Summary reading assessment results.
- ✓ A summary of the district's efforts to screen and identify students with dyslexia.
- ✓ A summary of the district's efforts to screen and identify students with convergence insufficiency disorder.
- ✓ A copy of the Local Literacy Plan.

Additionally:

- ✓ The Local Literacy Plan must be posted on the official school district website.

Parent Notification and Engagement Requirements:

The parent notification and engagement section of the law requires the district or school to at least annually provide the following information to the parents of any child identified through its local assessment plan as not reading at or above grade level:

- ✓ The student's reading proficiency as measured by the locally adopted assessment(s).
- ✓ The reading-related services (that is, intervention) being provided to the student and the student's progress.
- ✓ Strategies that the parents can use at home to help their child succeed in becoming grade-level proficient in English and their native language.

Reading Interventions

The intervention section of the Read Well law requires the following:

- ✓ Students who are identified as not reading proficiently must be provided reading intervention to accelerate student growth and reach the goal of reading at or above grade level proficiency by the end of the current school grade and school year.
- ✓ Selected interventions should encourage family engagement and collaboration with school and community programs where possible.
- ✓ If a student does not read at or above grade level by the end of grade 3, the district must continue to provide reading intervention until the student reads at grade level.

Staff Development Requirements:

The staff development section of the Read Well law requires the district to meet staff needs as identified through reading data to ensure the following:

- ✓ Elementary teachers are able to implement comprehensive, scientifically based reading instruction, including instruction in:
 - oral language
 - phonemic awareness
 - phonics
 - fluency
 - vocabulary
 - comprehension
 - and other literacy-related areas, including writing
- ✓ Elementary teachers have sufficient training to provide instruction that meets students' developmental, linguistic, and literacy needs using intervention methods or programs selected by the district for identified students.
- ✓ Licensed teachers have regular opportunities to improve reading and writing instruction.
- ✓ Licensed teachers recognize students' diverse needs in cross-cultural settings and can meet the oral language and linguistic needs of students who are English learners by maximizing strengths in their native languages to cultivate English language development, including oral academic language, and build academic literacy.
- ✓ Licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

Reading Data and Plan Submissions:

Minnesota districts are required to report K-2 summary reading data and identification efforts and to submit their Local Literacy Plans to the commissioner by July 1 of each year. Visit the [Read Well K-3 Data and Plan Submission page](#) for everything a district needs to meet this obligation.

For more information and supporting resources on Reading Proficiently No Later than the End of Grade 3, visit the [Reading Proficiency page](#).