

Calendar No. 549

119TH CONGRESS
2D SESSION

S. 4689

To strengthen literacy outcomes for all students, to amend the comprehensive literacy State development grant program, and to ensure Federal accountability and investment in research, teacher preparation, and evidence-based instruction aligned with the science of reading.

IN THE SENATE OF THE UNITED STATES

JUNE 4, 2026

Mr. CASSIDY (for himself, Ms. HASSAN, Mr. BANKS, Mr. HICKENLOOPER, Mr. SCOTT of South Carolina, and Mr. KELLY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

AUGUST 6, 2026

Reported by Mr. CASSIDY, with an amendment

[Strike out all after the enacting clause and insert the part printed in *italic*]

A BILL

To strengthen literacy outcomes for all students, to amend the comprehensive literacy State development grant program, and to ensure Federal accountability and investment in research, teacher preparation, and evidence-based instruction aligned with the science of reading.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Reading Excellence
3 and Achievement for Development Act” or the “READ
4 Act”.

5 **SEC. 2. PURPOSES.**

6 The purposes of this Act are to—

7 (1) increase literacy proficiency among students
8 in elementary schools and secondary schools through
9 the use of science of reading-aligned instruction so
10 that students graduate from high school with the
11 reading and writing skills needed to succeed in the
12 workforce and in life;

13 (2) support State educational agencies in imple-
14 menting evidence-based policies aligned with the
15 science of reading;

16 (3) improve teacher preparation and profes-
17 sional development for school-based staff, including
18 through coaching and deliberate, dedicated profes-
19 sional collaboration, to support evidence-based lit-
20 eracy instruction;

21 (4) promote early identification and interven-
22 tion for students at risk of reading difficulties, in-
23 cluding dyslexia;

24 (5) support data-driven literacy strategies to
25 support all students and to close opportunity gaps
26 across student subgroups; and

1 (6) protect and strengthen literacy research ca-
2 pacity through comprehensive centers and the Insti-
3 tute of Education Sciences.

4 **SEC. 3. FINDINGS.**

5 Congress finds the following:

6 (1) Literacy is a cornerstone for personal
7 growth, economic opportunity, and a strong society.

8 (2) The 2024 National Assessment of Edu-
9 cational Progress reported that—

10 (A) only 35 percent of the 8th grade class
11 of 2024 were proficient in reading; and

12 (B) one-third of 8th graders performed
13 below the National Assessment of Educational
14 Progress basic level, the highest percentage ever
15 recorded.

16 (3) The National Assessment of Educational
17 Progress provides the only nationally representative,
18 independent measure of student achievement over
19 time, offering critical data on the readiness of
20 United States students to compete in the global
21 economy.

22 (4) The 2023 Program for the International
23 Assessment of Adult Competencies estimates that 28
24 percent of adults in the United States perform at
25 the lowest proficiency level of literacy, meaning they

1 have substantial difficulty with everyday reading
2 tasks.

3 (5) Illiteracy costs taxpayers \$224,000,000,000
4 annually and costs United States companies nearly
5 \$40,000,000,000 annually.

6 (6) The interdisciplinary body of research
7 known as the “science of reading” demonstrates the
8 effectiveness of structured, evidence-based literacy
9 instruction.

10 (7) Federal literacy programs under the Ele-
11 mentary and Secondary Education Act of 1965 (20
12 U.S.C. 6301 et seq.), the Adult Education and Fam-
13 ily Literacy Act (29 U.S.C. 3271 et seq.), and the
14 Museum and Library Services Act (20 U.S.C. 9101
15 et seq.) provide important foundations, but are in-
16 sufficient to address the scale of the crisis.

17 (8) The United States is in the midst of a na-
18 tional literacy crisis, requiring strong Federal leader-
19 ship in partnership with State educational agencies
20 and local educational agencies to ensure that all stu-
21 dents have the foundational literacy skills to thrive.

22 **SEC. 4. DEFINITIONS.**

23 In this Act:

24 (1) ~~EVIDENCE-BASED.~~—The term “evidence-
25 based” has the meaning given the term in section

1 8101(21) of the Elementary and Secondary Edu-
 2 cation Act of 1965 (20 U.S.C. 7801(21)), except
 3 that subelause (III) of subparagraph (A)(i) of such
 4 section shall not apply.

5 (2) SCIENCE OF READING.—The term “science
 6 of reading” means an interdisciplinary body of re-
 7 search from cognitive science, neuroscience, and edu-
 8 cation that—

9 (A) demonstrates the explicit, systematic
 10 use of the essential components of phonemic
 11 awareness, phonic decoding, fluency, language
 12 structure, oral language, vocabulary, back-
 13 ground knowledge, and literacy knowledge,
 14 which together lead to strong comprehension;

15 (B) recognizes the connection of reading
 16 and writing and the importance of strong writ-
 17 ing instruction;

18 (C) does not use a three-cueing model; and

19 (D) is inclusive of comprehensive literacy
 20 instruction.

21 (3) THREE-CUEING MODEL.—The term “three-
 22 cueing model” means an instructional approach
 23 that—

24 (A) uses meaning drawn from context, pic-
 25 tures, or syntax as the primary basis for teach-

1 ing word recognition (commonly referred to as
 2 “meaning, structure and syntax, and visual
 3 cues” or “MSV”); or

4 (B) teaches visual memory as the primary
 5 basis for word recognition.

6 **SEC. 5. LITERACY IMPROVEMENT GRANTS.**

7 Section 2222 of the Elementary and Secondary Edu-
 8 cation Act of 1965 (20 U.S.C. 6642) is amended—

9 (1) in subsection (a)—

10 (A) in paragraph (1), by striking “and”
 11 after the semicolon;

12 (B) in paragraph (2), by striking the pe-
 13 riod at the end and inserting “; and”; and

14 (C) by adding at the end the following:

15 “(3) implement statewide policies and systems
 16 of support to assist local educational agencies and
 17 educator preparation programs in improving literacy
 18 instruction and outcomes.”;

19 (2) by striking subsection (b) and inserting the
 20 following:

21 “(b) RESERVATION.—

22 “(1) IN GENERAL.—From the amounts reserved
 23 to carry out this subpart for a fiscal year, the Sec-
 24 retary shall reserve—

1 “(A) not more than a total of 5 percent for
2 national activities, which—

3 “(i) shall include funding for a na-
4 tional independent evaluation—

5 “(I) that shall be conducted in
6 accordance with high-quality, rigorous
7 research standards; and

8 “(II) that may not be canceled or
9 deferred, unless the entity funded to
10 conduct the evaluation violates the
11 terms of the contract, has been given
12 written justification for the contract’s
13 termination, and has been provided an
14 opportunity to appeal the termination
15 within 30 days of receiving the notice
16 of termination; and

17 “(ii) may include support for the re-
18 gional educational laboratories (described
19 in section 174 of the Education Sciences
20 Reform Act of 2002 (20 U.S.C. 9564))
21 and comprehensive centers (established
22 pursuant to section 203 of the Educational
23 Technical Assistance Act of 2002 (20
24 U.S.C. 9602)) to support literacy research
25 and technical assistance;

1 “(B) not more than 10 percent for grants
2 to eligible States, as described in paragraph (2);

3 “(C) one half of 1 percent for the Sec-
4 retary of the Interior to carry out a program
5 described in this subpart at schools operated or
6 funded by the Bureau of Indian Education; and

7 “(D) one half of 1 percent for the outlying
8 areas to carry out a program under this sub-
9 part.

10 “(2) GRANTS TO ELIGIBLE LOW-PERFORMING
11 STATES.—

12 “(A) IN GENERAL.—The Secretary shall
13 allot funds reserved under paragraph (1)(B)
14 among eligible States described in subpara-
15 graph (B) in proportion to the number of stu-
16 dents enrolled in public elementary schools and
17 secondary schools in each such eligible State,
18 except that no eligible State shall receive less
19 than 0.5 percent of the amount reserved under
20 paragraph (1)(B).

21 “(B) ELIGIBLE STATES.—A State is de-
22 scribed in this subparagraph for a fiscal year if
23 the State for the 2 most recent consecutive as-
24 sessment cycles, ranks within the lowest quintile
25 based on the percentage of students performing

1 at or above the 'basic' achievement level in 4th
 2 grade reading, as measured by the National As-
 3 sessment of Educational Progress.

4 “(C) NEEDS ASSESSMENT.—A State re-
 5 ceiving funds under this paragraph shall, not
 6 later than 1 year after receiving such funds,
 7 conduct a needs assessment that analyzes lit-
 8 eracy needs across the State and complete a
 9 comprehensive literacy instruction plan based
 10 on the results of such assessment.

11 “(D) COMPETITIVE GRANTS TO ELIGIBLE
 12 STATES.—The Secretary may award grants, on
 13 a competitive basis, to eligible States under
 14 subsection (a) from amounts that are in addi-
 15 tion to the amounts reserved under paragraph
 16 (1)(B).”;
 17 (3) in subsection (d)(2)—

18 (A) by striking subparagraph (B) and in-
 19 serting the following:

20 “(B) A description of how the State edu-
 21 cational agency, in collaboration with the State
 22 literacy team, if applicable, will develop a State
 23 comprehensive literacy instruction plan or will
 24 revise and update an already existing State

1 comprehensive literacy instruction plan, includ-
2 ing how the State will—

3 “(i) implement universal early literacy
4 screenings and intervention services for
5 students at-risk of falling behind in becom-
6 ing proficient in reading by third grade;
7 which may include high-impact tutoring
8 and summer learning programs;

9 “(ii) increase access for educators to
10 high-quality instructional materials aligned
11 with the science of reading;

12 “(iii) deliver professional development
13 and instructional coaching for educators;
14 with the input of educators, in high-needs
15 schools with the lowest literacy outcomes;

16 “(iv) update State licensure or certifi-
17 cation standards for teachers and evaluate
18 teacher preparation programs to assess
19 alignment with the science of reading; and

20 “(v) meaningfully engage educators
21 from across the State to provide early and
22 ongoing input on how to effectively support
23 educators in improving instructional prac-
24 tice and educational outcomes.”; and

1 (~~B~~) in subparagraph (~~D~~), by striking “sub-
 2 section (~~f~~)(1)” and inserting “subsection
 3 (~~f~~)(2)”;

4 (~~4~~) by striking subsection (~~e~~) and inserting the
 5 following:

6 “(~~e~~) **PRIORITY.**—In awarding grants under this sec-
 7 tion, the Secretary shall give priority—

8 “(~~1~~) to State educational agencies that will use
 9 the grant funds for evidence-based activities, defined
 10 for the purpose of this subsection as activities meet-
 11 ing the requirements of section 8101(21), except
 12 that subclause (~~III~~) of subparagraph (~~A~~)(i) of such
 13 section shall not apply; and

14 “(~~2~~) to States that demonstrate, based on the
 15 needs assessment described in subsection (~~d~~)(2)(~~A~~),
 16 that the State has not yet implemented, on a state-
 17 wide basis, a comprehensive approach to the re-
 18 quired activities described in subsection (~~f~~)(1)(~~A~~).”;

19 (~~5~~) by striking subsection (~~f~~) and inserting the
 20 following:

21 “(~~f~~) **STATE ACTIVITIES.**—

22 “(~~1~~) **IN GENERAL.**—

23 “(~~A~~) **REQUIRED USES.**—Each State that
 24 receives a grant under this section shall use

grant funds not allocated under paragraph (2)
to carry out the following:

“(i) Ensure pre-service training and
in-service training are aligned between
them and with the science of reading and
designed, in collaboration with teachers
and institutions of higher education, to
support teachers in understanding the evi-
dence base on how students learn to read
and in using evidence-based instructional
materials and practices in their classrooms,
which may include—

“(I) creating statewide and re-
gional literacy coaching networks;

“(II) evaluating teacher prepara-
tion programs to strengthen
coursework and training in the science
of reading;

“(III) updating State licensure or
certification standards to reflect the
science of reading; and

“(IV) providing pre-service and
in-service training for educators on
evidence-based screening, assessment,

1 and progress monitoring and instruc-
2 tion for students with dyslexia.

3 “(ii) Implement evidence-based inter-
4 ventions aligned with the science of read-
5 ing and designed to prepare students for
6 success with grade-level work in their core
7 classes, which may include high-impact tu-
8 toring and summer learning programs.

9 “(iii) Provide universal early literacy
10 screening, including for dyslexia, at least
11 once before the third grade, with more reg-
12 ular literacy screenings encouraged as a
13 tool to help identify reading difficulties
14 early and ensure support is provided to
15 struggling readers.

16 “(iv) Develop, incentivize, and support
17 the adoption and implementation of a rec-
18 ommended list of high-quality instructional
19 materials aligned with the science of read-
20 ing.

21 “(v) Convene and solicit input from
22 educators as collaborative, expert partners
23 to advise on improving pre-service training,
24 in-service training, and identify other sup-
25 ports that they may need to successfully

1 implement the science of reading in class-
2 rooms.

3 “(vi) On an annual basis, collect and
4 publicly report implementation data, which
5 shall include—

6 “(I) the number and percent of
7 students receiving screenings and
8 interventions for learning difficulties,
9 disaggregated by grade level and
10 disaggregated by each of the sub-
11 groups of students, as defined in sec-
12 tion 1111(c)(2);

13 “(II) the number and percent of
14 pre-service and in-service teachers re-
15 ceiving professional development and
16 coaching grounded in the science of
17 reading; and

18 “(III) the number of local edu-
19 cational agencies using high-quality
20 instructional materials aligned with
21 the science of reading as rec-
22 ommended by the State.

23 “(B) PROHIBITION OF INCLUSION OF PER-
24 SONALLY IDENTIFIABLE INFORMATION.—A
25 State shall not include any personally identifi-

1 able information in data reported under sub-
2 paragraph (A)(vi).

3 ~~“(2) SUBGRANTS.—~~Each State that receives a
4 grant under this section shall allocate not less than
5 75 percent of the grant funds to award subgrants to
6 local educational agencies to enable the local edu-
7 cational agencies to carry out activities to improve
8 literacy, such as—

9 ~~“(A) strengthening literacy instruction~~
10 aligned to the science of reading in elementary
11 schools and secondary schools, including
12 through in-service training for educators;

13 ~~“(B) employing and training literacy in-~~
14 structional coaches and interventionists;

15 ~~“(C) purchasing and adopting high-quality~~
16 instructional materials aligned with the science
17 of reading;

18 ~~“(D) conducting universal early literacy~~
19 screenings, including for dyslexia;

20 ~~“(E) providing direct services to students,~~
21 which may include high-impact tutoring and
22 summer learning programs, designed to help
23 students reach proficiency in grade-level literacy
24 standards;

1 “(F) conducting outreach to parents and
 2 families to help them support their child’s
 3 learning at home with strategies grounded in
 4 the science of reading;

5 “(G) supporting evidence-based bilingual
 6 literacy instruction, including biliteracy develop-
 7 ment aligned with the science of reading; and

8 “(H) convening and soliciting early and
 9 ongoing input from educators as collaborative,
 10 expert partners to advise on improving in-serv-
 11 ice training and identify other supports that
 12 they may need to successfully implement the
 13 science of reading in classrooms.

14 “(3) GRANTEE REQUIREMENTS.—Each State
 15 that receives a grant under this section shall—

16 “(A) comply with a biennial evaluation by
 17 the Secretary assessing the impact of the activi-
 18 ties funded under this grant program; and

19 “(B) ensure that funds provided under this
 20 section are used to supplement, and not sup-
 21 plant, any State or local funds that would oth-
 22 erwise be used for literacy instruction, teacher
 23 preparation, or interventions.

24 “(4) TEACHER PREPARATION REQUIRE-
 25 MENTS.—

1 “(A) ALIGNMENT WITH THE SCIENCE OF
 2 READING.—Each State that receives a grant
 3 under this section shall complete and publish,
 4 not later than 2 years after receiving the grant
 5 funds, a review of all teacher preparation pro-
 6 grams in the State to assess alignment with the
 7 science of reading and make recommendations
 8 to programs, as appropriate, for better aligning
 9 course offerings to the science of reading.

10 “(B) LICENSURE OR CERTIFICATION RE-
 11 QUIREMENTS.—Each State that receives a
 12 grant under this section shall update or estab-
 13 lish licensure or certification standards for pub-
 14 lic school teachers in grades kindergarten
 15 through 8, which reflect competency in instruc-
 16 tional practices aligned with the science of read-
 17 ing.”; and

18 (6) by adding at the end the following:

19 “(g) DEFINITIONS.—In this section—

20 “(1) the terms ‘evidence-based’ and ‘science of
 21 reading’ have the meanings given the terms in sec-
 22 tion 4 of the Reading Excellence and Achievement
 23 for Development Act;

24 “(2) the term ‘high-impact tutoring’ means a
 25 form of teaching that—

1 “(A) is conducted 1-on-1 or in small
2 groups;

3 “(B) is intended to complement core class-
4 room instruction; and

5 “(C) includes—

6 “(i) substantial time each week en-
7 gaged in tutoring with trained personnel;

8 “(ii) a sustained and strong relation-
9 ship between the student and tutor;

10 “(iii) progress monitoring of student
11 knowledge and skills attainment;

12 “(iv) an alignment with core class-
13 room instruction; and

14 “(v) supportive coaching for the tutor
15 to ensure quality interactions; and

16 “(3) the term ‘universal early literacy screen-
17 ing’ means the systematic and periodic assessment
18 of all students’ foundational reading skills, including
19 phonological and phonemic awareness, phonics, flu-
20 ency, vocabulary, and comprehension, as develop-
21 mentally appropriate, to identify those at risk for
22 reading difficulties and to provide timely, evidence-
23 based interventions.

24 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
25 are authorized to be appropriated to carry out this section

1 such sums as may be necessary for fiscal years 2026
2 through 2035.”.

3 **SEC. 6. PARENT REPORTING.**

4 (a) IN GENERAL.—Subpart 2 of part F of title VIII
5 of the Elementary and Secondary Education Act of 1965
6 (20 U.S.C. 7901 et seq.) is amended by adding at the end
7 the following:

8 **“SEC. 8549D. PARENT REPORTING.**

9 “(a) IN GENERAL.—

10 “(1) IN GENERAL.—Each school receiving as-
11 sistance under this Act that includes any of kinder-
12 garten through grade 8 shall provide notification to
13 the parent of any student who is identified as at risk
14 of reading difficulties or performing below grade
15 level in reading.

16 “(2) NOTIFICATION.—The notification de-
17 scribed in paragraph (1) shall—

18 “(A) be provided not later than 30 days
19 after the beginning of the school year, for stu-
20 dents in any of grades 4 through 8 who were
21 identified as below grade level in reading on the
22 previous year’s summative assessment required
23 under section 1111(b)(2)(B);

24 “(B) be provided not later than 30 days
25 after a student is identified as at risk for read-

ing difficulties on any universal early literacy
screening (as defined in section 2222(g)(1)(C))
administered at any point during the school
year; and

“(C) include—

“(i) the results of the assessment or
screening;

“(ii) the supports that will be pro-
vided to the student to reach proficiency;
and

“(iii) ways that the parent can sup-
port learning at home.

“(3) MORE REGULAR NOTIFICATIONS.—A
school may provide more regular notification to a
parent than that required under paragraph (2) and
contain additional information in the notification to
assist the parent in understanding and supporting
the educational needs of their child.

“(b) REPORTS AND NOTICES IN PRIMARY LAN-
GUAGES.—A school shall provide each report and notifica-
tion described in subsection (a) in the primary language
of the parent, to the extent practicable.

“(c) MODEL NOTIFICATION TEMPLATES.—The Sec-
retary shall develop user-tested parental notification tem-
plates and other materials, as determined appropriate by

1 the Secretary, for optional use by schools to help them
 2 fulfill the requirements under this section. These tem-
 3 plates and materials must be made publicly available on
 4 the Department's website.”.

5 (b) TABLE OF CONTENTS.—The table of contents in
 6 section 2 of the Elementary and Secondary Education Act
 7 of 1965 is amended by inserting after the item relating
 8 to section 8549C the following new item:

“Sec. 8549D. Parent reporting.”.

9 **SEC. 7. GENERAL PROVISIONS.**

10 (a) APPLICABILITY.—This Act and the amendments
 11 made by this Act shall apply with respect to funds award-
 12 ed under the Elementary and Secondary Education Act
 13 of 1965 (20 U.S.C. 6301 note et seq.) on or after the
 14 date of enactment of this Act.

15 (b) RULES OF CONSTRUCTION.—Nothing in this Act
 16 or the amendments made by this Act shall be construed
 17 to—

18 (1) limit or alter the rights, protections, and in-
 19 dividualized instructional requirements under the In-
 20 dividuals with Disabilities Education Act (20 U.S.C.
 21 1400 et seq.); section 504 of the Rehabilitation Act
 22 of 1973 (29 U.S.C. 794), or the Americans with
 23 Disabilities Act of 1990 (42 U.S.C. 12101 et seq.);
 24 or

1 ~~(2) authorize any officer or employee of the~~
 2 ~~Federal Government to mandate, direct, or control a~~
 3 ~~State, local educational agency, or school's specific~~
 4 ~~instructional content, academic standards and as-~~
 5 ~~sessments, curricula, or program of instruction.~~

6 **SECTION 1. SHORT TITLE.**

7 *This Act may be cited as the “Reading Excellence and*
 8 *Achievement for Development Act” or the “READ Act”.*

9 **SEC. 2. DEFINITIONS.**

10 (a) *DEFINITIONS.—Section 2221(b) of the Elementary*
 11 *and Secondary Education Act of 1965 (20 U.S.C. 6641(b))*
 12 *is amended—*

13 (1) *by redesignating paragraph (3) as para-*
 14 *graph (5);*

15 (2) *by inserting after paragraph (2) the fol-*
 16 *lowing:*

17 “(3) *ELIGIBLE LOW-PERFORMING STATE.—The*
 18 *term ‘eligible low-performing State’ means a State*
 19 *that, for the 2 most recent consecutive assessment cy-*
 20 *cles, ranks within the lowest quintile based on the*
 21 *percentage of students performing at or above the*
 22 *‘basic’ achievement level in reading in grade 4, as*
 23 *measured under the National Assessment of Edu-*
 24 *cational Progress carried out under section 303(b)(2)*

1 *of the National Assessment of Educational Progress*
 2 *Authorization Act.*

3 “(4) *HIGH-IMPACT TUTORING.*—The term ‘high-
 4 *impact tutoring*’ means a form of teaching that—

5 “(A) *is conducted 1-on-1 or in small groups;*

6 “(B) *is intended to complement core class-*
 7 *room instruction; and*

8 “(C) *includes—*

9 “(i) *substantial time each week en-*
 10 *gaged in tutoring with trained personnel;*

11 “(ii) *a sustained and strong relation-*
 12 *ship between the student and tutor;*

13 “(iii) *progress monitoring of student*
 14 *knowledge and skills attainment;*

15 “(iv) *an alignment with core classroom*
 16 *instruction; and*

17 “(v) *supportive coaching for the tutor*
 18 *to ensure quality interactions.”; and*

19 (3) *by adding at the end the following:*

20 “(6) *SCIENCE OF READING.*—The term ‘*science of*
 21 *reading*’ means an interdisciplinary body of research
 22 *from cognitive science, neuroscience, and education*
 23 *regarding the development of reading and writing*
 24 *proficiency, including research that—*

“(A) demonstrates the explicit, systematic use of the essential components of phonemic awareness, phonic decoding, fluency, language structure, oral language, vocabulary, background knowledge, and literacy knowledge, which together lead to strong comprehension; and

“(B) recognizes the connection of reading and writing and the importance of strong writing instruction.

“(7) UNIVERSAL EARLY LITERACY SCREENING.—

The term ‘universal early literacy screening’ means the systematic and periodic evidence-based assessment of all students’ foundational reading skills, including phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension, as developmentally appropriate, to identify those at risk for reading difficulties and to provide timely, evidence-based interventions.”.

(b) AMENDMENTS TO COMPREHENSIVE LITERACY INSTRUCTION DEFINITION.—Section 2221(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6641(b)(1)) is amended—

(1) in subparagraph (K), by striking “and” after the semicolon;

1 (2) in subparagraph (L), by striking the period
2 at the end and inserting a semicolon; and

3 (3) by adding at the end the following:

4 “(M) excludes three-cueing models or related
5 instructional approaches that primarily—

6 “(i) use meaning drawn from context,
7 pictures, or syntax as the primary basis for
8 teaching word recognition (commonly re-
9 ferred to as ‘meaning, structure and syntax,
10 and visual cues’ or ‘MSV’); or

11 “(ii) teach visual memory as the pri-
12 mary basis for word recognition; and

13 “(N) uses effective language instruction to
14 support literacy and oral language development,
15 particularly for English learners and children
16 with disabilities.”.

17 **SEC. 3. REAUTHORIZATION OF THE COMPREHENSIVE LIT-**
18 **ERACY STATE DEVELOPMENT GRANTS PRO-**
19 **GRAM.**

20 Section 2222 of the Elementary and Secondary Edu-
21 cation Act of 1965 (20 U.S.C. 6642) is amended—

22 (1) by striking subsection (a) and inserting the
23 following:

1 “(a) *GRANTS AUTHORIZED.—From the amounts re-*
 2 *served by the Secretary under section 2201(2) and not re-*
 3 *served under subsection (b), the Secretary shall—*

4 “(1) *award grants, on a competitive basis, to*
 5 *State educational agencies to enable the State edu-*
 6 *cational agencies to—*

7 “(A) *provide subgrants to eligible entities*
 8 *serving a diversity of geographic areas, giving*
 9 *priority to entities serving greater numbers or*
 10 *percentages of children from low-income families;*

11 “(B) *develop or enhance comprehensive lit-*
 12 *eracy instruction plans that ensure high-quality*
 13 *instruction and effective strategies in reading*
 14 *and writing for children from early childhood*
 15 *education through grade 12, including English*
 16 *learners and children with disabilities; and*

17 “(C) *implement statewide policies and sys-*
 18 *tems of support to assist local educational agen-*
 19 *cies and teacher preparation programs in im-*
 20 *proving literacy instruction and outcomes; and*

21 “(2) *award grants to all eligible low-performing*
 22 *States that submit applications, pursuant to sub-*
 23 *section (b)(2) and the absolute priority provided*
 24 *under subsection (e)(2).”;*

1 (2) *by striking subsection (b) and inserting the*
 2 *following:*

3 “(b) *RESERVATION.—From the amounts reserved to*
 4 *carry out this subpart for a fiscal year, the Secretary shall*
 5 *reserve—*

6 “(1) *not more than a total of 5 percent for na-*
 7 *tional activities, which—*

8 “(A) *shall include an evaluation—*

9 “(i) *that meets the requirements of sec-*
 10 *tion 2225; and*

11 “(ii) *that may not be canceled or de-*
 12 *ferred, unless the entity contracted by the*
 13 *Director of the Institute of Education*
 14 *Sciences to conduct the evaluation violates*
 15 *the terms of the contract, has been given*
 16 *written justification for the contract’s ter-*
 17 *mination, and has been provided an oppor-*
 18 *tunity to appeal the termination within 30*
 19 *days of receiving the notice of termination;*
 20 *and*

21 “(B) *shall include technical assistance,*
 22 *training, data collection, and reporting, which*
 23 *may include support for the regional educational*
 24 *laboratories (described in section 174 of the Edu-*
 25 *cation Sciences Reform Act of 2002) and com-*

1 *prehensive centers (established pursuant to sec-*
 2 *tion 203 of the Educational Technical Assistance*
 3 *Act of 2002) to support literacy research and*
 4 *technical assistance;*

5 *“(2) sufficient funds to provide grant awards*
 6 *under subsection (a)(2) to all eligible low-performing*
 7 *States, pursuant to the absolute priority provided*
 8 *under subsection (e)(2);*

9 *“(3) one half of 1 percent for the Secretary of the*
 10 *Interior to carry out a program described in this sub-*
 11 *part at schools operated or funded by the Bureau of*
 12 *Indian Education; and*

13 *“(4) one half of 1 percent for the outlying areas*
 14 *to carry out a program under this subpart.”;*

15 *(3) in subsection (c), by striking “5 years” and*
 16 *inserting “4 years”;*

17 *(4) in subsection (d)(2)—*

18 *(A) by striking subparagraph (B) and in-*
 19 *serting the following:*

20 *“(B) A description of how the State edu-*
 21 *cational agency, in collaboration with the State*
 22 *literacy team, if applicable, will develop a State*
 23 *comprehensive literacy instruction plan or will*
 24 *revise and update an already existing State com-*

prehensive literacy instruction plan, including
how the State will—

“(i) implement universal early literacy
screenings and intervention services for stu-
dents at risk of falling behind in becoming
proficient in reading by grade 3, which
may include high-impact tutoring and sum-
mer learning programs;

“(ii) increase access for educators to
high-quality instructional materials aligned
with the science of reading;

“(iii) deliver professional development
and instructional coaching for educators,
with the input of educators, in high-need
schools with the lowest literacy outcomes;

“(iv) evaluate teacher preparation pro-
grams to assess alignment with the science
of reading; and

“(v) meaningfully engage educators
from across the State to provide early and
ongoing input on how to effectively support
educators in improving instructional prac-
tice and educational outcomes.”; and

(B) by striking subparagraphs (D) and (E)
and inserting the following:

1 “(D) *A description of how the State edu-*
2 *cational agency will use implementation grant*
3 *funds described in subsection (f)(1) for com-*
4 *prehensive literacy instruction programs as fol-*
5 *lows:*

6 “(i) *Not less than 15 percent of such*
7 *grant funds shall be used for State and local*
8 *programs and activities pertaining to chil-*
9 *dren from birth through kindergarten entry.*

10 “(ii) *Not less than 40 percent of such*
11 *grant funds shall be used for State and local*
12 *programs and activities, allocated equitably*
13 *among the grades of kindergarten through*
14 *grade 5.*

15 “(iii) *Not less than 40 percent of such*
16 *grant funds shall be used for State and local*
17 *programs and activities, allocated equitably*
18 *among grades 6 through 12.*

19 “(E) *An assurance that the State edu-*
20 *cational agency will collaborate with the State*
21 *agency responsible for administering early child-*
22 *hood education programs and the State agency*
23 *responsible for administering child care pro-*
24 *grams in the State in improving early literacy*

1 *opportunities for children and early childhood*
 2 *educators.*

3 “(F) *An assurance that the State edu-*
 4 *cational agency will require each local edu-*
 5 *cational agency in the State to provide sufficient*
 6 *and timely notification to a parent of a student*
 7 *served by such local educational agency who is*
 8 *identified as at risk of reading difficulties or*
 9 *performing below grade level in reading. Such*
 10 *notification shall—*

11 “(i) *include the results of the assess-*
 12 *ment or screening;*

13 “(ii) *include the strategies that will be*
 14 *provided to the student to help reach pro-*
 15 *ficiency in grade-level literacy standards;*

16 “(iii) *include strategies for parents to*
 17 *support learning at home; and*

18 “(iv) *be provided in an understandable*
 19 *and uniform format and, to the extent prac-*
 20 *ticable, provided in a language the parents*
 21 *can understand.”;*

22 (5) *by striking subsection (e) and inserting the*
 23 *following:*

24 “(e) *PRIORITY.—*

1 “(1) *COMPETITIVE PRIORITY.*—*In awarding*
 2 *grants under this section, the Secretary shall give*
 3 *competitive priority—*

4 “(A) *to State educational agencies that will*
 5 *use the grant funds for evidence-based activities,*
 6 *defined for the purpose of this subsection as ac-*
 7 *tivities meeting the requirements of section*
 8 *8101(21), except that subclause (III) of subpara-*
 9 *graph (A)(i) of such section shall not apply;*

10 “(B) *to States that demonstrate, based on*
 11 *the needs assessment described in subsection*
 12 *(d)(2)(A), that the State has not yet imple-*
 13 *mented, on a statewide basis, a comprehensive*
 14 *approach to the required activities described in*
 15 *subsection (f)(1)(A); and*

16 “(C) *to States that experienced a significant*
 17 *decline in biennial State academic assessment*
 18 *outcomes of reading in grades 4 and 8 under the*
 19 *National Assessment of Educational Progress*
 20 *carried out under section 303(b)(3) of the Na-*
 21 *tional Assessment of Educational Progress Au-*
 22 *thorization Act.*

23 “(2) *ABSOLUTE PRIORITY.*—

24 “(A) *IN GENERAL.*—*In awarding grants*
 25 *under this section, the Secretary shall give abso-*

1 *lute priority to eligible low-performing States*
 2 *that satisfy the application requirements de-*
 3 *scribed in subsection (d).*

4 “(B) *IDENTIFICATION OF ELIGIBLE LOW-*
 5 *PERFORMING STATES.*—*Before announcing a*
 6 *grant competition under this section, the Sec-*
 7 *retary shall identify and notify any State that*
 8 *qualifies as an eligible low-performing State.*

9 “(C) *CLARIFICATION ON MEETING SAME RE-*
 10 *QUIREMENTS.*—*An eligible low-performing State*
 11 *that receives a grant under subsection (a)(2)*
 12 *shall meet the same requirements as a State*
 13 *awarded a grant under subsection (a)(1) on a*
 14 *competitive basis.”;*

15 *(6) by striking subsection (f) and inserting the*
 16 *following:*

17 “(f) *STATE ACTIVITIES.*—

18 “(1) *IN GENERAL.*—

19 “(A) *STATE USES OF FUNDS.*—*Each State*
 20 *that receives a grant under this section shall use*
 21 *grant funds not allocated under paragraph (2) to*
 22 *carry out each of the following:*

23 “(i) *Ensure pre-service training and*
 24 *in-service training are aligned between*
 25 *them and with the science of reading and*

1 *designed, in collaboration with teachers and*
 2 *institutions of higher education, to support*
 3 *teachers in understanding the evidence base*
 4 *on how students learn to read and in using*
 5 *evidence-based instructional materials and*
 6 *practices in their classrooms, which may in-*
 7 *clude—*

8 *“(I) creating statewide and re-*
 9 *gional literacy coaching networks;*

10 *“(II) evaluating teacher prepara-*
 11 *tion programs to strengthen coursework*
 12 *and training in the science of reading;*

13 *“(III) evaluating State licensure*
 14 *or certification standards to reflect the*
 15 *science of reading; and*

16 *“(IV) providing pre-service and*
 17 *in-service training for educators on*
 18 *evidence-based screening, assessment,*
 19 *and progress monitoring and instruc-*
 20 *tion for students with or at risk of dys-*
 21 *lexia or other reading difficulties.*

22 *“(ii) Implement evidence-based inter-*
 23 *ventions aligned with the science of reading*
 24 *and designed to prepare students for success*
 25 *with grade-level work in their core classes,*

1 *which may include high-impact tutoring*
 2 *and summer learning programs.*

3 “(iii) *Provide universal early literacy*
 4 *screening at least once before grade 3, with*
 5 *more regular literacy screenings encouraged*
 6 *as a tool to help identify reading difficulties*
 7 *or dyslexia early, and ensure support is*
 8 *provided to struggling readers.*

9 “(iv) *Develop, incentivize, and support*
 10 *the adoption and implementation of rec-*
 11 *ommended high-quality instructional mate-*
 12 *rials aligned with the science of reading.*

13 “(v) *Convene and solicit input from*
 14 *educators as collaborative, expert partners*
 15 *to advise on improving pre-service and in-*
 16 *service training and identify other supports*
 17 *that they may need to successfully imple-*
 18 *ment the science of reading in classrooms.*

19 “(vi) *Develop policies and procedures,*
 20 *including a parental notification template*
 21 *or other materials for optional use by local*
 22 *educational agencies, to support such local*
 23 *educational agencies in providing sufficient*
 24 *and timely notification, as required under*
 25 *subsection (d)(2)(F), to a parent of a stu-*

1 *dent who is identified as at risk of reading*
2 *difficulties or performing below grade level*
3 *in reading.*

4 “(2) *SUBGRANTS.—Each State that receives a*
5 *grant under this section shall allocate not less than 75*
6 *percent of the grant funds to award subgrants to eli-*
7 *gible entities to enable the eligible entities to carry out*
8 *activities to improve literacy, such as—*

9 “(A) *strengthening literacy instruction*
10 *aligned to the science of reading in early child-*
11 *hood education programs or elementary schools*
12 *and secondary schools, including through in-serv-*
13 *ice training for educators;*

14 “(B) *employing and training literacy in-*
15 *structional coaches and interventionists;*

16 “(C) *purchasing and adopting high-quality*
17 *instructional materials aligned with the science*
18 *of reading;*

19 “(D) *conducting universal early literacy*
20 *screenings to help identify reading difficulties or*
21 *dyslexia early;*

22 “(E) *providing direct services to students,*
23 *which may include high-impact tutoring and*
24 *summer learning programs, designed to help stu-*

1 *dents reach proficiency in grade-level literacy*
 2 *standards;*

3 *“(F) supporting a child’s learning at home*
 4 *through family literacy services and parents and*
 5 *family engagement initiatives that provide par-*
 6 *ents with actionable strategies aligned with the*
 7 *science of reading;*

8 *“(G) supporting evidence-based bilingual*
 9 *literacy instruction, including biliteracy develop-*
 10 *ment aligned with the science of reading;*

11 *“(H) convening and soliciting early and on-*
 12 *going input from educators as collaborative, ex-*
 13 *pert partners to advise on improving in-service*
 14 *training and identify other supports that they*
 15 *may need to successfully implement the science of*
 16 *reading in classrooms; and*

17 *“(I) supporting principals and other school*
 18 *leaders to have the necessary understanding of*
 19 *the science of reading to coordinate schoolwide*
 20 *activities and leverage the expertise of teachers,*
 21 *literacy instructional coaches and intervention-*
 22 *ists, paraprofessionals, school librarians, special*
 23 *education teachers, and other appropriate school-*
 24 *based staff in serving students.*

25 *“(3) TEACHER PREPARATION REQUIREMENTS.—*

1 “(A) *ALIGNMENT WITH THE SCIENCE OF*
 2 *READING.—Except as provided in subparagraph*
 3 *(B), each State that receives a grant under this*
 4 *section shall complete and publish, not later than*
 5 *3 years after the date of receipt of the grant*
 6 *funds, a review of all teacher preparation pro-*
 7 *grams in the State to assess alignment with the*
 8 *science of reading and make recommendations to*
 9 *programs, as appropriate, for better aligning*
 10 *course offerings to the science of reading.*

11 “(B) *EXEMPTION.—A State that dem-*
 12 *onstrates that a review described in subpara-*
 13 *graph (A) has recently and similarly been com-*
 14 *pleted and published by the State is not required*
 15 *to use grant funds received under this section to*
 16 *complete and publish an additional review.*

17 “(g) *REPORTING REQUIREMENTS.—*

18 “(1) *ANNUAL REPORTS.—Each State that re-*
 19 *ceives a grant under this section shall submit a public*
 20 *report to the Secretary on an annual basis and pub-*
 21 *lish such report in a clear and easily accessible for-*
 22 *mat on the website of the State. Such report shall con-*
 23 *tain, at a minimum and at the statewide and local*
 24 *educational agency level (in accordance with para-*
 25 *graph (3)) the following information:*

1 “(A) *The number and percent of students*
 2 *receiving screenings and interventions for read-*
 3 *ing difficulties, disaggregated by grade level and*
 4 *disaggregated by each of the subgroups of stu-*
 5 *dents, as defined in section 1111(c)(2).*

6 “(B) *The number and percent of pre-service*
 7 *and in-service teachers receiving professional de-*
 8 *velopment and coaching related to the science of*
 9 *reading.*

10 “(C) *The number of local educational agen-*
 11 *cies using high-quality instructional materials*
 12 *aligned with the science of reading as rec-*
 13 *ommended by the State.*

14 “(2) *SECRETARY’S REPORT.—*

15 “(A) *IN GENERAL.—Not later than 1 year*
 16 *after receiving the reports described in para-*
 17 *graph (1), and every 2 years thereafter, the Sec-*
 18 *retary shall submit a report to the Committee on*
 19 *Health, Education, Labor, and Pensions of the*
 20 *Senate and the Committee on Education and*
 21 *Workforce of the House of Representatives that*
 22 *includes a summary of the reports submitted by*
 23 *States.*

24 “(B) *PUBLIC AVAILABILITY.—The Secretary*
 25 *shall make the reports described in subparagraph*

1 (A) *publicly available in a clear and easily ac-*
 2 *cessible format on the website of the Department.*

3 “(3) *DATA PRIVACY.*—

4 “(A) *PERSONALLY IDENTIFIABLE DATA LIM-*
 5 *ITATION.*—A State shall not include any person-
 6 *ally identifiable information in a report sub-*
 7 *mitted under paragraph (1).*

8 “(B) *DISAGGREGATION OF DATA.*—
 9 *Disaggregation of data shall not be required*
 10 *under this subsection when the number is insuffi-*
 11 *cient to yield statistically reliable information or*
 12 *the results would reveal personally identifiable*
 13 *information about an individual.*

14 “(h) *SUPPLEMENT NOT SUPPLANT.*—Funds made
 15 *available to a State through a grant awarded under this*
 16 *section shall be used only to supplement and not supplant,*
 17 *any State, local, or non-Federal funds that would otherwise*
 18 *be used to carry out literacy instruction, teacher prepara-*
 19 *tion, or interventions.”.*

20 **SEC. 4. GENERAL PROVISIONS.**

21 (a) *APPLICABILITY.*—This Act and the amendments
 22 *made by this Act shall apply with respect to funds awarded*
 23 *under the Elementary and Secondary Education Act of*
 24 *1965 (20 U.S.C. 6301 et seq.) on or after the date of enact-*
 25 *ment of this Act.*

1 (b) *SECRETARIAL PROHIBITION.*—Section 2302 of the
 2 *Elementary and Secondary Education Act of 1965* (20
 3 *U.S.C. 6692*) is amended by adding at the end the following:

4 “(c) *LIMITATIONS ON SECRETARIAL AUTHORITY.*—In
 5 carrying out subpart 2 of part B of this title, the Secretary
 6 shall not issue any regulation—

7 “(1) regarding the definitions of science of read-
 8 ing and comprehensive literacy instruction; or

9 “(2) that would directly or indirectly mandate,
 10 direct, or control a State, local educational agency, or
 11 school’s specific instructional content, academic
 12 standards and assessments, curricula, or program of
 13 instruction.”.

14 (c) *RULES OF CONSTRUCTION.*—Nothing in this Act
 15 or the amendments made by this Act shall be construed to—

16 (1) limit or alter the rights, protections, and in-
 17 dividualized educational requirements under the *Indi-
 18 viduals with Disabilities Education Act* (20 *U.S.C.*
 19 *1400 et seq.*), section 504 of the *Rehabilitation Act of*
 20 *1973* (29 *U.S.C. 794*), or the *Americans with Disabil-
 21 ities Act of 1990* (42 *U.S.C. 12101 et seq.*); or

22 (2) authorize any officer or employee of the Fed-
 23 eral Government to mandate, direct, or control a
 24 State, local educational agency, or school’s specific in-

1 *structional content, academic standards and assess-*
 2 *ments, curricula, or program of instruction.*

3 **SEC. 5. RESEARCH AND DEVELOPMENT.**

4 *Section 2225 of the Elementary and Secondary Edu-*
 5 *cation Act of 1965 (20 U.S.C. 6645) is amended by adding*
 6 *at the end the following:*

7 *“(c) RESEARCH AND DEVELOPMENT.—The Director of*
 8 *the Institute of Education Sciences shall—*

9 *“(1) sponsor basic and applied research to im-*
 10 *prove comprehensive literacy instruction and improve*
 11 *students’ academic outcomes, such as on—*

12 *“(A) the relationship between reading books*
 13 *rather than passages in building reading stam-*
 14 *ina, the relationship between writing instruction*
 15 *and reading comprehension, optimal amounts of*
 16 *time for different aspects of reading and writing*
 17 *instruction in the average classroom, the essen-*
 18 *tial components of effective reading curricula,*
 19 *the relationship between teacher preparation,*
 20 *professional development, and effective reading*
 21 *and writing instruction, and out-of-school factors*
 22 *that impact reading proficiency, including oral*
 23 *language development; and*

24 *“(B) the decreases in cognitive capabilities*
 25 *and attention spans among children and youth,*

1 *including the relationship between screentime,*
 2 *social media, and addictive technology features;*
 3 *and*

4 “(2) *conduct initiatives or activities that pro-*
 5 *mote engagement, the synthesis of education research*
 6 *on the topics described in paragraph (1), the develop-*
 7 *ment of related evidence-based practices, and the wide*
 8 *dissemination of the findings of the research con-*
 9 *ducted under paragraph (1)—*

10 “(A) *in a manner that is responsive to the*
 11 *educational challenges facing students, families,*
 12 *practitioners, and education system leaders; and*

13 “(B) *that can provide the basis for improv-*
 14 *ing academic instruction and lifelong learning.”.*

15 **SEC. 6. NAEP REPORTING.**

16 *Section 2225 of the Elementary and Secondary Edu-*
 17 *cation Act of 1965 (20 U.S.C. 6645), as amended by section*
 18 *5, is further amended by adding at the end the following:*

19 “(d) **NAEP REPORTING TO STATES.**—

20 “(1) **IN GENERAL.**—*Not later than 5 days after*
 21 *the date described in paragraph (2), the Director of*
 22 *the Institute of Education Sciences, acting through*
 23 *the Commissioner for Education Statistics, shall*
 24 *make available to the public and submit to each State*
 25 *(including, to the greatest extent practicable the Gov-*

ernor, the State educational agency, and State legislators) a report that contains easily accessible information on each of the following:

“(A) The academic outcomes of students in the State on the National Assessment of Educational Progress.

“(B) The State’s ranking compared to other States based on proficiency levels of each academic assessment conducted.

“(C) The State’s ranking compared to other States on the following basis, to the greatest extent practicable:

“(i) Proficiency levels adjusted for poverty or similar demographics.

“(ii) Magnitude of achievement gaps, including between subgroups of students and gaps between the highest- and lowest-performing students in the State.

“(iii) Percentage of students at below basic achievement levels.

“(D) Relevant trend or longitudinal data, such as whether the State’s outcomes are increasing, decreasing, or stagnant, or whether cohorts of students demonstrate any significant achievement trends.

1 “(2) *DATE.*—*The date described in this para-*
2 *graph is the date that the Commissioner for Edu-*
3 *cation Statistics releases the results of the biennial*
4 *State academic assessments in reading and mathe-*
5 *matics in grades 4 and 8 of the National Assessment*
6 *of Educational Progress carried out under section*
7 *303(b)(3) of the National Assessment of Educational*
8 *Progress Authorization Act.*”.

Calendar No. 549

119TH CONGRESS
2^D Session
S. 4689

A BILL

To strengthen literacy outcomes for all students, to amend the comprehensive literacy State development grant program, and to ensure Federal accountability and investment in research, teacher preparation, and evidence-based instruction aligned with the science of reading.

AUGUST 6, 2026

Reported with an amendment