

2026-2027 LITERACY PATHWAYS

Statewide sessions are held virtually via zoom. Ongoing coaching and support throughout the school year from your service cooperative's Regional Literacy Lead or Coach is available with registration.
Click the links below or scan the QR code to register.

Creating a District Adopted Literacy Scope and Sequence (Sequential Instruction - Lit 15)	Cultivating Genius: Deep Dive
The sequential principle of structured literacy means that reading and language instruction follow a logical, research-based order which is documented in a clearly organized scope and sequence that builds skills and knowledge over time. In this Pathway, district instructional leadership teams will explore tools for drafting (or improving) their documented literacy scope and sequence. Participants will practice bundling standards and benchmarks, aligning bundles to their curriculum, and developing a pacing guide. Outcome/Product: Draft/start to a district ELA scope and sequence that bundles benchmarks into instructional units Dates: Virtual sessions. All sessions are held on Thursdays, 9 a.m.-2 p.m. September 17, 2026 November 5, 2026 February 11, 2027 Registration Link	Led by a Cultivating Genius Coach, these customized workshops help educators explore culturally and historically responsive education in depth. Participants will dive deeper into the HILL Pedagogies Five Pursuits Framework™, learning ways to teach and assess identity development, skills, intellect, criticality and joy. Sessions blend theory, history and practice, covering topics like equity, pedagogy, lesson planning, and culturally and historically responsive classroom strategies. Dates: Virtual sessions. All sessions are held 9- 11 a.m. Wednesday, September 16, 2026 Wednesday, October 7, 2026 Wednesday, October 28, 2026 Thursday, November 19, 2026 Wednesday, December 9, 2026 Wednesday, January 6, 2027 Wednesday, January 27, 2027 Registration Link
Cultivating Genius: Train the Trainer	Culturally and Linguistically Responsive Structured Literacy
District and school academic leaders can engage in a series of intense professional learning on HILL Pedagogies' Five Pursuits Framework™ to then train, turnkey, or guide others in their districts. Participants receive a facilitation guide, slide decks, and guided direction for increasing capacity and sustainability for culturally and historically responsive Dates: Virtual sessions. All sessions are held on Wednesdays from 9-11 a.m.	Our Reading to Ensure Academic Development (READ) Act required training in the science of reading has shifted our focus toward the cognitive processes involved in successful literacy learning. Culture and language are deeply involved in these cognitive processes. In this course, instructional leaders will explore evidence that explains why embedding cultural ways of knowing within explicit literacy instruction can enhance learning, examples of elementary and secondary CLR explicit literacy instruction, and guidance for district or site policies and practices to support implementation.

February 17, 2027 March 10, 2027 March 31, 2027 April 21, 2027 May 12, 2027 Pathway is limited to 25 participants. Registration Link	Dates: Virtual sessions. Offered twice during 2026-27. Summer: Wednesdays, 9-11 a.m. July 15, 2026 July 22, 2026 July 29, 2026 August 5, 2026 August 12, 2026 August 19, 2026 Spring: Wednesdays, 4 -6 p.m. April 14, 2027 April 21, 2027 April 28, 2027 May 5, 2027 May 12, 2027 May 19, 2027 Registration Link
Delivering Responsive Literacy Instruction (Explicit Instruction- Lit 19)	Designing Connected and Cumulative Literacy Instruction (Systematic Instruction- Lit 17)
Explicit instruction is a systematic, intentional approach that makes learning clear and accessible for all students. New skills are taught through clear explanation, purposeful modeling, guided practice, and opportunities for independent application. Instruction is organized, precise, and transparent, ensuring students understand what they are learning, why it matters, and how to apply it. Outcomes/Products: Systematic use of the walkthrough tool with shared understanding of look-fors; using data to inform aligned ELA PD and coaching systems. Dates: Virtual sessions. All sessions are held on Thursdays, 9 a.m. to 2 p.m. October 8, 2026 January 7, 2027 April 8, 2027 Registration Link	The Systematic aspect of Structured Literacy means instruction is planned, intentional, and organized, with clear objectives and consistent routines. Instruction is aligned to the English Language Arts (ELA) standards which are skills based and increase in complexity from K12. Educators use the ELA learning progressions to ensure a systematic increase in complexity that aligns vertically with state standards. This approach reduces ambiguity and ensures that skills are taught and reinforced in a predictable way. Outcomes/Products: Scope and sequence that has consistent horizontal and vertical alignment Dates: Virtual sessions. All sessions are held from 9 a.m. to 2 p.m. Wednesday, September 23, 2026 Thursday, December 10, 2026 Thursday, March 11, 2027

	Registration Link
Designing Learner-Centered Literacy Instruction (Systematic Instruction - Lit 18)	District Literacy Lead (DLL) Community of Practice (LIT03)
This Pathway equips educators to design literacy instruction that accelerates learning through targeted scaffolds, responsive differentiation within a common sequence, and intentional reinforcement and cumulative review. Participants will leave with practical strategies for planning connected, grade-level literacy experiences that support all learners' access, retention, and extension of essential skills. Outcomes/Products: Scope and sequence that reflects within-year grade-level progression Dates: Virtual sessions. All sessions are held 9 a.m.to 2 p.m. Wednesday, November 18, 2026 Wednesday, February 24, 2027 Thursday, May 20, 2027	The District Literacy Lead (DLL) Community of Practice supports the District Local Literacy Lead in building their capacity to effectively implement the Minnesota Reading to Ensure Academic Development (READ) Act legislation through the development of a district local literacy plan. Dates and Registration: Lakes Country Service Cooperative In Person Dates September 24th, 9-12 November 19th, 9-12 February 18, 9-12 April 22, 9-12
Literacy Instructional Coaching in Community of Practice (LIT04)	Paraprofessional Structured Literacy Train the Trainers
The Literacy Instructional Coaching Community of Practice supports participants in strengthening their instructional coaching skills to advance high-quality, evidence-based literacy practices in their local context. Through this community, members will deepen their background knowledge and develop a shared language around structured literacy, enabling them to better coach and support educators. Participants will collaborate with peers in similar coaching roles to refine their approach, address implementation challenges, and promote consistent, effective literacy instruction across districts, charter schools, and Tribally Controlled schools statewide. Dates and Registration: Lakes Country Service Cooperative Registration Link	The purpose of this Pathway is to prepare district-designated trainers to deliver the state-approved structured literacy course to paraprofessionals in their district, charter school, or Tribally Controlled school. Through this training, participants will gain mastery with the provided content, fluency with the use of training resources, and develop proficiency in facilitation of this state-approved training. This Pathway equips participants to provide training to district paraprofessionals who regularly provide literacy interventions to students as required by the Reading to Ensure Academic Development (READ) Act, and as needed when new paraprofessionals are hired. Trainers are expected to use the resources and materials with fidelity and integrity, and only for the purpose of Paraprofessional Structured Literacy Training. Districts are strongly encouraged to identify at least one local structured literacy trainer for paraprofessionals so that they have the capacity to flexibly and sustainably meet ongoing needs in their system. Dates: In-person sessions. Four, 2- hour learning modules.

	Individuals who are interested in becoming Structured Literacy Trainers for paraprofessionals should contact the Regional Literacy Network Lead for their local Service Cooperative. Registration Link
Paraprofessional Structured Literacy Training (PSLT)	Phase 1: Evidence-Based Reading Instruction Professional Development
The Paraprofessional Structured Literacy Training (PSLT) Pathway gives paraprofessionals a clear foundation in how students learn to read and how to support effective, evidence-based instruction. Participants will explore the reading brain, key models of reading, and the core components of structured literacy. The sessions build skills in oral language development, phonological and phonemic awareness, phonics, phoneme– grapheme mapping, and syllable types. Participants will also learn practical strategies for supporting vocabulary and comprehension so all students can become confident, proficient readers. Dates: Two full-day in-person sessions scheduled regionally. Districts should contact the Regional Literacy Network Lead for their local Service Cooperative.	To achieve the Reading to Ensure Academic Development (READ) Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction. Approved professional development programs: • CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota). • OLandLA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). • LETRS: Language Essentials for Teachers of Reading and Spelling (LETRS), LETRS for Administrators, and LETRS for Early Childhood Educators (LEXIA). Phase 1 PD Virtual Trainings
Phase 2: Evidence-Based Reading Instruction Professional Development	Supporting Diagnostic Literacy Instruction (Diagnostic Instruction - Lit 21)
To achieve the Reading to Ensure Academic Development (READ) Act’s literacy goal, districts and charter schools must provide teachers and instructional support staff with the responsibility for teaching reading training on evidence-based reading instruction. Approved professional development programs: • CAREIALL Secondary: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota). • Neuhaus Structured Literacy Modules. • OLandLA Secondary (Grades 4-12): Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE). • STRIVE Science of Reading Grades 4-12for support or acceleration.	Diagnostic teaching is an adaptive, data-informed approach to instruction that continuously uses assessment insights to guide what is taught, how it is taught, and what follows for each learner. It draws on multiple sources of evidence—formal and informal, formative and summative—to determine how well students have learned content and to adjust instruction for support or acceleration. Outcomes/Products: Model performance/assessment rubrics District standards-aligned ELA Tier 1 assessment plan Dates: Virtual sessions. All sessions are held on Thursdays, 9 a.m. to 2 p.m. October 22, 2026

Dates: Virtual sessions. District leaders can find registration forms for each of the Phase 2 offerings on the Minnesota Department of Education (MDE) Reading to Ensure Academic Development (READ) Act Professional Development webpage. Registration Link	February 25, 2027 May 13, 2027 Registration Link
Sustaining a District Literacy Scope and Sequence (Sequential Instruction- Lit 16)	
The purpose of this Pathway is to strengthen and plan to sustain an existing scope and sequence for literacy learning. District instructional leadership teams will perform a gap analysis to identify needs for supplementing or adapting their high quality tier 1 literacy curriculum. Then, they will consider how the supplemented and adapted scope and sequence can guide instructional planning for units and lessons across sites and grade levels. Finally, district teams will explore local work processes to ensure that materials, tasks, assessments, and scaffolds align with the progression of skills in the English Language Arts (ELA) standards and benchmarks documented in their scope and sequence. Outcome/Product: ELA scope and sequence well aligned to ELA standards and structured literacy Dates: Virtual sessions. Wednesdays, 9 a.m.-2 p.m. December 2, 2026 March 3, 2027 May 26, 2027 Registration Link	