

Educators for Excellence

July 29, 2026

The Honorable Bill Cassidy
Chairman

The Honorable Bernie Sanders
Ranking Member

U.S. Senate Committee on Health, Education, Labor, and Pensions

Dear Chairman Cassidy and Ranking Member Sanders:

We write on behalf of the nearly 40,000 classroom teachers who are members of [Educators for Excellence \(E4E\)](#), a national network dedicated to building a high-quality, diverse teaching profession so every student can thrive. Thursday, the Committee will consider the READ Act, legislation that invests in the tools teachers and families need to ensure every student has the opportunity to become a confident reader. We are urging you to support it.

Teachers want to give students the very best literacy instruction possible, and they want the tools to deliver it. In fact, in our latest national survey of more than 2,000 K-12 public school teachers, nearly every teacher in the country agreed that all educators should use high-quality, culturally relevant instructional materials:

- **94 percent said all teachers should use evidence-based, high-quality instructional materials.**
- **93 percent said those materials should be culturally responsive and reflect diverse perspectives.**

This bill backs up what the strongest state reforms have already shown works: phonics-based, evidence-aligned instruction, better-prepared teachers, and materials that meet the science of reading standard rather than approaches that have been proven not to. The READ Act's ban on ineffective practices like three-cueing gives teachers what evidence-based instruction requires: materials and methods that are actually proven to help kids read.

Teachers like E4E member Teresa Ranieri have seen the difference that evidence-based tools can make: "With over thirty years in education and many years as a literacy coach, I have seen how high-quality, evidence-based instructional materials, strong professional learning, and literacy coaching help teachers meet the needs of all students. Teachers should be able to focus their time on studying student work and strengthening instruction rather than piecing together a curriculum. Excellent teachers deserve excellent tools, and every child deserves reading instruction grounded in the best available research."

By prioritizing early identification and intervention, the READ Act not only benefits elementary students. It prevents students from falling behind in middle and high school classrooms, like the one taught by E4E member Cedric Jacobson: "In my AP Biology and advanced chemistry classes, I have juniors and seniors who understand complex content when we talk it through out loud, but can't show that same understanding in writing. Their struggle isn't with the science. It's

that gaps in foundational literacy never got closed, and those gaps limit what they can show me – and what colleges will see.”

Just as importantly, the bill recognizes that parents are essential partners in their children's education. Teachers know that when a student is struggling to read, the earlier a parent is looped in, the better the outcome. A parent who knows what's going on can read with their child at home, ask the right questions at conferences, and reinforce what's happening in the classroom. The READ Act makes that kind of partnership the standard, not the exception.

Teachers are asking the Committee to support the READ Act so that every student, in every state, has a teacher who is equipped with high quality tools, supported to use those tools well, and parents who are informed about their students' progress and how to help.

Thank you for considering the voices of the educators closest to this issue.

Sincerely,
Educators for Excellence