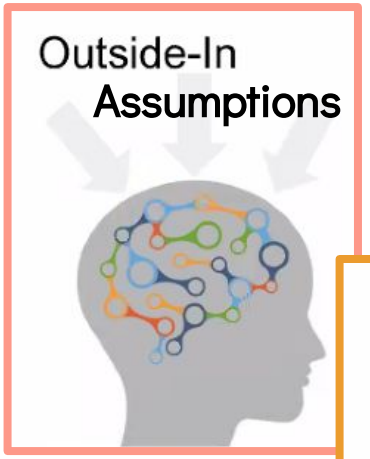
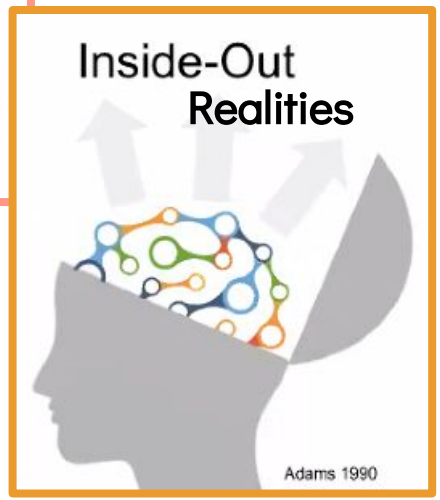
Science of Reading
&
‘Right to Read Act’

What is the 'Science of Reading'





"The extensive evidence garnered from multidisciplinary research (e.g., education, cognitive science, neuroscience, linguistics, and psychology) pertaining to reading development and reading instruction found to be the most effective for the largest number of students" (Hanover, 2022, Moats, 2022)

What is happening inside the brain is actually quite different than what had been assumed based on what we see on the outside.

Some of our previous practices do not align with the way the brain works.

What is the ‘Science of Reading’

Essential Components
Vocabulary and oral language comprehension
Phonological Awareness
Explicit, systematic, cumulative phonics instruction
Fluency and word recognition
Focus on decoding
Text comprehension

‘Right to Read Act’ legislation requires the state to:

- Establish The Center for Literacy Research and Reading Success.
- Have all districts implement early literacy reading curricula that are evidence based and approved by The Center.
- Compile a list of approved reading assessments for use beginning July 1, 2023.
- Implement a coordinated statewide reading plan for K-3.
- Research and develop a birth-to-12 reading success strategy, in collaboration with the Office of Early Childhood.
- Support local boards of education and district leadership in improving reading outcomes for K-3 students.
- Support teachers, schools, and districts through coaching, leadership training, professional development, parental engagement, and technical assistance consistent with the state’s intensive reading instruction program.
- Provide independent, random reviews of how districts are implementing the approved PreK-3 reading curricula and assessments.
- Publicly report the reading curricula being implemented by each district.
- Maintain a website about the state’s intensive reading instruction program.
- Collaborate with institutions of higher education to ensure aligned teacher preparation.
- Publicly report the progress made by teacher preparation programs.

A Timeline of Key Steps Required by the Right to Read Legislation

Effective July 1, 2021	The CT Department of Education **establishes a Center for Literacy Research and Reading Success** (The Center), under a director who consults with a Reading Leadership Implementation Council (The Council).
Not Later Than July 1, 2022	The director of The Center, in consultation with The Council, **approves at least 5 reading curriculum models** or programs to be implemented by districts.
For the School Year Commencing July 1, 2022 And Then Each School Year	The Center oversees an **intensive reading instruction program** to improve student literacy in grades K-3.
On or Before Jan. 1, 2023	The Center develops a **coordinated state-wide reading plan for K-3** that contains research-driven strategies to produce effective reading instruction and improve student performance.
On or Before July 1, 2023 And Then Biennially	Each district notifies The Center about which **approved, evidence-based reading curriculum** it is implementing.
For the School Year Commencing July 1, 2023 And Then Each School Year	Each district **implements a reading curriculum for grades PreK-3** from The Center's list of approved, evidence-based models.
	The **Center compiles a list of reading assessments** for use by each district in identifying K-3 students who are below proficiency in reading.
Not Later Than Sept. 1, 2023 And Then Biennially	The **Center publicly reports** which approved, evidence-based reading curriculum is being implemented by each district.
Ongoing*	The Center establishes a reading readiness program that provides **tiered supports in early literacy to alliance districts**. **Within available appropriations*
Not Later Than Feb. 1, 2024	The Commissioner of Education conducts an **evaluation** of the activities of The Center and submits it to the General Assembly's **Education Committee and Appropriations Committee**.

About The Council:

The 13 members of The Council will be designated by various state authorities and members of the legislature. The Council will publish annual goals for The Center and meet at least once every 2 months.

About The Approved Early Reading Curricula:

The approved reading curricula must be: (1) evidenced-based; and (2) focused on competencies in: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

Reading Curriculum Models or Programs

- Applies to PK-3
- Must review and approve at least 5 curriculum models or programs (Approved 6 K-3)
- Provides for districts to request a waiver to implement a curriculum model or program other than those identified by the state (due date of February 28th)
- Waiver must demonstrate that reading curriculum model or program is:
  - Evidenced-based and scientifically research-based and
  - Focused on competence in oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency, and reading comprehension.

Reading Assessments

- July 2022 menu replaced previous Menu of Approved Research-based K-3 Universal Screening Reading Assessments (revised again 2/3/23)

- Must combine assessments to ensure all six areas of essential reading skills and knowledge are assessed at appropriate grades to assist in identifying, in whole or in part, students at risk for dyslexia, or other reading-related learning disabilities.

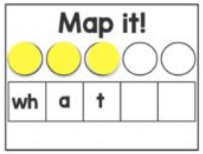
Kindergarten					
Reading Measure	**aimswebPlus Early Literacy and Reading* aimswebPlus RAN**	**Amira Learning****	**easyCBM*****	**DIBELS 8th Edition or mCLASS DIBELS 8th Edition† and mCLASS Vocabulary†† and mCLASS RAN**	**Acadience RAN‡**
Phonological and Phonemic Awareness	• Phoneme Segmentation • Initial Sound Fluency	Phonological Awareness	Phoneme Segmenting	Phoneme Segmentation Fluency	
Phonics	• Letter Word Sounds Fluency • Word Reading Fluency	• Reading Mastery • Sight Recognition • Decoding	Letter Sounds Word Reading Fluency	• Nonsense Word Fluency • Word Reading Fluency	
Fluency	N/A for Kindergarten	Oral Reading Fluency	N/A for Kindergarten	N/A for Kindergarten	
Vocabulary	Auditory Vocabulary	Vocabulary Size	N/A for Kindergarten	Vocabulary	
Comprehension	N/A for Kindergarten	N/A for Kindergarten	N/A for Kindergarten	N/A for Kindergarten	
Rapid Automatic Name or Letter Fluency	• Letter Naming Fluency • RAN Objects and RAN Colors and Shapes	• Acadience RAN or • DIBELS 8th Edition Letter Naming Fluency	Letter Names	• RAN Numbers • Letter Naming Fluency	• RAN Objects • RAN Letters • RAN Numbers

Hebron's Work 2022-23

1. Explored the initial 5 approved reading programs (spring, summer 2022)
2. Established a K-3 Reading Committee (November, 2022)
3. Audited our current programming, identified areas of need, purchased and implemented additional resources (March, 2022-February, 2023)
4. Participate in and provide professional development on the 'Science of Reading' (spring, 2022- present)
5. Explored and selected reading assessments from approved list (November, 2022-February, 2023)
6. Wrote and submitted waiver, data, and action plan (November, 2022 - February, 2023)

What is the 'Science of Reading'

Essential Component	Hebron Strategies and Resources
Vocabulary and oral language comprehension	Professional Development, book study Read alouds, text sets, dialogic conversations
Phonological Awareness	Professional Development, book study Heggerty Program Pk-3
Explicit, systematic, cumulative phonics instruction	Professional Development, book study UFLI Program, New TC units, decodable texts, Words their Way/Spelling Connections
Fluency and word recognition	Professional Development, book study Orthographic mapping
Focus on decoding	Professional Development, book study Decodable texts New TC units
Text comprehension	Professional Development, book study New TC units



Waiver Process

1. Provide a detailed description, that may include a compendium of documents, to demonstrate the model/program is evidenced- and scientifically-based, and focused on competency in oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter fluency, and reading comprehension.

2. Complete K-3 Reading Data Template for 2019 and 2022

3. Detail the strategy created to address reading achievement gaps in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English language learners and students whose primary language is English

Hebron Waiver

- Waiver (92 pages)
- 293 Supporting Documents
- Data Template (4 pages)
- 3 Step Action Plan (12 pages)

Hebron Public Schools

Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program

Introduction

Over the past two years, spurred by the science of reading research, the adoption of the Right to Read legislation, and the shifting of student needs due to the Covid-19 pandemic, Hebron Public Schools has been diligently working to dive deeply into the reading research, take a critical look at our instructional practices, programs, and resources, and support our students at an individual level. Upon the unsuccessful submission of the Appendix A waiver last year, our district has taken even more steps to audit our reading curriculum and identify and implement strategies and resources to address gaps that were identified. Through this process, our Literacy Team identified several areas of need, including the participation in professional development on research-based practices and routines that would support explicit and systematic instruction, and the purchasing and implementation of additional resources.

Hebron Public Schools believes that teacher knowledge and skills are our most important asset for ensuring high-quality instruction and positive impacts on learning. To that end, we recognized that professional development is a crucial component of ensuring student success in reading. During the 21-22 and 22-23 school years, our staff has participated in on-going professional development in the area of literacy in at least 7 different formal opportunities. Recognizing the fact that literacy instruction happens across the entire school day for our K-3 students, all staff members participated in professional development sessions, including Unified Arts teachers, Special Education teachers, and paraeducators. Specific sessions and topics have included:

- Phonological Awareness and Implementation of the Heggerty Phonological & Phonemic Awareness Program
- Stages of phonological development
- Brain research behind the science of reading
- Book study of *Shifting the Balance* by Kari Yates and Jan Burkins
- Lifting the level of language comprehension through oral language opportunities
- Building sound walls to support the phoneme-grapheme connection
- Reimagining the way we teach high frequency words: orthographic mapping
- Using decodable running records
- Connecting academic vocabulary to Unified Arts instruction
- Creating a plan to support accuracy and fluency
- Analyzing classroom libraries and rethinking text selection for our readers

Hebron has engaged with Teachers College as a 'partner school' since 2018. Through this, our teachers and administration work with a staff developer that provides at least 5 days of professional development each year, as well as access to the latest research and 'think tank' materials and methods to support continuous improvement in teaching and learning. The staff developer supports our staff to implement research- and

Hebron Public Schools

Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program

1. How is the curriculum model or program evidenced-based and scientifically-based?	
Heggerty	For decades, the broad consensus is that a child's phonological awareness plays a critical role in learning to read and make sense of an alphabetic writing system (NELP 2008, NICHD 2000). The Heggerty Phonemic Awareness Curriculum allows teachers to offer daily direct, explicit, and systematic instruction in phonological and phonemic awareness skills to support a solid foundation supporting literacy. Phonemic awareness is essential in teaching students to be automatic decoders of print. The Heggerty Phonemic Awareness Curriculum provides students with **consistent** and **repeated** instruction, and this transfers to developing a student's decoding and encoding skills. All students participate in the lessons as part of the Tier 1 curriculum. With curriculum offerings from Preschool through 5th grade. The National Reading Panel found more than 50 studies verifying that explicitly teaching phonemes was one critical component of effective reading and spelling instruction. (Moats, 2012). The lessons in the Heggerty curricula are aligned to evidence and research-based practices. When considering Scarborough's Reading Rope (Encl. 6), teaching phonemic awareness explicitly and systematically is an essential and critical component of literacy instruction. If this piece of the "rope" is missing, many students will struggle with reading. The lessons are designed and aligned to the large quantities of research (Encl. 7), noting the critical role of phonemic awareness in learning to read. Heggerty is based in the science of reading in both the content and

Hebron Public Schools

Strategy to Address Reading Achievement Gaps

Action Plan

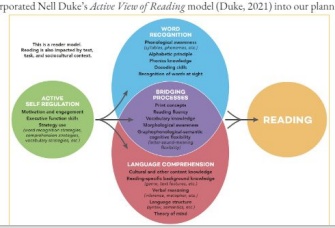
Hebron Public Schools recognizes the importance of using data to determine impact, identify group and individual strengths and needs, and make informed decisions for next steps. Therefore, our staff is consistently reviewing and analyzing literacy data throughout the school year, and during the summer months.

Analysis of the literacy data presented in the attached K-3 Hebron Reading Data identifies one achievement gap that we must address, as well as a longitudinal pattern that can be seen across the years that also needs our attention.

1. Gender Achievement Gap

Of the data included here, some of the individual assessments identify an achievement gap between males and females, with a higher number of males performing in the substantially deficient category. While this does not occur across all assessments and grades, it does occur consistently in kindergarten and then again in second and third grade.

In addressing this gap, we incorporated Nell Duke's *Active View of Reading* model (Duke, 2021) into our planning.



Hebron Waiver

Components of Literacy Crosswalk					
	Morning Meeting	Phonological Awareness	Phonics/Word Study	Readers' Workshop	Writers' Workshop
Oral Language	X			X	X
Concepts of Print	X		X	X	X
Phonological Awareness	X	X	X	X	X
Phonics	X	X	X	X	X
Fluency	X	X	X	X	X
Vocabulary	X		X	X	X
Rapid Automatic Naming/Letter Name Fluency		X	X	X	X
Reading Comprehension	X			X	X

Hebron Waiver

Hebron Public Schools
K-3 Reading Programs and Assessment Crosswalk
***Indicates a new resource/assessment for 22-23**
****Indicates a new resource/assessment for 23-24**

Areas of Reading:	Grade Level(s) Implemented:	Program/Curriculum:	Assessment:
Oral Language	Kindergarten	-Heggerty Phonemic Awareness Kindergarten Curriculum -Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in Writing -Teachers College Reading and Writing Project Units of Study in Phonics -Lexia Core5 Reading - intervention	-Benchmark Reading Assessme
	First Grade	-Heggerty Phonemic Awareness Primary Curriculum* -Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in Writing -Teachers College Reading and Writing Project Units of Study in Phonics -Lexia Core5 Reading - intervention	-Benchmark Reading Assessme
	Second Grade	-Heggerty Phonemic Awareness Primary Curriculum* -Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in Writing -Teachers College Reading and Writing Project Units of Study in Phonics	-Benchmark Reading Assessme

Hebron Public Schools
K-3 Reading Programs and Assessment Crosswalk
***Indicates a new resource/assessment for 22-23**
****Indicates a new resource/assessment for 23-24**

Areas of Reading:	Grade Level(s) Implemented:	Program/Curriculum:	Assessment:
		-Lexia Core5 Reading - intervention	
	Third Grade	-Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in Writing -Spelling Connections** -Words Their Way** -Lexia Core5 Reading - intervention*	-Benchmark Reading Assessment (BAS)
Phonological Awareness	Kindergarten	-Heggerty Phonemic Awareness Kindergarten Curriculum -Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in Writing -Teachers College Reading and Writing Project Units of Study in Phonics -Lexia Core5 Reading - intervention -UFLI Foundations* - intervention	-Heggerty Assessment* -mClass Dibels 8th: Phoneme Segmentation** -Heggerty Progress Monitoring Assessments* -Benchmark Assessment System (BAS) -TC Phonological Awareness Assessment (Encl. 1)
	First Grade	-Heggerty Phonemic Awareness Primary Curriculum* -Teachers College Reading and Writing Project Units of Study in Reading -Teachers College Reading and Writing Project Units of Study in	-mClass Dibels 8th: Phoneme Seg -Primary Heggerty Assessment* -Heggerty Progress Monitoring Assessments** -Benchmark Assessment System (BAS)

Data & Action Plan

- Only EOY 2019 and EOY 2022 data was requested (*spans the pandemic)
- No significant achievement gaps
- 3 areas of need identified
    - Some gender disparity with more male students performing in the substantially deficient category
        - Access to texts that are motivating and engaging
        - SEL/behavioral/self-regulation support
    - Increase of number of students performing in the substantially deficient category as they move across the grades (*comparing pre-pandemic to post-pandemic data)
        - Adoption of mClass Dibels 8th assessment system
        - More individualized goals, groupings, interventions
    - Commitment to 'Science of Reading'

Questions?