

Infinite Possibilities: Doing This Together – Engaging Students in the Love of Learning

Robert Frost once wrote, “I am not a teacher, but an awakener.”

Ensuring that students see themselves as capable literacy learners whose backgrounds, experiences, and attitudes are respected is a powerful component of [Connecticut’s K-3 Literacy Strategy](#). By providing students with consistent, high-quality comprehensive core instruction that is culturally responsive, rigorous, and evidence-based, teachers across Connecticut are sharing in their students’ joy as they discover a love of learning.

“In my 18 years of teaching, I have never had students so excited to read!... At the beginning of the year, I had many students tell me they can’t read. Now with the adjustment to my instruction, all students are highly engaged and show a love of reading, which is so beautiful.”

Danbury: Sarah Cefaloni, Grade 1 Teacher, Masterclass *Ignite* Presentation

“Children have books in their hands every day and they are excited to read and learn after finishing a book. [They] can't wait to go to the library to find another book in the series, like *Ivy & Bean*, or one of a similar topic or theme, such as fairy tales.”

Marlborough: Michaela Dehm, Grade 2 Classroom Teacher

“When you walk into one of our *Wit & Wisdom* classrooms, you will never know who's a... student with an IEP or student with a 504 or student who's new to our country. Everybody is successful.”

Shelton: Cara Foley, Reading Consultant

“One of my favorite moments this year was when a student, who is usually a quiet observer, opened up after reading a book about Ramadan. He shared traditions he participates in with his family. Seeing his face light up when he realized what we were reading about was really priceless.”

Ansonia: Shannon Allison, Grade 1 Classroom Teacher

“We've had parents write to us to tell us how their children are at home playing school, and they're having the family be a part of Socratic seminars... When they feel they have a strong background knowledge, [it's amazing] how much they can apply, not only to their reading but to their writing.”

Region 17: Jennifer Esposito, Grade 2 Classroom Teacher

“One aspect that I greatly appreciate is the high expectation for student learning and work output. For example... asking my students to speak and write in complete sentences... [and] compare and contrast the Union and the Confederacy during the U.S. Civil War... I’ve had guests come into our classroom... and they say, “What grade is this?” and you know I say, “Second grade!” and they’re just beyond impressed with the vocabulary that these students... are applying to their work and our regular conversations!”

Stafford: Adrian DePellegrini, Grade 2 Classroom Teacher