

## **Infinite Possibilities: Doing This Together - Science of Reading**

[Connecticut's K-3 Literacy Strategy](#) is aligned with, and draws from, current important developments and initiatives in the field of reading research and practice, including the *Science of Reading*. This term has recently become popular in the media and in education and comprises five key components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Research indicates that when educators understand *how* and *why* literacy develops, student reading outcomes are improved. Additionally, it is important for this instruction to occur synergistically, rather than in isolation, with students engaging in reading and writing tasks or reading and speaking tasks. ([The Science of Reading Literature Review](#), Hanover, 2022)

“Teachers need to know the *why* behind everything they are teaching to be most effective,” emphasizes Kristen Morehouse, K-5 Curriculum Specialist at Stonington Public Schools. Check out what districts have to say about the what and how of the Science of Reading while using a CT-approved, scientifically based, evidence-based core comprehensive model, program, or compendium:

**“[With] the implementation of *Into Reading*... professional development will need to take place for all of the teachers... we will continue professional development on the Science of Reading.”**

Tolland: Barbara Daly-Byrnes, ELA District Supervisor

**“It was important for us to have caregivers as partners in this process, so communication with families was sent out right from the beginning using our school messenger system, as well as our Curriculum Conversation on the science of reading for families to attend. We also just held another Curriculum Conversation for parents to attend... in May, just knowing that full implementation was coming in the fall – we wanted to keep families on board with that.”**

Stafford: Adrian DePellegrini, Grade 2 Teacher

**“We needed to make a strong investment in teacher development and Science of Reading so they can take that information and knowledge, understand what's happening within student assessments, understand what changes and modifications they need to make to pacing guides, and then how that informs the *Wonders* material and what gaps they start to see. But without that teacher expertise, we're just taking a program off the shelf and implementing it.”**

Plainfield: Scott Sugarman, Assistant Superintendent

**“We will ensure that all new or incoming staff members are trained in the Science of Reading and have CKLA training as well and we will be including that in our new staff orientation at the beginning of the year.”**

Stafford: Kara Allen, Kindergarten Teacher

**“Part of our instructional facilitation as building leaders is to meet the needs of our teachers as well. We had to create more time for the art of teaching the Science of Reading.”**

Derby: Marc Russo, Irving School Principal

**“Every professional learning opportunity, we ensured a guaranteed experience was related to the Science of Reading.”**

Stafford: Anna Gagnon, West Stafford School Principal