Welcome to ReadConn, Our Statewide Virtual K-3 Literacy Initiative!

ReadCONN
Connecticut State Department of Education

Teachers, Literacy Leaders, and Administrators:

The Connecticut State Department of Education (CSDE) and Public Consulting Group (PCG) are pleased to kick off the 2023-24 ReadConn professional learning opportunity.

Throughout the school year, you will engage in webinars, self-paced online modules, and facilitated activities that include resources that incorporate the science of reading.

ReadConn's four modules feature:

- ✓ **Research articles**
- ✓ **Videos**
- ✓ **Multi-media presentations**
- ✓ **Handouts and uploads**
- ✓ **Interactive technology**

Executive coaching is also provided for literacy leaders.

This initiative supports teachers, literacy leaders, and administrators in incorporating the science of reading into daily instruction and accelerating improvement for all students in kindergarten through third grade.

EVENT	DATE
Webinar to Kick Off 2023-24 Program and to Launch Module 1	Wednesday, September 13, 2023, from 3:30 - 4:15 p.m.
Executive Coaching for Literacy Leaders #1	September 2023 – Date TBD. One-hour session
Executive Coaching for Literacy Leaders #2	November 2023 – Date TBD. One-hour session
Webinar to Launch Module 2	Thursday, November 30, 2023, from 3:30 - 4:00 p.m.
Executive Coaching for Literacy Leaders #3	January 2024 – Date TBD. One-hour session
Webinar to Launch Module 3	Thursday, January 25, 2024, from 3:30 - 4:00 p.m.
Executive Coaching for Literacy Leaders #4	March 2024 – Date TBD. One-hour session
Webinar to Launch Module 4	Thursday, March 21, 2024, from 3:30 - 4:00 p.m.
Approximate Completion Date	April 2024

Online Module Content

MODULE 1 *Description*

This module has four primary purposes:

1. To provide an overview of the ReadConn initiative.
2. To deepen understanding of the science of reading and the research on effective reading instruction and connections to foundational reading skills.
3. To enhance teachers' understanding of phonemic awareness and develop their ability to integrate that knowledge into reading instruction.
4. To understand types of reading difficulties and factors that contribute to reading problems.

MODULE 2 *Description*

This module has four primary purposes:

1. To provide in-depth exploration of content knowledge associated with word reading instruction—including decoding and encoding of single and multi-syllabic words and irregular words—and accurate, fluent reading of words in context.
2. To continue to make connections with recent research: the conceptual models of the Scarborough Rope and the Simple View of Reading, Connecticut Core Standards, and other content learned previously in Online Module 1.
3. To strengthen teachers' understanding of phonics, decoding, and word recognition, and their skills to integrate formative assessment data with effective teaching.
4. To strengthen teacher's understanding of reading difficulties in phonics, decoding, and word recognition, and the use of instructional scaffolds and strategies to strengthen instruction.

MODULE 3 *Description*

This module has four primary purposes:

1. To continue to make connections with recent research: the Conceptual Models, Connecticut Core Standards, and other content learned previously in Online Modules 1 and 2.
2. To deepen teachers' knowledge of advanced phonics, morphology, and fluency, and enhance their skills to integrate this knowledge into effective reading instruction.
3. To strengthen teachers' skills to teach students how to apply advanced phonics knowledge to unlock multi-syllabic words and their meaning when reading grade-level text of increasing complexity; and to teach students how to read text fluently with appropriate accuracy, pacing, and expression.
4. To understand what might prevent students from becoming fluent readers and how to select and use instructional scaffolds and strategies for students who are struggling.

MODULE 4 *Description*

This module has four primary purposes:

1. To continue to make connections with recent research: the Conceptual Models, Connecticut Core Standards, and other content previously learned in Online Modules 1, 2, and 3.
2. To enhance teachers' skills to deepen and integrate knowledge of vocabulary development and comprehension strategies into effective reading instruction.
3. To increase teachers' skills and opportunities to help students build vocabulary knowledge, including academic language use that supports comprehension and the use of oral and written language.
4. To understand the progression of learning for acquiring the vocabulary and skills needed to become a proficient reader of complex text.