

Infinite Possibilities: Doing This Together- Involving Families

[Connecticut's K-3 Literacy Strategy](#) recommends several actions to support effective, scientifically based, evidence-based literacy classroom instruction and intervention. One of these critical moves is to utilize multigenerational approaches to building authentic family engagement and whole family literacy well-being. A key element is building partnerships with families that focus on each student's literacy education, and shared responsibility among the staff, families, and community members.

Check out what districts have to say about the value of involving families while using a CT-approved, scientifically based, evidence-based core comprehensive model, program, or compendium:

“Caregivers were also able to share feedback through a survey that was sent as well as comments that we received directly from classroom teachers. The families that I have for my second-grade students have expressed that they really appreciate the caregiver letters that go home with each domain. As a parent myself... my son is in... kindergarten... I can see the vocabulary that they're learning, we can help reinforce those concepts at home, it's really helped enrich our conversations at the dinner table or when we're driving around town, and we can really bring the learning home.”

Stafford: Adrian DePellegrini, Second Grade Teacher

“We were able to discuss some ways to improve family engagement around literacy and its connection to the community.”

Participant Feedback, CT Right to Read Leadership Module 9

“This [family engagement] is an important component of student success and how families and students feel about school!”

Participant Feedback, CT Right to Read Leadership Module 9

“I like that we are already doing some of the higher impact and moderate impact engagement strategies. It was good to see how we can take what we are doing and make more of an impact with our families.”

Participant Feedback, CT Right to Read Leadership Module 9

“This is the first year that my son is on grade level. The fact that he has come this far is huge. He surpassed his goal. He went up three reading levels this year which is huge progress for him. I could see the excitement in his face. Just seeing the excitement in his face is great as a parent.”

Ansonia: Third Grade Parent at Prendergast E.S.

“My son [can] log in at home, thanks to the district, and he could show me all kinds of nonfiction and fiction books. The conversations have become richer in first grade this year.”

Ansonia: First Grade Parent at Prendergast E.S.