

Connecticut's Comprehensive Reading Plan to Close the Opportunity Gap



Connecticut K-3 Literacy Initiative (CK3LI)

[View the CK3LI video.](#)

Building Systems, Supports, and Success through Reading Reform

How do we close Connecticut's reading achievement gap—a.k.a. the "opportunity gap"—the third largest in the nation? Four years ago, the Black and Puerto Rican Caucus hosted a Reading Forum to identify avenues for improving literacy instruction so *every* child learns to read by third grade. In response to these recommendations, the Caucus partnered with the State Department of Education, the Commission on Children, the University of Connecticut, Literacy How and, more recently, HILL for Literacy (in Massachusetts) to build systems, supports, district leadership, and teachers' knowledge and practice through intentional policies and literacy reforms. These include:

- School-wide reading improvement plan
- School literacy leadership team
- Comprehensive literacy assessment system
- High quality classroom reading instruction for all students
- Evidence-based supplemental intensive reading interventions
- Embedded coaching and ongoing evidence-based professional development

- Aligned summer school intervention supports
- Parent engagement program

The Results Speak for Themselves

- K-3 students in pilot schools that implemented the CT Reading Model experienced *substantially greater growth* in early literacy skills than students that did not experience the model.
- Students who received the CT Reading Model *met important literacy benchmarks earlier* than students who did not receive the model.
- Students who received multiple years of the CT Reading Model demonstrated higher literacy achievement than students who received fewer years of the model—*so effects are cumulative over time*.

[View](#) documents and PowerPoint presentations from the 4/21/15 Reading Forum to learn more.

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Our Mission is to EMPOWER TEACHERS to ensure that every child learns to read by third grade.

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