



Right to Read Legislation



NEW HAVEN PUBLIC SCHOOLS

Teaching and Learning Committee
October 26, 2022
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Assistant Superintendent of Curriculum, Instruction, and Assessment

Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

Right to Read Legislation

WHAT'S IN THE 'RIGHT TO READ' LEGISLATION?



In June 2021, the Connecticut legislature passed the "Right to Read" legislation in Sections 394-404 of the Budget Implementer Bill, [Public Act No. 21-2](#). The legislation systematizes a statewide reading response—based on the Science of Reading—by requiring the state to oversee all state and local efforts related to literacy, including setting reading curriculum requirements for districts, providing professional development, hiring external literacy coaches, and coordinating with teacher preparation programs. A newly established Center for Literacy Research and Reading Success (The Center) will be the hub of that work.

But now that the legislation has passed, what happens next?

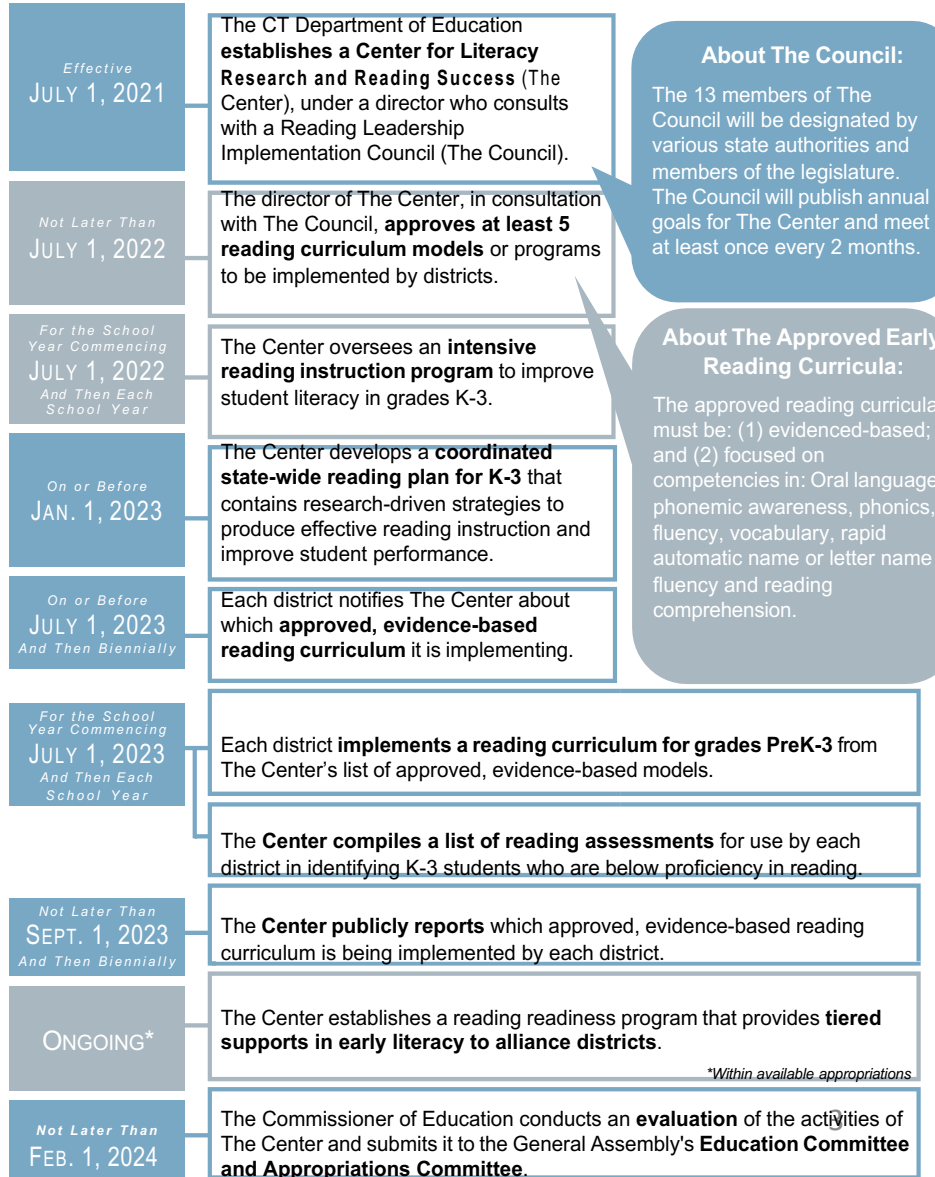
This document outlines some of the state's new requirements, followed by a timeline of key action steps.

The legislation will require the state to:

- Have all districts implement early literacy reading curricula that are evidence-based and approved by The Center.
- Implement a coordinated state-wide reading plan for K-3.
- Research and develop a birth-to-12 reading success strategy, in collaboration with the Office of Early Childhood.
- Support local boards of education and district leadership in improving reading outcomes for K-5 students.
- Support teachers, schools, and districts through coaching, leadership training, professional development, parental engagement, and technical assistance consistent with the state's intensive reading instruction program.
- Provide independent, random reviews of how districts are implementing the approved PreK-3 reading curricula and assessments.
- Publicly report the reading curricula being implemented by each district.
- Maintain a website about the state's intensive reading instruction program.
- Collaborate with institutions of higher education to ensure aligned teacher preparation.
- Publicly report the progress made by teacher preparation programs.

In addition to these legislative requirements, The Center can immediately begin to build a strong application for federal funding through the United States Department of Education's Comprehensive Literacy State Development Program under the ESEA.

A TIMELINE OF KEY STEPS REQUIRED BY THE RIGHT TO READ LEGISLATION



About The Council:
The 13 members of The Council will be designated by various state authorities and members of the legislature. The Council will publish annual goals for The Center and meet at least once every 2 months.

About The Approved Early Reading Curricula:
The approved reading curricula must be: (1) evidenced-based; and (2) focused on competencies in: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

*Within available appropriations

NHPS Timeline



NEW HAVEN PUBLIC SCHOOLS



Professional learning opportunities are on-going for teachers and administrators.



Focus Areas

Teaching and Learning

2022-2023

Reading in the Content Areas

Decoding: Reading the
lines

Inference: Reading
between the lines

Evaluation or Critical
Response to Text:
Reading beyond the
lines

Writing in the Content Areas: P_{EN}D



WRITING TO
PERSUADE



WRITING TO
EXPLAIN



WRITING TO TELL
A STORY



WRITING TO
DESCRIBE

Independent Reading: Books of Choice



HIGH VOLUME READING CREATES
SKILLFUL READERS



INTEREST IS THE MOTIVATOR FOR
HIGH VOLUME READING



INTEREST, ATTENTION, AND
MEMORY ARE THE CRITICAL
FACTORS IN LEARNING

District Vocabulary Initiative



DIRECT INSTRUCTION OF
GENERALIZED
VOCABULARY: BASIC
SKILLS WORD LIST



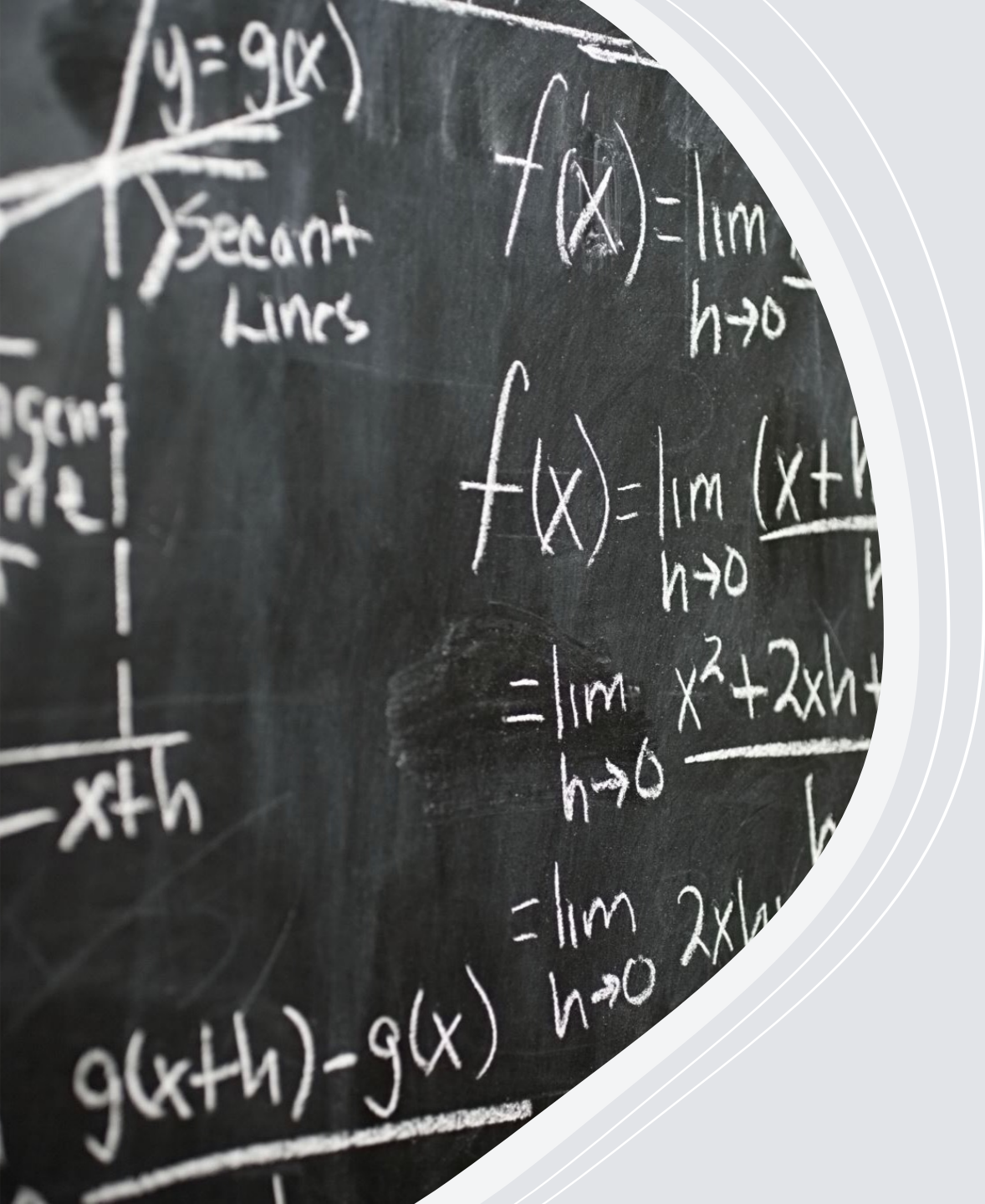
DIRECT INSTRUCTION OF
CONTENT SPECIFIC
VOCABULARY



FREQUENT MONITORING
OF ASSESSMENT



COMPETITION AND
GAMES



Mathematics in the Content Areas

See Ms Joyner and the Math
Coaches