





K-3 Reading Program Recommendation



Curriculum Subcommittee
December 4, 2024




CSDE Center for Literacy Research and Reading Success

- ❖ was formed by legislation passed in 2021
- ❖ reviewed and revised the approved K-3 assessments
- ❖ oversees districts adopting an approved curriculum model or program
- ❖ shares opportunities for professional learning

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Center for Literacy Research and Reading Success



Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.

The Center for Literacy Research and Reading Success (Center) was established in 2021 by Commissioner Charlene M. Russell-Tucker, per C.G.S. Section 10-14gg, operating within the Connecticut State Department of Education (CSDE). The Center is responsible for implementing Connecticut's early literacy laws, regulations, and policies. Select a link below to learn more.

- K-3 READING MODELS**
Approved K-3 Reading Curriculum Models or Programs
- PROFESSIONAL LEARNING**
Opportunities for educators to expand their knowledge
- READING CORE**
Connecticut's process to review reading curriculum models and programs
- READING COUNCIL**
The Reading Leadership Implementation Council guides the Center's work
- WAIVER PROCESS**
Information on waivers to implement different reading curriculum models or programs
- RESOURCES**
Watch, listen, or read helpful sources of additional information on K-3 literacy

Timeline for Waiver Review and Program Implementation

- January 2023: Waiver Option Announced by CSDE
- February 2023: Application Due and Submitted by Granby
- October 2023: Waiver Meeting Held with CSDE & Granby
- December 2023: Waiver Results Received by Granby from CSDE
- January 2024: Waiver Reconsideration Submitted by Granby to CSDE
- February 2024: Waiver Reconsideration Denied by CSDE
- by July 2024: Partial Implementation Required by CSDE
- by July 2025: Full Implementation Required by CSDE

CT Approved Choices

Curriculum Models or Programs

- American Reading Company – ARC Core (K-3), (2020)
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2022)
- Benchmark Education - Benchmark Advance (2022)
- Houghton Mifflin Harcourt – Into Reading
- Imagine Learning – EL Education Grades K-3 (2017)
- McGraw Hill - Open Court Reading (2016) and Open Court Reading (2023)
- McGraw Hill Education – Wonders (2020) and Wonders (2023)
- Open Up Resources – EL Education (2017)
- Savvas Learning Company – myView Literacy (2020) and myView Literacy (2025)

Compendiums of Curriculum Models or Programs

- Savvas Learning Company - ReadyGEN K-6 (2016) with Wilson - Foundations (2012)
Please note that ReadyGen is being replaced by myView Literacy and as of July 1, 2023, is no longer available for new sales.
- Great Minds - Wit and Wisdom (2016 or 2023) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - Wilson-Fundations (2012)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - University of Florida Literacy Institute - UFLI Foundations (2022)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - William H. Sadlier, Inc. - From Phonics to Reading by Wiley Blevins (2020)
- Open Up Resources - Bookworms (2021) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Open Up Resources-Bookworms (2021) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - Wilson - Foundations (2012)
- Open Up Resources - Bookworms (2021) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - University of Florida Literacy Institute - UFLI Foundations

Granby's Literacy Philosophy

"We believe that Early Literacy is a balanced approach inclusive of direct phonemic awareness, phonics and word study instruction. By modelling comprehension, vocabulary and fluency skills with rich authentic mentor texts, teachers generate excitement before gradually releasing responsibility to students. Reading and writing experiences are connected and supported by direct speaking and listening opportunities as well as daily differentiated skill and strategy based instruction. Diverse trade books and structured decodables are included to support a high volume of reading for students at all developmental levels while still allowing for student choice. Writing instruction is based on process writing in a variety of genres and includes spelling, grammar and letter formation as needed. Screening assessments are aligned to the resources used and formative assessment allow for formation of flexible grouping and individual conversations based on the data obtained. Technology platforms allow teachers access to instructional materials and provide individualized student practice of core skills and strategies. Resources align to the time and structures available."

Narrowing the field



1. Request samples from vendors
2. Explore current literature
3. Vet literature and samples against our philosophy statement
4. Meet with representatives to ask/answer questions
5. Seek additional materials and quotes
6. Consult with districts currently using the programs
7. Bring top two programs to K-3 vertical team members on April 2nd
8. Mini-pilot and explore materials this spring
9. Build fall pilot
10. Bring final program to sub-committee

Finalists:



Lens for Review:

- Teacher Feedback on Comprehensive Rubric
- Student Growth on Key Literacy Measures
- Cost Effectiveness

Parameters of Fall Pilot



- ★ 2-3 classes from each grade assigned to one of 2 pilot programs or existing resource
- ★ Weekly Coaching Support
- ★ PD provided
- ★ Regular Check-ins
- ★ Cross Program Observations
- ★ Complimentary Materials

Evaluation Rubric



Name of Publisher/Program:						
Name of Evaluator(s)						
Rate by checking the number that best indicates the degree to which the materials satisfy each indicator						
SCALE:	3 –Thoroughly	2 – Somewhat	1 – Poorly	NA- Not Applicable	NO- Not Observed	
Foundational Reading Skills						
Indicators	3	2	1	NA	NO	Notes
Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime)						
Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters						
Materials present letter–sound correspondences in an explicit and sequential fashion (for example, potentially confusing letters like b and d are not introduced together, and a few short vowels are introduced early)						
Materials support instruction that teaches students how to blend letters to write/spell and decode words						

Teachers worked in grade level teams to complete the rubric during our Professional Development Day.

Teacher Feedback on Rubric

Skills	HMH Into Reading	Savvas My View
Foundational Skills	93.5%	70.25%
Fluency	83.5%	66.5%
Reading Comp	95.3%	78.8%
Vocabulary	100%	79%
Writing	91.8%	73%
Handwriting	96%	44%
Student Engagement	96%	70.6%
Teacher Supports	93.5%	81.8%
Addressing the Needs of all Learners	93%	65.5%
Assessment	98%	67.25%

Highlights of Teacher Feedback

HMH Into Reading

Glows:

- *includes a structured literacy component based on focused specific phonics skills each week
- *exposure to different genres and vocabulary
- *student materials are engaging and offer multiple modalities for showing learning

Grows:

- *pacing of lessons can be long affecting the amount of independent reading time
- *writing could use more modeling and guided practice

Savvas My View

Glows:

- *variety of genres mixed throughout each unit
- *reading and writing lessons are connected
- *high frequency words are appropriate for each grade level

Grows:

- *not a strong scope and sequence for phonics
- *pacing of lessons can be long affecting the amount of independent reading time
- *lack of handwriting instruction

Student Growth on Key Literacy Measures

Grade K	Letter Name
HMH	16.8
Savvas	14.4

Grade 2	Oral Reading Fluency
HMH	26.9
Savvas	21.6

Grade 3	Oral Reading Fluency
HMH	27
Savvas	22

Grade 1	Letter Name	Nonsense Words - Sounds	Nonsense Words - Read Correct
HMH	13.6	21.56	8.9
Savvas	14.5	20.95	8.25

Cost Effectiveness

HMH Into Reading

Estimate for 21 classrooms =
\$142,386.83 for 5 years + \$10,280 PD

\$1,453.97

per classroom/per year

Savvas My View

Estimate for 21 classrooms =
\$188,331.99 for 6 years + \$27,000 PD

\$1,708.98

per classroom/per year

Proposed Program Highlights

HMH Into Reading is a research-based, evidence-informed comprehensive program grounded in the science of reading.

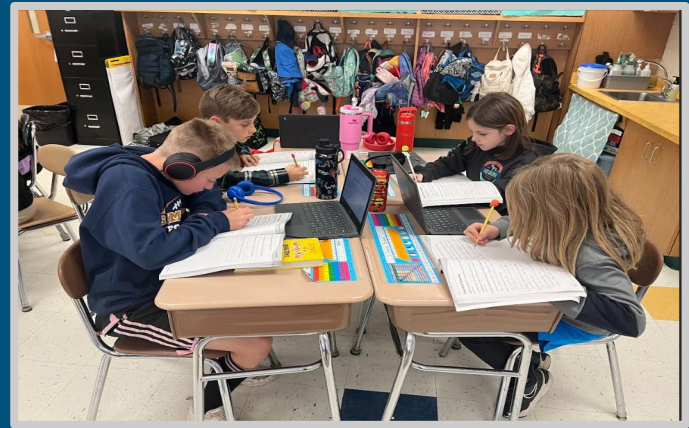
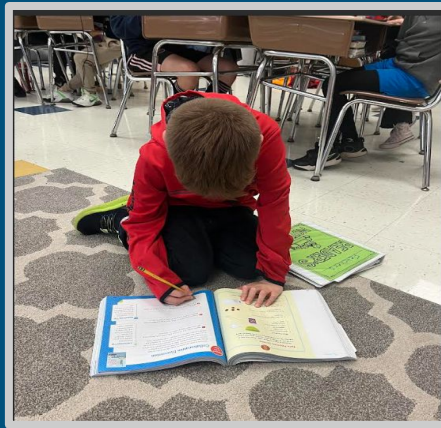
The resources will replace current resources used for reading, writing, phonics, grammar, and vocabulary and be taught in the existing blocks for literacy instruction.

The structured literacy component provides stronger phonics instruction as well as alignment of instructional components and routines.

There is a direct through line between the learning outcomes for the day and assessments to allow for close monitoring of mastery.

Teacher planning efforts will be streamlined.





Quotes from Pilot Teachers:

"My students are showing so much growth with their letters and sounds using HMH. My class loves the big books and the letter songs. I love that our books celebrate diversity and there is also a nice balance between fiction and nonfiction."

Kindergarten

HMH is a rigorous, comprehensive and engaging curriculum for all. The anchor charts, reading materials and workbook pages are very clearly thought out and aligned to the Common Core standards, as well as students' interests.

Third Grade Teacher

Moving Forward

- ❑ Teachers piloting non-selected program will transition to the selected program for the remainder of 2024-25
- ❑ Budget request will reflect full implementation for all K-3
- ❑ Expansion pilot for grades 4-5 being planned
- ❑ Pilot of assessment resources for alignment
- ❑ Reflect new resource in curriculum documents
- ❑ Align content area instruction with new resource
- ❑ Expand on writing as needed
- ❑ Report card revisions