

Policy Brief

Connecticut's Reading Crisis



Final

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- Numerous studies have confirmed that if a child cannot read by the end of third grade the chance for academic success is negligible.⁵
- Children who get off to a poor start in reading rarely catch up.⁶ The research suggests that if intervention is delayed until 9 years of age, approximately 75 percent of children will continue to have difficulties learning to read throughout high school.⁷
- Children who read well in early grades are more successful in later years; those who fall behind often stay behind when it comes to academic achievement.⁸
- Students who cannot read well are more likely to drop out of school and be limited to low paying jobs throughout their lives.⁹
- Some states predict future prison needs based upon 2nd grade reading levels.¹⁰
- Illiteracy or significant reading problems is a consistent factor among school dropouts, incarcerated individuals, and the unemployed/underemployed.¹¹
- The average cost to educate a child in Connecticut in 2003 is about \$10,096 a year.¹² The 2003-2004 average to house an inmate in Connecticut is about \$27,784 a year.¹³

Because of the devastating psychological, social and economic consequences of reading failure, the National Institute of Child Health and Human Development (NICHD) has declared reading failure not only a critical educational issue but also a significant public health issue.¹⁴

The State of Reading in Connecticut

The most recent National Assessment of Educational Progress (NAEP) reveals that nearly 40 percent of fourth graders nationwide are unable to read at grade level.¹⁵ In addition,

⁵ ERIC, Reading the First Chapter in Education, <http://ericec.org/frstchap.html>

⁶ Torgesen, Joseph K., Catch Them Before They Fall-Identification and Assessment to Prevent Reading Failure in Young Children, American Education, Spring Summer 1998, http://www.ldonline.org/ld_indepth/reading/torgeson_catchthem.html.

⁷ Lyon, Reid, Op. Cit.

⁸ National Reading Panel, 1999 National Reading Panel Progress Report, http://www.nationalreadingpanel.org/Publications/Interim_Report/toc.htm

⁹ Connecticut Commission on Children, Reading Fact Sheet, <http://www.cga.ct.gov/coc/Reading%20Fact%20Sheet%202.htm>

¹⁰ Connecticut Commission on Children, Reading: So What's the Big Deal? <http://www.cga.ct.gov/coc/Reading%20Fact%20Sheet%20Number%201.htm>

¹¹ Connecticut Commission on Children, Op. Cit.

¹² Connecticut State Department of Education, www.csde.state.ct.us

¹³ Connecticut Department of Corrections, www.ct.gov/doc. Figure calculated from average daily expenditure figure of \$76.12.

¹⁴ Lyon, Reid. Overview of Reading and Literacy Initiatives, Statement on April 28, 1998 before the Committee on Labor and Human Resources, http://www.nichd.nih.gov/crmc/cdb/r_overview.htm.

¹⁵ National Assessment of Educational Progress, The Nation's Report Card-2005, U.S. Department of Education, National Center for Education Statistics, October, 2005, <http://nces.ed.gov/nationsreportcard/>.

Achievement levels set by the National Assessment Governing Board and defined in The Nation's Report Card: Reading 2005 are as follows:

reading failure cuts across all ethnic groups and socioeconomic levels. One out of four white and 28 percent of Asian/Pacific Island fourth graders are reading below basic levels. The figures for Black and Hispanic fourth graders are staggering with 59 percent and 56 percent respectively reading below basic levels.

**NAEP Fourth Grade Reading Scores-
Percent Below Basic Level National Data
2003 and 2005**

Racial/Ethnic Group	Percent Fourth Graders Below Basic Level	
	2003	2005
Black	61%	59%
Hispanic	57%	56%
Asian/Pacific Islander	31%	28%
White	26%	25%
Total	38%	38%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 Reading Assessment.

Even Connecticut, which prides itself as one of the “Smartest States” in the nation, has cause for concern.¹⁶ While 39 percent of fourth graders in Connecticut are reading at or above the proficient level, the standard set by the National Assessment Governing Board, 29 percent of Connecticut fourth graders are reading below basic level!¹⁷ There is a significant gap between black and Hispanic fourth graders and white fourth graders and between poor and non-poor students on reading achievement:

**NAEP Reading Scores
Percent Below Basic Level-Connecticut Fourth Graders**

Racial/Ethnic Group	Percent below Basic Level	
	2003	2005
Black	54%	58%
Hispanic	51%	55%
Asian/Pacific Islander	26%	20%
White	16%	19%
Total	26%	29%
Gender		
Male	30%	33%
Female	23%	25%
Eligibility for free/reduced-price school lunch		
Eligible	50%	55%

“*Basic* - This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient - This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge, application of such knowledge to real world situations and analytical skills appropriate to the subject matter.

Advanced - This level signifies superior performance.

The standard that all children should meet, according to the NAGB, is *at or above Proficient*.”

¹⁶ Connecticut is the 2nd Smartest State in the Morgan Quitno Press 2004-2005 Smartest State Rankings

www.morganquitno.com/edrank.htm.

¹⁷ NAEP, Op.Cit.

Not eligible	16%	19%
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SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2005 Reading Assessment.

The following tables provide more sobering statistics about the state of reading in Connecticut. Based upon NAEP reading scores, 61 percent of Connecticut fourth graders are reading below national standards with significant gaps between racial/ethnic groups and poor/non-poor students.

**NAEP Reading Scores
Percent of Fourth Graders Reading Below National Goal
(Below Proficient)
2005**

Racial/Ethnic Group	Percent below National Goal	
	Connecticut	United States
Black	88%	88%
Hispanic	85%	85%
Asian/Pacific Islander	51%	60%
White	53%	61%
Total	61%	71%
Gender		
Male	66%	73%
Female	57%	67%
Eligibility for free/reduced-price school lunch		
Eligible	86%	85%
Not eligible	52%	58%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, www.nationsreportcard.gov.

Of the 52 states and jurisdictions (includes District of Columbia and Department of Defense) participating in the 2005 fourth grade assessment, students' average scores in Connecticut were higher than those in 34 jurisdictions, not significantly different from those in 16 jurisdictions, and lower than those in 1 jurisdiction.¹⁸ Historical data from the NAEP show that approximately 40 percent of fourth graders are reading up to national standards, while 60 percent of Connecticut fourth graders are reading below the proficient level.

**Fourth Grade NAEP Reading Achievement Levels for Connecticut (Percent)
1992-2005**

Year	Below Basic	Basic	Proficient	Advanced
1992*	31%	35%	27%	6%
1994*	32%	30%	27%	11%
1998	24%	33%	32%	11%
2002	26%	32%	31%	12%
2003	26%	31%	30%	13%
2005	29%	32%	27%	12%

*Note: Accommodations were not permitted for this assessment. Percentages may not add to 100 due to rounding.

¹⁸ NAEP, Op. Cit

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, www.nationsreportcard.gov.

Connecticut Mastery Test (CMT)

Students enrolled in public school in Connecticut are required to take the Connecticut Mastery Tests, or CMT, in grades 4, 6, and 8. The CMT assesses essential math, reading and writing skills that students are expected to accomplish at the end of grades 3, 5 and 7. There are five levels of performance:

- Advanced;
- Goal;
- Proficient
- Basic; and
- Below basic.

Scoring the “goal range” comprised of goal and advanced, is a reasonable expectation for all students. Yet the data show that a substantial number of youngsters have not mastered reading by the fourth grade.

**Connecticut Mastery Test 4th Grade Reading
Percent of Students Below State Goal
2004**

Racial/Ethnic Group	Percent below state goal level
Black	75.1%
Hispanic	76.0%
Asian/Pacific Islander	33.6%
White	36.2%
American Indian	53.7%
Educational Reference Group (ERG)	
ERG A	19.2%
ERG B	28.6%
ERG C	34.9%
ERG D	41.6%
ERG E	40.2%
ERG F	46.4%
ERG G	55.8%
ERG H	56.4%
ERG I	79.2%

Source: State Department of Education, 2004 CMT report, Disaggregation Report by State/ERG, Grade 4, <http://www.cmtreports.com/web04/byGroup/ERG4.html>

Statewide, 47.2 percent of fourth graders are reading below state goal on the Connecticut Mastery Test (CMT). The disparity in reading achievement between various racial/ethnic groups and Educational Reference Groups (ERG) is clearly of concern. Educational Reference Groups have been created by the Connecticut Department of Education to compare groups of school districts that have similar characteristics. More than three out of four Black and Hispanic fourth graders and nearly 8 out of 10 fourth graders in ERG I school

districts are reading below state goal. ERG I includes Bridgeport, Hartford, New Britain, New Haven, New London, Waterbury, and Windham.

GOAL **ALL CHILDREN IN CONNECTICUT WILL BECOME PROFICIENT READERS BY THE END OF THIRD GRADE.**

“Teaching children to read is a central-arguably the central-mission of formal schooling. Learning to read is critically important to children’s success in school, and, in many ways, to their success in adult life. Good classroom reading instruction in the early years is key to creating strong, competent readers and to preventing the development of many reading difficulties.”¹⁹

It is essential that all children in Connecticut become proficient readers by the end of third grade. We focus on the fourth grade reading scores since this is a pivotal benchmark in the education of young children. At fourth grade, a child’s education shifts from ‘learning to read’ to ‘reading to learn’.²⁰ Further, the older a child gets, the more difficult and costly it is to teach the child to read.²¹ It is also a potent predictor of future academic success.

What do the reading researchers and professionals say about reading?

The results of reading research indicate that most children can be taught to read. In fact, it is estimated that **95 percent** of children can be taught to read.²²

However, learning to read **is not a natural process**.²³ The process is a lengthy one and begins in infancy. The human brain is “hard-wired” for speech or sound and not for reading or “print”. Learning to read requires that a child has awareness of the sounds in our speech or “phoneme awareness” and that these sounds can be represented by printed forms or phonics. Further, the development of reading fluency is a critical factor in ensuring that children understand what they have read.²⁴ Learning to read requires skills that for most children must be taught explicitly through direct instruction by properly prepared teachers.

Early and frequent exposure to language during the early years of life is especially critical for brain development.²⁵ Reading aloud to young children has been found to be an

¹⁹ Connecticut State Department of Education, Connecticut’s Blueprint for Reading Achievement, 2000, p.1.

²⁰ ERIC, Reading the First Chapter in Education, <http://ericec.org/firstchap.html>

²¹ Reading Rockets, Strategies to help kids who struggle, <http://www.readingrockets.org/helping>.

²² American Federation of Teachers, Teaching Reading is Rocket Science, 1999

²³ Lyon, Reid. Overview of Reading and Literacy Research, Pp. 8-17 in *The Keys to Literacy online version* Edited by Susannah Patton and Madelyn Holmes, Council for Basic Education, Washington, D.C. 2002.

²⁴ Ibid.

²⁵ Commission on Children, The Importance of Early Language for Learning, <http://www.cga.ct.gov/coc/>

National Association for the Education of Young Children, Learning to Read and Write: Developmentally Appropriate Practices for Young Children-A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children, May 1998.

important factor for ensuring reading success.²⁶ It helps a child to recognize and name letters of the alphabet, knowledge of print, and awareness of sounds in our speech.²⁷ Yet, according to the 2003 National Survey of Children's Health, only 58 percent of Connecticut's children aged 0-5 years were read to every day by a family member while three percent of very young children in Connecticut were not read to at all.

A volume of research indicates that children who attend high quality early childhood programs are better prepared to transition to Kindergarten, have higher math and reading achievement scores, and demonstrate greater skills in language development. High quality, literacy-rich preschool programs can help to level the playing field among Connecticut's children and set the foundation for reading success.

**Percent Children Ages 0-5 read aloud to by family members every day during
the past week
2003**

	Percent read aloud to every day
Connecticut	58.0%
United States	47.8%

Source: Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration, U.S. Department of Health and Human Services, with the Early Intervention Research Institute, Utah State University, National Survey of Children's Health, 2003, www.nschdata.org

The American Federation of Teachers (AFT) report indicates that effective reading instruction should include the following components:

- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable a deeper understanding of what is read.²⁸

In addition, the report goes on to say that many teachers have not received adequate preparation to teach reading effectively.²⁹ They recommended that a core curriculum for teacher preparation include the following elements:

- Understanding reading psychology and development;
- Understanding the structure of the English language;
- Applying best practices in all aspects of reading instruction; and
- Using validated, reliable, efficient assessments to inform classroom teaching.

²⁶ Ibid.

²⁷ Reading Rockets, The Top Ten Things You Should Know About Reading, www.readingrockets.org

²⁸ American Federation of Teachers, Op. Cit.

²⁹ Ibid.

A POLICY FRAMEWORK FOR TO IMPROVE THE READING SKILLS OF CONNECTICUT'S CHILDREN

Simply put, Connecticut's reading figures are a disgrace. Reading problems are pervasive and affect children in all socio-economic levels, and racial/ethnic groups. Reading failure is especially devastating in the poorer school districts.

Connecticut must make every effort to build literacy skills and elevate educational levels for all of its citizens. In today's global marketplace, reading achievement is an economic necessity; Connecticut's future workforce must be competitive with the rest of the world's workforce.

*"Reading literacy is a fundamental right of every person. It gives people access to information and the ability to function in life. Reading enriches through the power of language and the beauty of poetry. It extends the human experience through the exploration of events in literary works. It is the key to knowledge and information."*³⁰

We offer the following recommendations to improve reading skills for all of Connecticut's children:

- 1. High expectations.** Insist upon reading achievement for all children. Too many children have not mastered basic reading skills in Connecticut. Thirty-nine percent of Connecticut fourth graders reading at or above the proficiency level, the national standard, isn't good enough. The state and each community should commit to the goal of every child reading proficiently by the end of third grade.
- 2. Empower parents/guardians.** Parents and guardians are not only a child's first teacher, but also the child's most important advocate. Empower parents/guardians with knowledge of how a child learns to read, what is appropriate at each age, how to determine what constitutes a good reading program, and what to do a reading problem is suspected. Parents and guardians must read to their children daily, pay attention to their reading development very closely, and advocate on their behalf.
- 3. Teachers matter a lot.** We know that better teaching will get better results. Research has demonstrated how children learn to read and what is needed to teach reading effectively. Schools of education must provide teacher candidates with adequate preparation to teach reading well to children with diverse needs. Programs must be grounded in current scientific knowledge about how reading develops.

Effective teacher education requires on-going professional development as well as rigorous pre-service preparation. Professional development should extend beyond in-service training to include release time for professional conferences and visits to model programs, as well as continued support for teachers using mentors and coaches. Research-based programs such as Haskins *Early Reading Success Initiative* and *Mastering Reading Instruction* are dedicated to helping teachers learn effective,

³⁰National Assessment Governing Board (NAGB), What is the NAEP Reading Assessment? U.S. Department of Education, http://www.nagb.org/pubs/reading_framework/ch1.html#1

research-based methods of reading instruction, They provide much-needed documentation of essential elements of professional development in literacy and continue to inform the development and delivery of teacher training in Connecticut.

- 4. You can't manage what you can't measure.** Establish a system to regularly evaluate student progress, using valid and reliable instructional assessments throughout the year and make strategic use of this data. Select a screening instrument to administer to children in Kindergarten. This will identify those children who are 'at risk' and who need early intervention before reading failure takes hold and remediation becomes more difficult.

As well, teachers should be monitoring their students' progress along the way to be sure that their instruction is effective in teaching ALL students. Interim assessments that clearly measure student mastery on standards should be given regularly to determine what standards students know or don't know and to develop a plan for student progress. For example, data from the Connecticut Mastery Test, while important, comes months after the test is given and too late to have an impact on the children who have taken the test. Teachers must be trained in the use of these assessment tools and curriculum and assessments must be aligned.

- 5. No more reading wars.** Require school districts to implement a comprehensive reading program grounded in scientifically based reading research. The results of reading research demonstrate that "reading does not develop naturally and for many children, specific decoding, word recognition, and reading comprehension must be taught directly and systematically."³¹
- 6. A role for principals.** Effective leadership at the school site is essential to bring about the required systemic change. Principals, as instructional leaders, are key to developing and nurturing a common vision and school culture by focusing on high levels of achievement, providing feedback/coaching to teachers, and encouraging parental involvement.
- 7. Create and fund a Center for Reading Excellence to provide leadership to national, state and local education agencies in implementing effective reading instructional practices. Haskins Laboratories' research expertise and practical applications of its discoveries make it the logical setting for a Center for Reading Excellence.**

A Center for Reading Excellence would:

- Serve as a resource and repository for information on scientifically based reading research that can be used by parents, educators, boards of education, policy makers, and legislators.
- Provide an alternative route to teacher certification (ARC) for Reading Specialists.
- Provide professional development and on-going support to teachers through mentors and coaches.
- Provide instruction in use of reading programs and assessments.
- Provide a Summer Reading Institute for teachers to update their teaching skills.

³¹ Lyon, Reid, Why Reading is Not a Natural Process. LDA News Briefs, Learning Disabilities Association of America, January/February 2000. www.ldonline.org/ld_indepth/reading/why_reading_is_not.html.

- Provide referral source for qualified reading tutors for children seeking remedial reading instruction.

Haskins Laboratories is an internationally renowned independent, multidisciplinary community of scientists that have been studying speech, language, and reading for over seventy years. Haskins scientists discovered the importance of phoneme awareness for beginning readers, a critical breakthrough in understanding reading acquisition.

- 8. Connecticut should invest in high quality literacy-rich schools for three and four year olds.** Learning to read begins early in a child's life, well before formal schooling begins. High quality early childhood programs are especially important for children who are at risk for reading failure. Children who attend high quality early childhood programs are better prepared to transition to Kindergarten, have higher math and reading achievement scores, and demonstrate greater skills in language development

Link school readiness and school steadiness (K-3) through quality teacher training, pre-literacy and early reading success strategies and transition to school plans that better coordinate the preschool with the elementary school.

Ensure that the comprehensive supports such as nutrition and health care access are in place. Children must receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies.

Implications for Business Leaders:

Teaching children to read is a community effort involving teachers, school boards of education, parents, pediatricians, pre-K providers, child advocates, researchers, policy makers, taxpayers, and legislators. Clearly our public schools need to improve student performance. However it is highly unlikely that this will happen without the support of the political and business leaders in our state.

Businesses interested in improving reading achievement should consider:

1. Support reading achievement for all children: All children in Connecticut will become proficient readers by the end of third grade.
2. Support systemic reading reform in Connecticut.
3. Advocate for the creation of a Center of Reading Excellence within Haskins Laboratories.
4. Encourage investment in high quality literacy rich preschool for three and four year olds in Connecticut.
5. Empower employees to participate in the education of their children with information, training, and flexible workplace policies.

Connecticut has a rich history of innovation and ingenuity, including many historical "firsts":

- The first municipal public library in America,
- The first dictionary published by Noah Webster,
- The first cotton gin patented by inventor Eli Whitney,
- The first practical sewing machine patented by Elias Howe,

- The first successful helicopter designed in the Western Hemisphere.³²

All children who can be taught to read deserve no less from a state that prides itself on its "Yankee ingenuity."

*"Clearly, the age old adage is correct: either we pay now or we pay later. Either communities invest in educational prevention and intervention at the preschool, elementary and secondary years or they must confront the escalating cost of dealing with lifelong needs and problems of these individuals through health, welfare, police and prison intervention."*³³

³² State of Connecticut, About Connecticut-Connecticut's Historical Firsts, <http://www.ct.gov/ctportal/cwp/view.asp?a=843&q=246434>

³³ Robert Barr and William Barrett, Hope at Last for At Risk Youth, 1995.

For Further Reading:

The Importance of reading

Reading: So What's the Big Deal?

CT Commission on Children

<http://www.cga.ct.gov/coc/Reading%20Fact%20Sheet%20Number%201.htm>

Reading Fact Sheet

CT Commission on Children

<http://www.cga.ct.gov/coc/Reading%20Fact%20Sheet%202.htm>

Reading: The First Chapter in Education

ERIC Clearinghouse on Disabilities and Gifted Education, 1996

<http://www.ericec.org/frstchap.html>.

Background on the National Reading Panel

National Reading Panel

www.nationalreadingpanel.org/Publications/Interim_Report/section1.htm

Executive Summary: Early Reading Success panel

Connecticut Reading Panel, Connecticut Blueprint for Reading Achievement

http://www.state.ct.us/sde/dtl/curriculum/cbra5/cbra110_01a.pdf

State of reading in Connecticut

The Nation's Report Card Connecticut Grade 4 Reading Snapshot Report

National Assessment Governing Board

U.S. Department of Education

National Assessment of Educational Progress

<http://www.nces.ed.gov/nationsreportcard/pubs/stt2003/20044564.asp>

Connecticut Mastery Test

Connecticut Department of Education

www.cmtreports.com

Reading Research

Overview of Reading and Literacy Research

G. Reid Lyon

Pp. 8-17 in *The Keys to Literacy online version*

Edited by Susannah Patton and Madelyn Holmes

Council for Basic Education, Washington, D.C. 2002.

Preventing Reading Difficulties in Young Children

Catherine E. Snow, M. Susan Burns & Peg Griffin (Ed)

Committee on the Prevention of Reading Difficulties in Young Children

National Research Council, 1998

<http://www.ed.gov/inits/americanreads/ReadDiff/read-sum.html>

Setting Standards

Higher Standards, Stronger Tests: There's no turning back

Edward B. Rust, Jr.

Education Week, 2000,

<http://www.edweek.org/ew/ewstory.cfm?slug=19rust.h19>

Frequently Asked Questions-Reading First

United States Department of Education

www.ed.gov/print/programs/readingfirst/faq.html

Parental Involvement

Why Parent Involvement?

Connecticut Commission on Children

<http://www.cga.ct.gov/coc/Why%20Parent%20Involvement.htm>

No Child Left Behind A Parents Guide (Excerpts)

U.S. Department of Education

2003

Put Reading First-Helping Your Child Learn to Read-A Parent Guide Pre-School Through Grade 3

Partnership for Reading, National Institute for Literacy,

http://www.nifl.gov/partnershipforreading/publications/reading_first2.html

Expert Teachers

What teachers need to know for Informed Reading Instruction

Susan Brady and Louisa Moats

<http://www.readingrockets.org/articles/252>

Excellent Reading Teachers

International Reading Association

<http://www.readingrockets.org/articles/252>

Teaching Reading is rocket science-What expert teachers of reading should know and be able to do

American Federation of Teachers

<http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf>

Teachers: The Key to Helping America Read

Louisa C. Moats, Ed.D

Pp. 27-35 in The Keys to Literacy Edited by Susannah Patton and Madelyn Holmes, Council for Basic Education, Washington, D.C. 2002

Strategic use of assessments

Catch Them Before They Fall

Joseph K. Torgesen, American Educator, Spring Summer 1998,
http://www.ldonline.org/ld_indepth/reading/torgeson_catchthem.html.

Continuous Assessment to Inform Instruction

Learning First Alliance
<http://www.readingrockets.org/articles/266>

Testing: Frequently Asked Questions

U.S. Department of Education
www.ed.gov/print/nclb/accountability/ayp/testing-faq.html

Evidenced based curriculum

9 Components of Effective, Research-Supported Reading Instruction

Learning First Alliance (2000)
<http://www.readingrockets.org/articles/50>

How Do I Know a Good Early Reading Program When I See One?

Laura Bush
<http://www.readingrockets.org/articles/174>

School Features that Support Effective Instruction

Texas Education Agency
<http://www.readingrockets.org/articles/121>

Instructional Leaders

Elementary Principals' Group Calls for Focus on Leading Instruction

Mark Stricherz
<http://www.readingrockets.org/articles/414>

What principals can do to help students become good readers

Partnership for Reading
<http://www.readingrockets.org/articles/379>

Leadership Guidelines for Implementing Reading First Programs

North Central Regional Educational Laboratory (NCREL)
www.ncrel.org/rf/leadership/leaderguide.htm

A Center of Reading Excellence

Haskins Laboratories

<http://macserver.haskins.yale.edu/>

Official Praises School's Early Reading Program

May 5, 2005

Bloomfield Journal.com

Mastering Reading Instruction

<http://macserver.haskins.yale.edu/mrin/>

The Vaughn Gross Center for Reading and Language Arts

www.texasreading.org/utcrcla/about

The Florida Center for Reading Research

www.fcrr.org

School Readiness

Connecticut Leads the Way with School Readiness and Early Reading Success

CT Commission on Children

November 2003

Opening the Kindergarten Door-The Preschool Difference. Executive Summary

Connecticut Commission on Children

March 2004

<http://www.cga.state.ct.us/coc/PDFs/book.pdf>.

Early Childhood Education: A Call to Action

The Business Roundtable

<http://www.businessroundtable.org/taskForces/taskforce/document.aspx?q=6D05BF159F849514481138A74EB1851159169FEB56938B6>

Benefits of Early Childhood Education

The World Bank

<http://www.worldbank.org/children/benefitsben.html>