

# Lexia Fits the Bill







Meeting the requirements of CT HB 6620



Connecticut educators want the best for their students, and that means providing them with rich literacy instruction that is scientifically proven and evidence-based. Through the CT HB 6620 Right to Read Act, Connecticut educators have used the science of reading to build a plan of action that will ensure access to effective and equitable literacy curriculum and instruction for ALL students. At Lexia® Learning, we are here to answer this call to action and partner with Connecticut school districts to increase student reading achievement. We want to level the literacy playing field for all students in every community. The following table outlines how Lexia’s professional learning suite, **LETRS®** (Language Essentials for Teachers of Reading and Spelling), and our pre-K–5th grade adaptive blended learning solution, **Lexia® Core5® Reading**, support the objectives of HB 6620.

## Connecticut’s Literacy Plan of Action



| Connecticut’s call to action                                                                 | How Lexia answers the call                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify science of reading-based reading curricula models                                   |  Empowering literacy educators’ instructional practices with science of reading-based essentials                          |
| Identify science of reading-based reading programs                                           |  A science of reading-based framework supports foundational through advanced literacy skills development for ALL learners |
| Provide professional development and coaching                                                |  A dynamic blended professional learning suite that includes print, online, and in-person training and materials          |
| Increase percentage of students meeting or exceeding grade-level expectations by third grade |  In the 2020–2021 SY, 38% of students two grade levels or more below successfully reached their EOY Core5 benchmark.      |
| Use state funding to support professional development and implementation                     |  How does LETRS meet CT funding criteria? <b>Learn more <a href="#">here</a>.</b>                                         |
| Use federal grant dollars to support CT’s early literacy initiatives                         |                                                                                                                          |