

Language and Literacy

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June 5, 2014

# CEELO 2014 Roundtable

# Overview of My Comments

- Underscore the importance of the points made within the preliminary reading
- Create some coherence across the readings as it relates to policy and practice in language and literacy development
- Offer some challenges and opportunities for future policy efforts to better address the language and learning gaps that often occur in the early years

# Past practice- Some Cause for Celebration

- The very point that we remain focused on early language and literacy development from birth to grade 3 is a testimony to the sound practice and policy initiatives from the past 20 years.
- Our knowledge about and our commitment to early literacy development is due in large part to the legacy of the National Research Council's work on *Preventing Reading Difficulties for Young Children*.

# Efforts of Early Reading First and Reading First followed

- There were many outstanding efforts undertaken across the country to improve language and literacy outcomes for young children from pre-k through grade 3
- There were many professional development efforts for improving the knowledge base about language and literacy development for early childhood educators
- There were positive outcomes for many foundational literacy skills clustered around metalinguistic abilities such as increased phonological awareness, concepts of print, and alphabetical principles.

# We are presented with some new challenges not fully addressed in past policies

- The approach to literacy development was somewhat incomplete in terms of language abilities
- There is a need for more focused attention on developing knowledge based skills that impact learning across all age groups
- The language expectations of the ELA Common Core are much greater than what had been expected in the past

# Policy Recommendations from A Window to the World Zero to Three

- ❑ A stronger collaboration of Birth to 3, pre-K, and K-12 for the shared responsibility in the development of language and literacy abilities
- ❑ A more robust research agenda around the early development of academic language abilities
- ❑ An emphasis on family engagement that would promote a language and literacy rich home environment across all economic backgrounds

# Research Challenges from Creating Coherence

## Our Immediate To Do List

- ✓ We need to address the language gap across all children
- ✓ We need to increase verbal stimulation with storytelling
- ✓ We need to encourage frequent conversations
- ✓ We need to engage in discussions
- ✓ We need to ask and answer questions about information
- ✓ We need to encourage precise use of language by students
- ✓ We need to explain and defend inferences

# What advice can you give teachers?

- ❑ Don't try to do all of this alone.
- ❑ Get help from your families.
- ❑ Create coherence across your programs





# Get outside help



# Be more intentional in engaging and supporting families in addressing the language gap





# Increase the verbal stimulation with storytelling



# Engage families in discussions



# Encourage frequent conversations

- Engaging in activities





# Ask and answer questions



# Engage families in using more precise language





# Encourage more explanations and analysis





# The early experiences today will create readers and writers of tomorrow

