Language and Literacy Gail Jordan 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

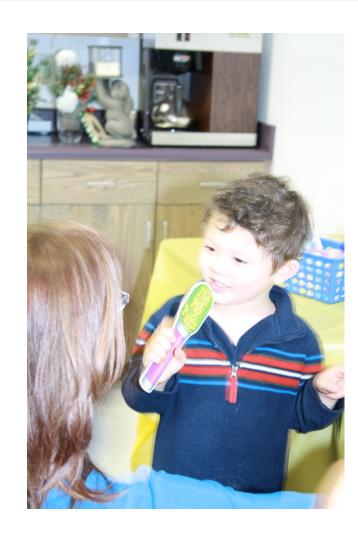


# Be more intentional in engaging and supporting families in addressing the language gap



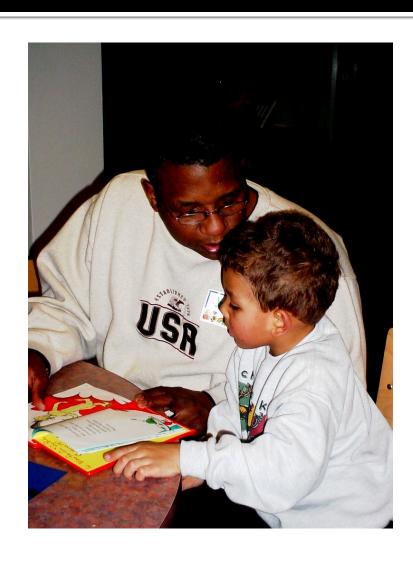


#### Increase the verbal stimulation with storytelling





### 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



