Language and Literacy
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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
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