

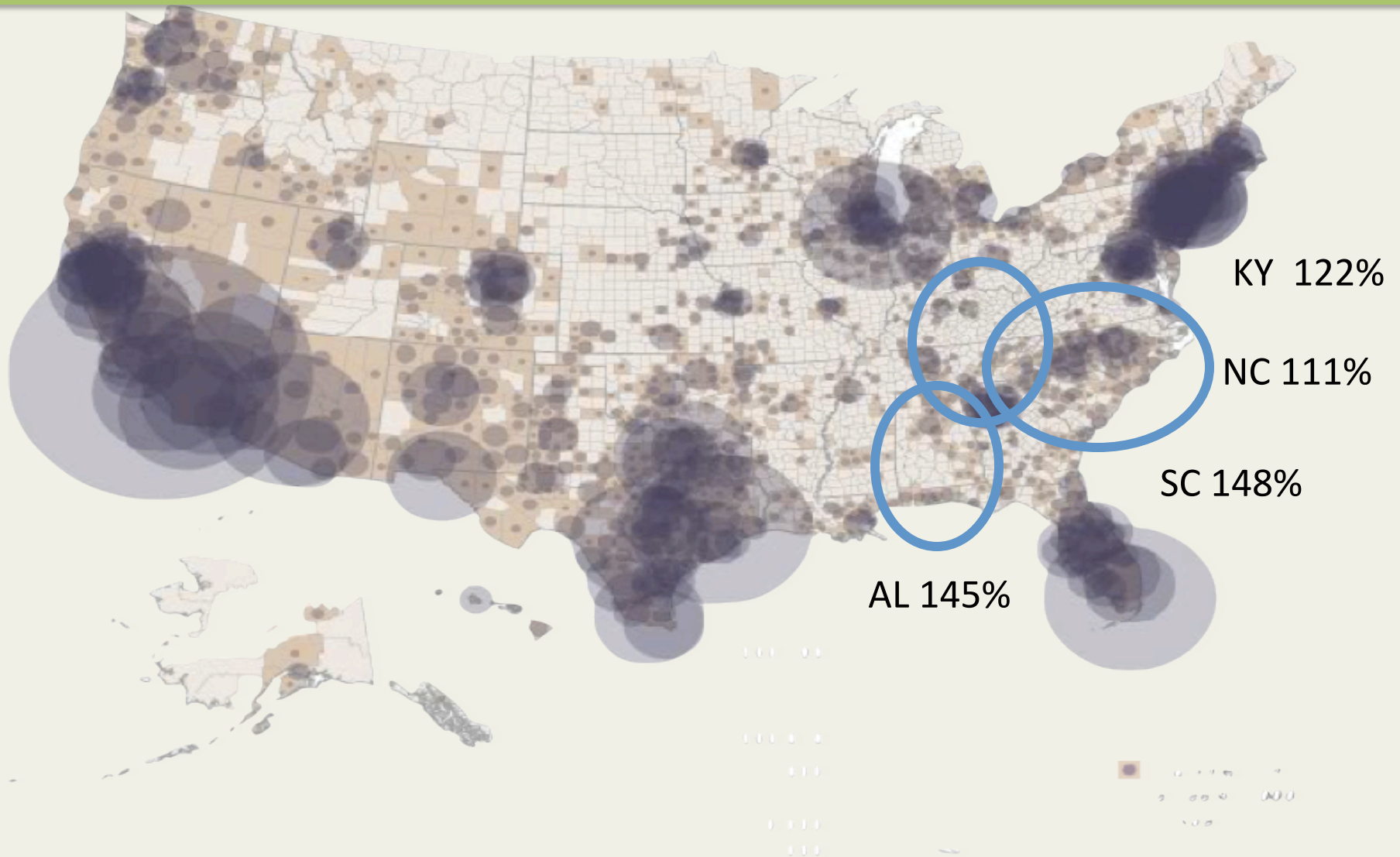
MEET NATHAN & ISABELLA



TODAY'S AGENDA: THREE GUIDING QUESTIONS

1. How did we come to this comprehensive plan for improving children's learning outcomes?
2. What do we know about language and literacy development among diverse populations?
3. What are the key strategies for increasing the quality of children's language and learning environments?

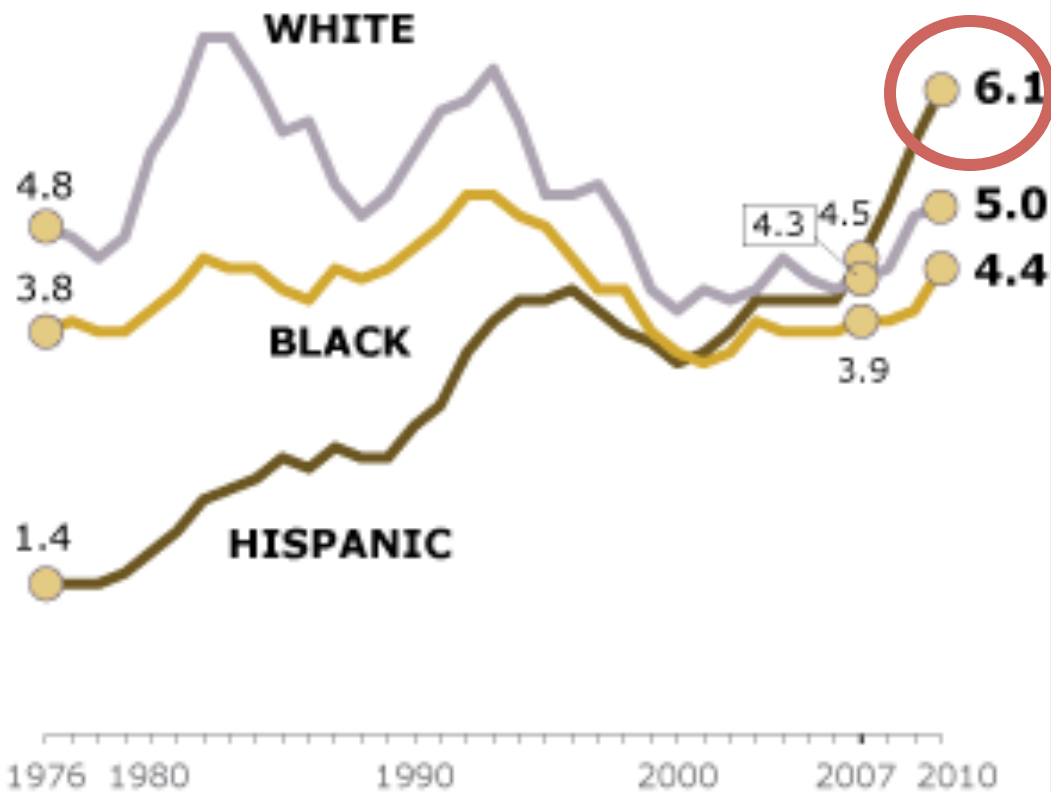
CASE EXAMPLE: IMMIGRATION TRENDS 2009



CASE EXAMPLE (CONT)

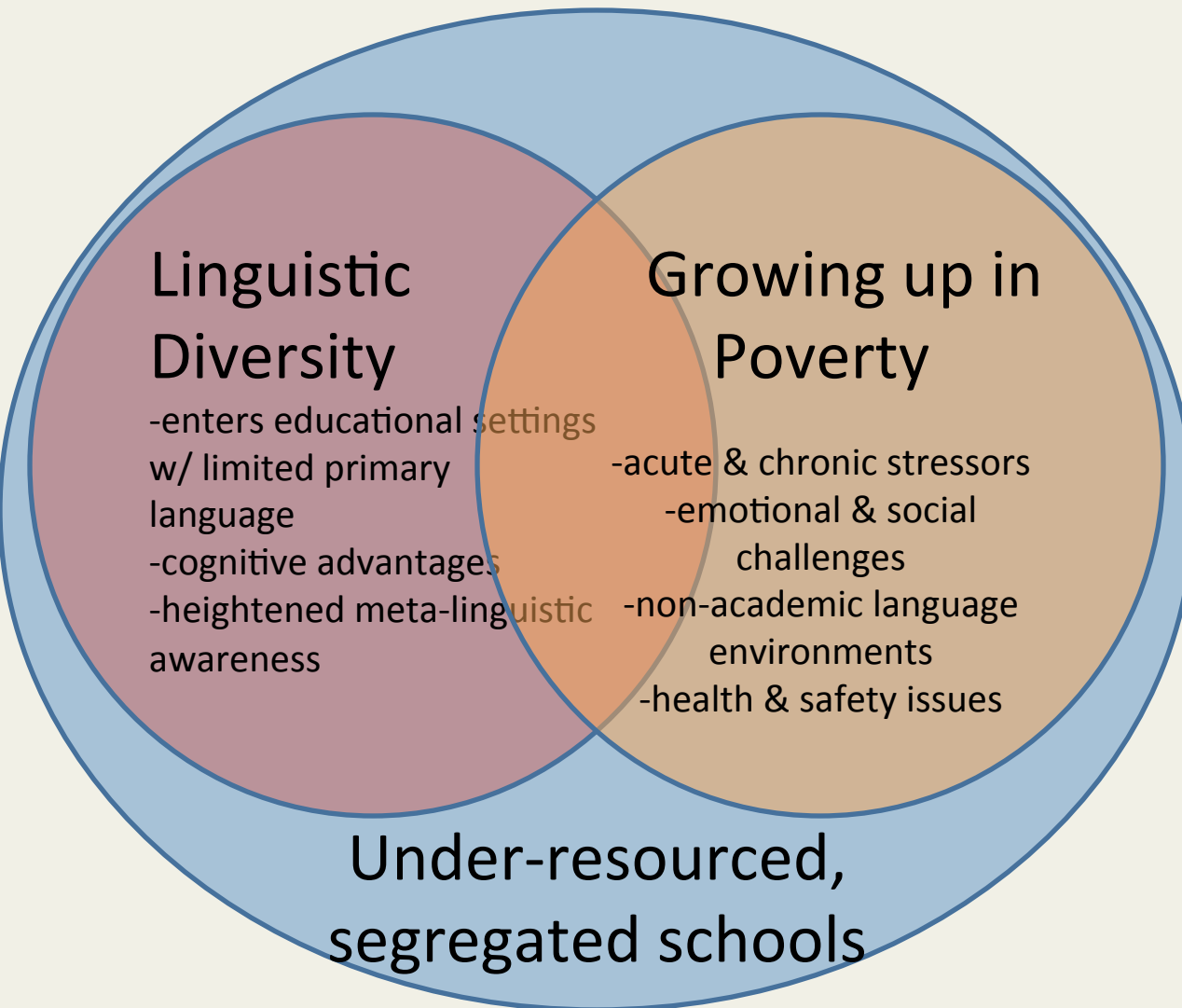
Number of Children in Poverty 1976 - 2010

IN MILLIONS



1 in 3 Hispanic children live in poverty

THE DEMOGRAPHICS OF READING DIFFICULTIES



Limited opportunities to develop advanced literacy skills

Carnegie Corporation of New York, 2009; Murnane & Levy, 1996, 2004; Symonds, Schwartz, & Ferguson, 2011

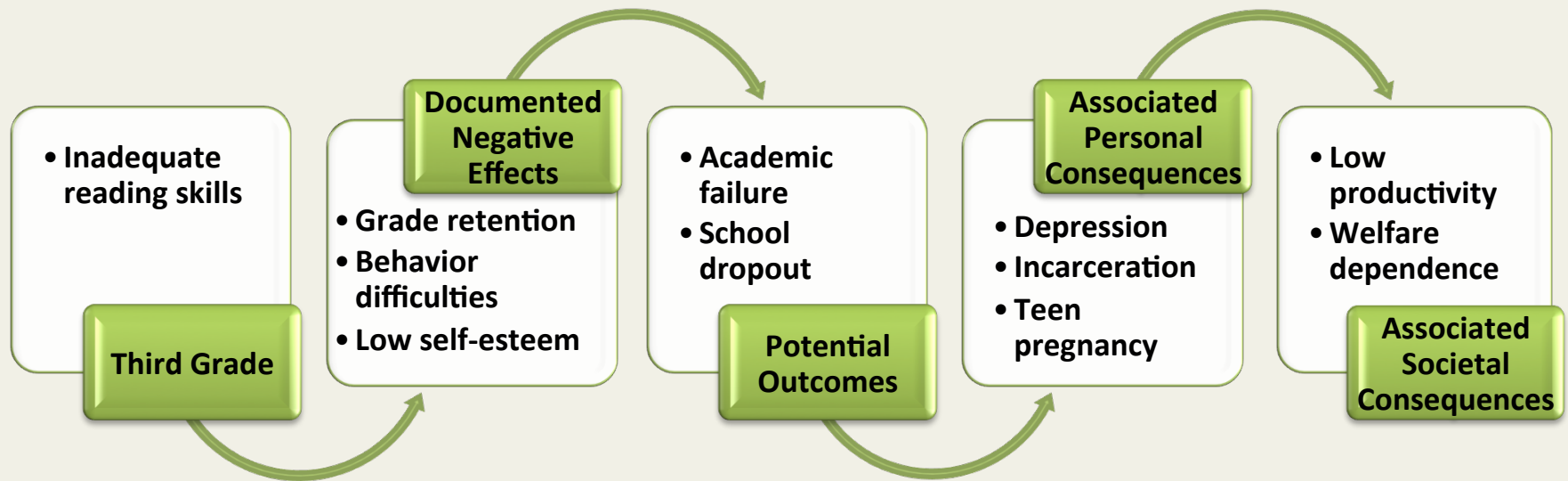
High rates of special education placement

Hehir, 2002; National Research Council, 2002; Samson & Lesaux, 2009

High dropout rates

Fry, 2010; Bloom & Haskins, 2010; Symonds, Schwartz, & Ferguson, 2011

Why Focus on Early Childhood?



WHAT IS READING?

4 sounds, 1 word:

/s/ /p/ /ee/ /d/

**115+ words correct
per minute (grade
5)**

“-igh family”

high

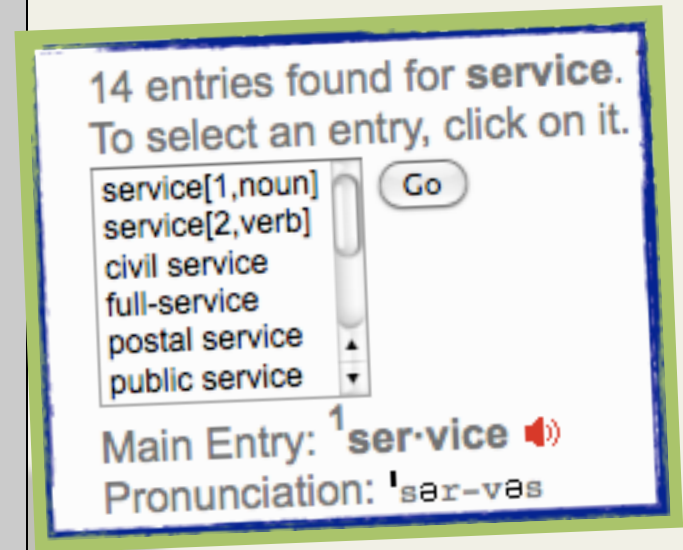
sigh

thigh

/H/

**Cognitive
strategies**

High-Speed Trains
A type of high-speed train was first introduced in Japan about forty years ago. The train is low to the ground, and its nose looks somewhat like the nose of a jet. These trains provided the first passenger service that moved at a speed of one hundred miles per hour. Today, they are even faster, traveling at speeds of almost two hundred miles per hour. There are many reasons that high-speed trains are popular.



Vocabulary

**Interest and
motivation**

**Understanding of
language**

**Relevant
background
knowledge**

TWO DIFFERENT PROBLEM SPACES

Code-based skills

/H/

“-igh family”

high

sigh

thigh

4 sounds, 1 word:

/s/ /p/ /ee/ /d/

**115+ words correct
per minute (grade
5)**

High-Speed Trains

A type of high-speed train was first introduced in Japan about forty years ago. The train is low to the ground, and its nose looks somewhat like the nose of a jet. These trains provided the first passenger service that moved at a speed of one hundred miles per hour. Today, they are even faster, traveling at speeds of almost two hundred miles per hour. There are many reasons that high-speed trains are popular.

Meaning-based Skills

Vocabulary

**Cognitive
strategies**

**Relevant
background
knowledge**

**Understanding of
language**

**Interest and
motivation**

TWO DIFFERENT PROBLEM SPACES (CON'T)

SKILLS

- Concepts about print
- The ability to hear & work with spoken sounds
 - Alphabet knowledge
 - Word reading & spelling
 - Fluency

KNOWLEDGE

- Concepts about the world
- The ability to understand & express complex ideas
 - Vocabulary
 - Oral language skills

```
graph TD; Skills[SKILLS] --> Literacy((Literacy: Reading Writing, Listening & Speaking)); Knowledge[KNOWLEDGE] --> Literacy;
```

Literacy:
Reading Writing,
Listening &
Speaking

CHANGING TEXT DEMANDS

The Train Trip

I like to ride the train.
I can walk all around the train car whenever I want.

Grade 1

High-Speed Trains

A type of high-speed train was first introduced in Japan about forty years ago. The train is low to the ground, and its nose looks somewhat like the nose of a jet. These trains provided the first passenger service that moved at a speed of one hundred miles per hour. Today, they are even faster, traveling at speeds of almost two hundred miles per hour. There are many reasons that high-speed trains are popular.

Grade 5

Economic and Governmental Forces: Their Impact on American Railroads in the Twentieth Century

And so began one of the biggest populist campaigns ever seen in America – the crusade to harness the railroad robber barons. Before long, that drive had spread to Washington where in 1887, Congress legislated not out of reason but out of fear to create the Interstate Commerce Commission. Remember that in the days of a relatively powerless federal government, the railroad industry budget was many times the size of the federal budget.

High School



A SNAPSHOT OF KEY FINDINGS

The Gap Between Word Reading & Word Knowledge

National Rate of Growth_Word Reading: 135 W-score Points

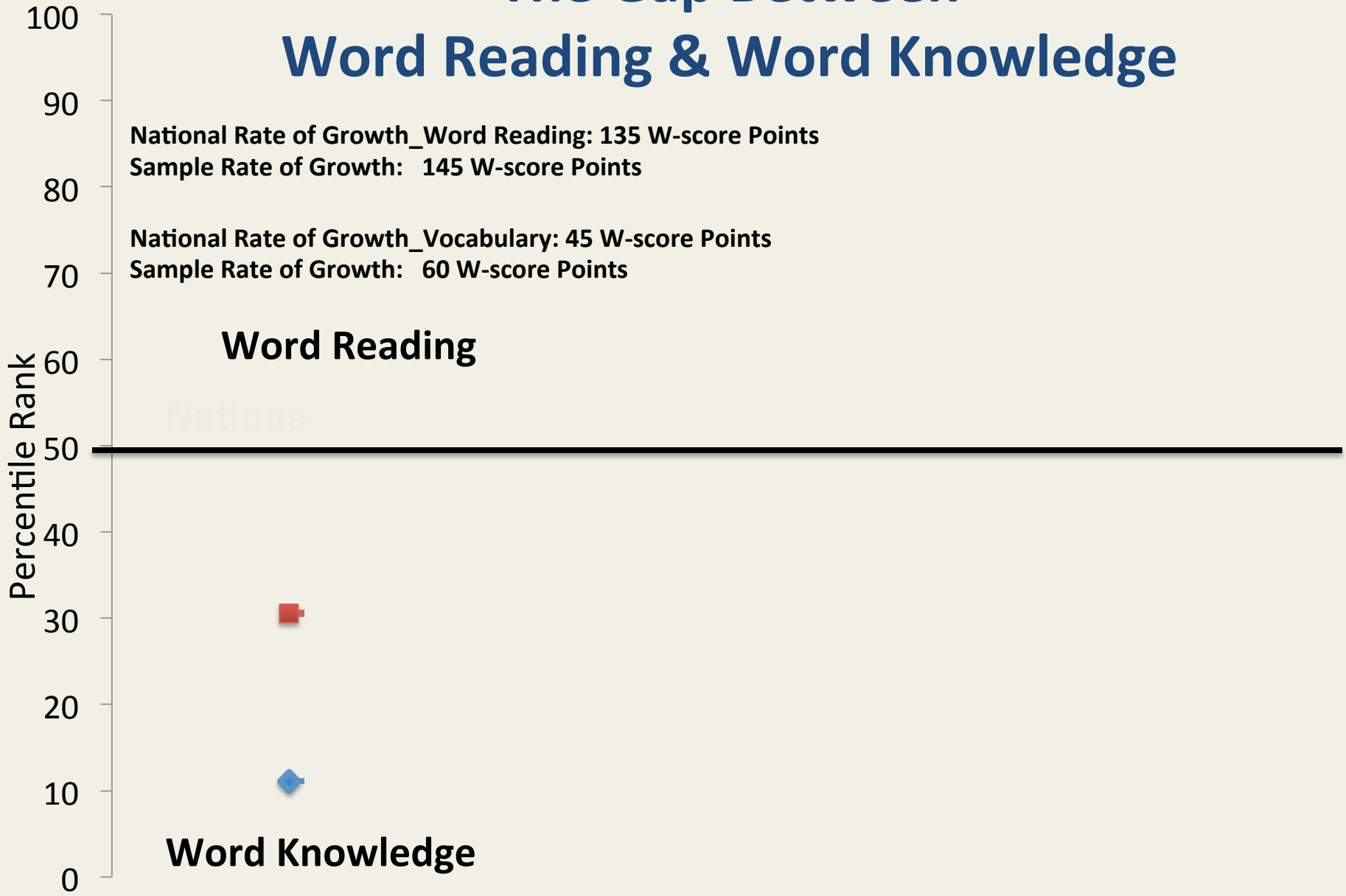
Sample Rate of Growth: 145 W-score Points

National Rate of Growth_Vocabulary: 45 W-score Points

Sample Rate of Growth: 60 W-score Points

Word Reading

National



Word Knowledge

Age 4.5

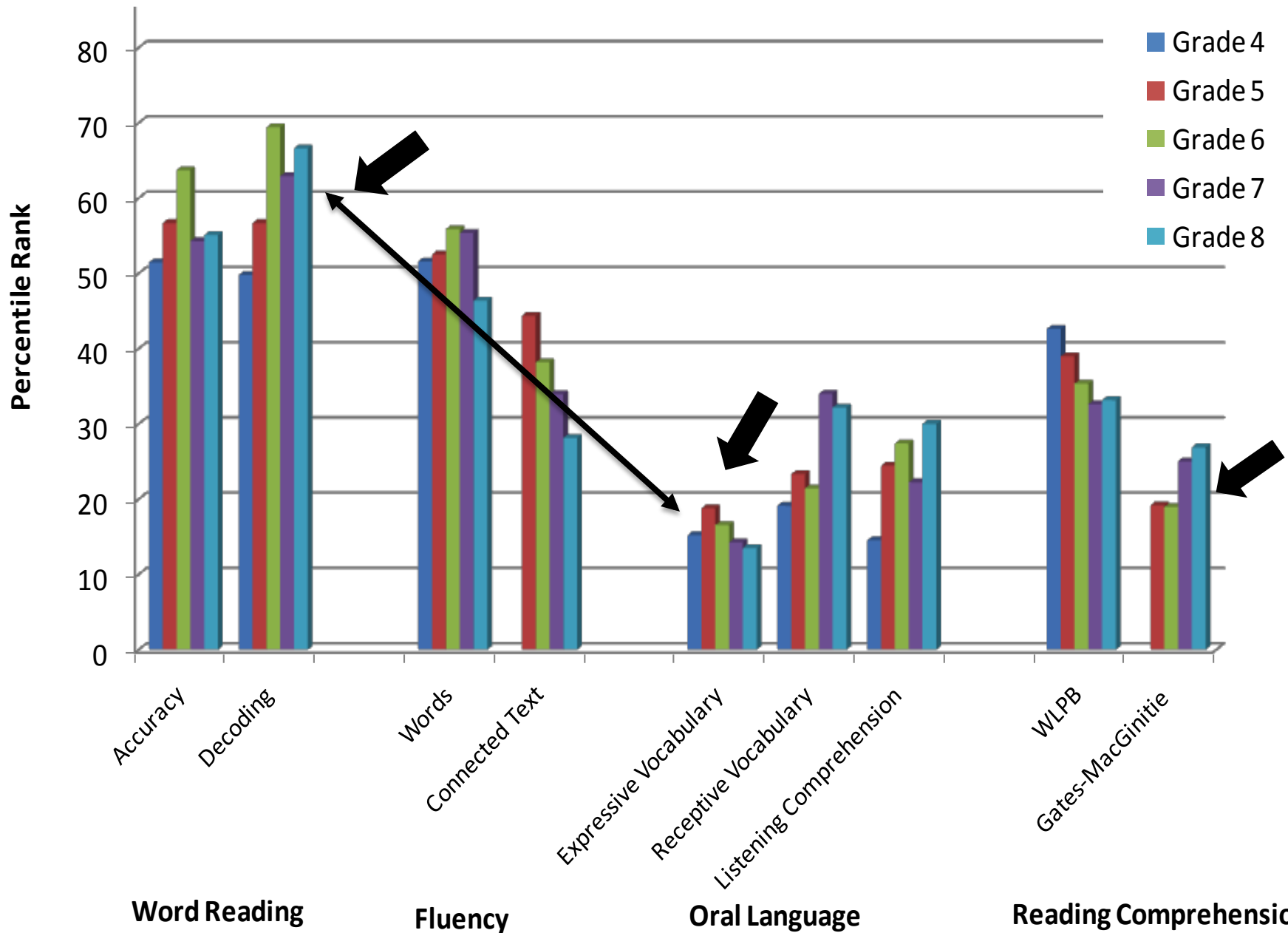
Age 8

Age 14

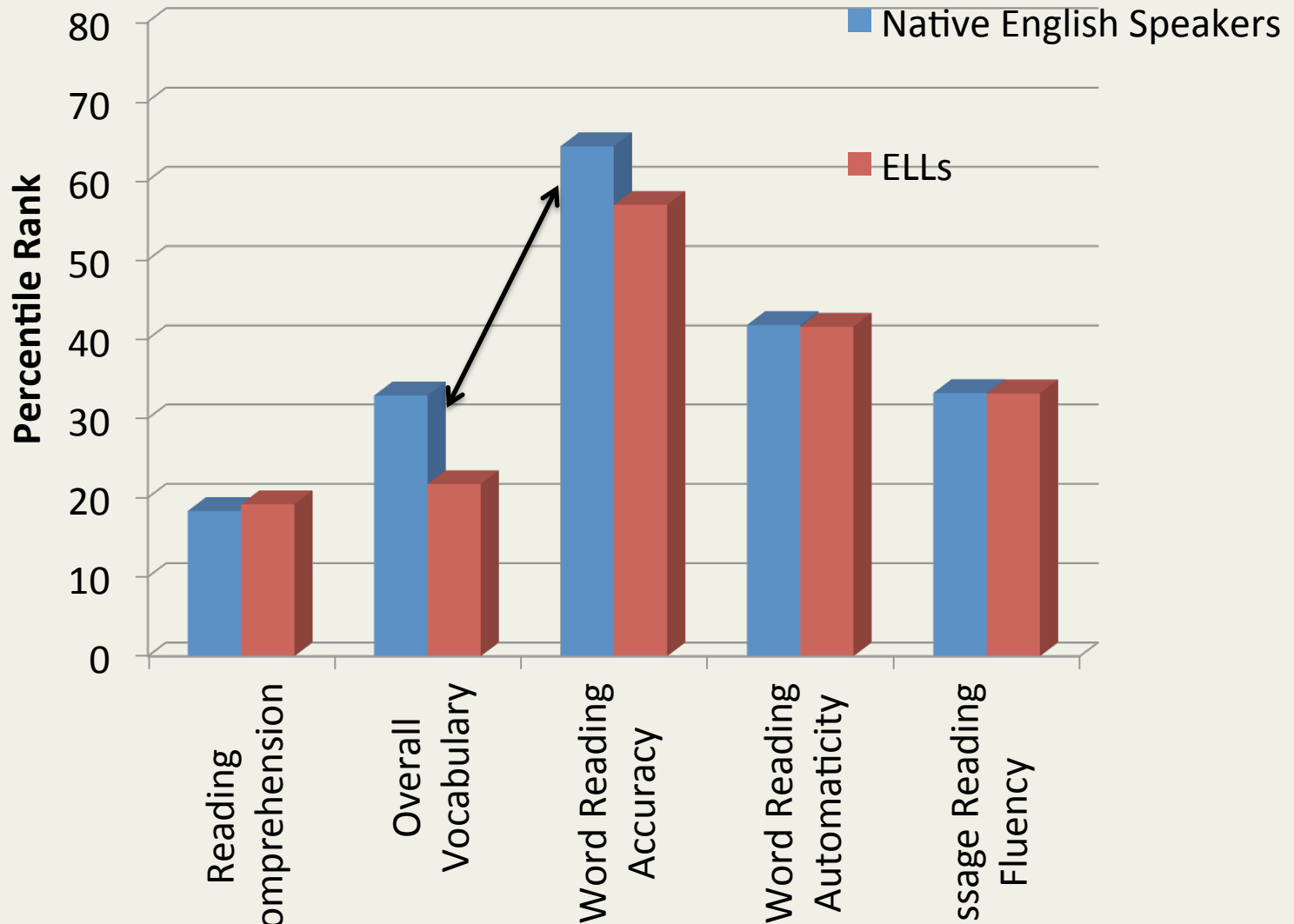
Age 14

Mancilla-Martinez & Lesaux, 2011, under review

THE GAP BETWEEN READING WORDS & COMPREHENDING TEXT



STRUGGLING READERS



(Lesaux & Kieffer, 2010)

WHAT DOES THIS MEAN FOR OUR LEARNERS?



LESSON #1: THE KEY LINK BETWEEN READING & LANGUAGE DEVELOPMENT

Has
250-350
words

Has 3000-5000
words

Now learning 3,000
words/year

0 1 2 3 4 5 6 7 8 9

Imitates
Speech

Looks
through a
book and
retells the
story

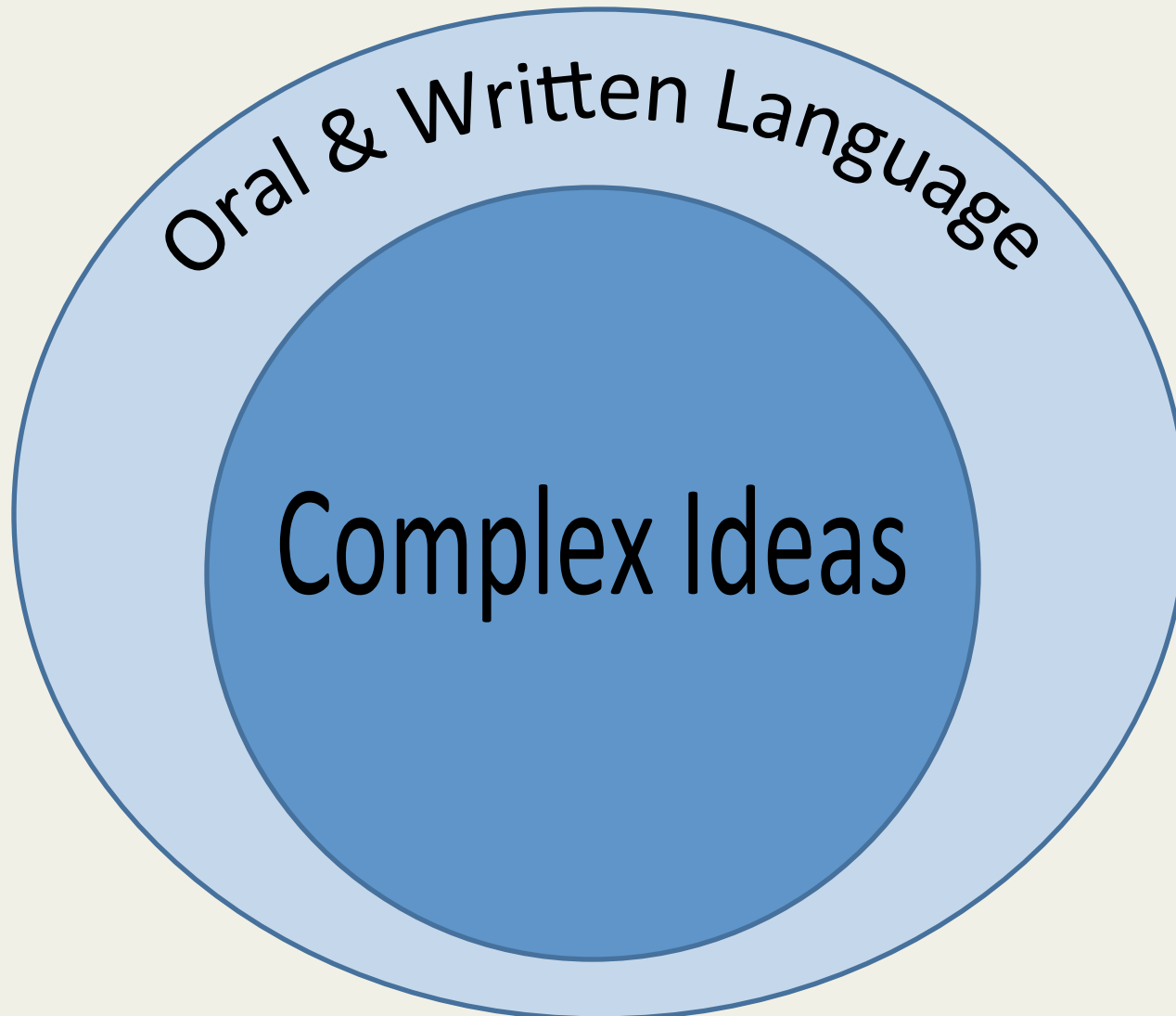
Reads simple
books

Reads
independently
and talks about
what he reads

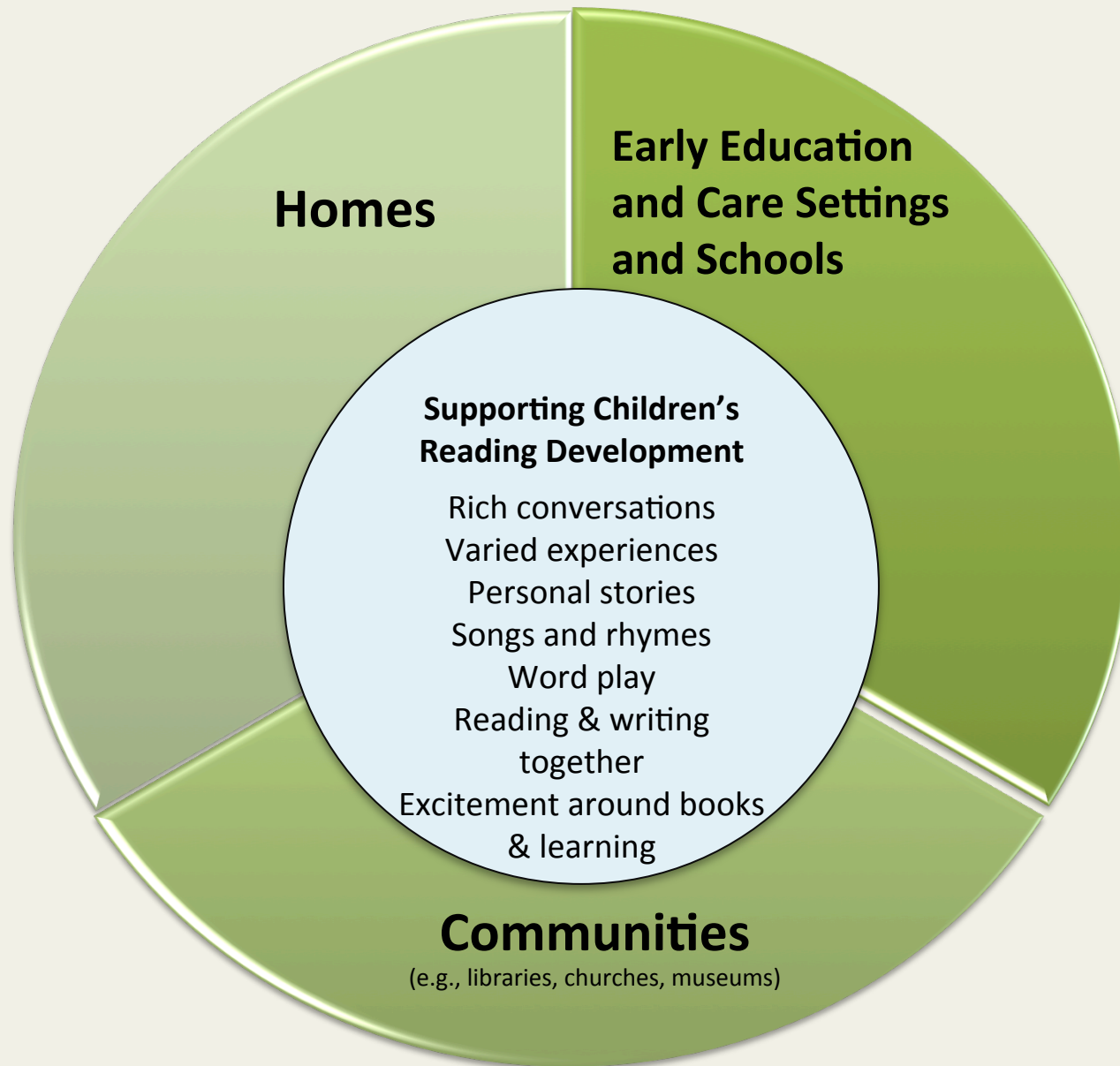
Vocalize
feelings
(cry, giggle)

Asks questions
when listening
to stories

LESSON #2: THINKING PAST “PROFICIENCY”



LESSON #3: STRONG AND SUPPORTIVE INTERACTIONS ACROSS CONTEXTS



THE SCIENCE OF LEARNING



ACADEMIC, EMOTIONAL, AND SOCIAL CAPABILITIES ARE INEXTRICABLY INTERTWINED



THE SOCIAL-EMOTIONAL DEMANDS OF LEARNING AND SCHOOLING



Executive Functions
(e.g., goal setting,
planning, and attention)



Social Skills
(e.g., understanding
social cues, resolving
conflict,
cooperating)



Emotional Skills
(e.g., expressing &
identifying
emotions, regulating
emotions,
perspective-taking)



COMPREHENSIVE EARLY CHILDHOOD REFORM

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

Program
Design &
Implementation
for Impact

Ongoing
Assessment of
Children &
Settings

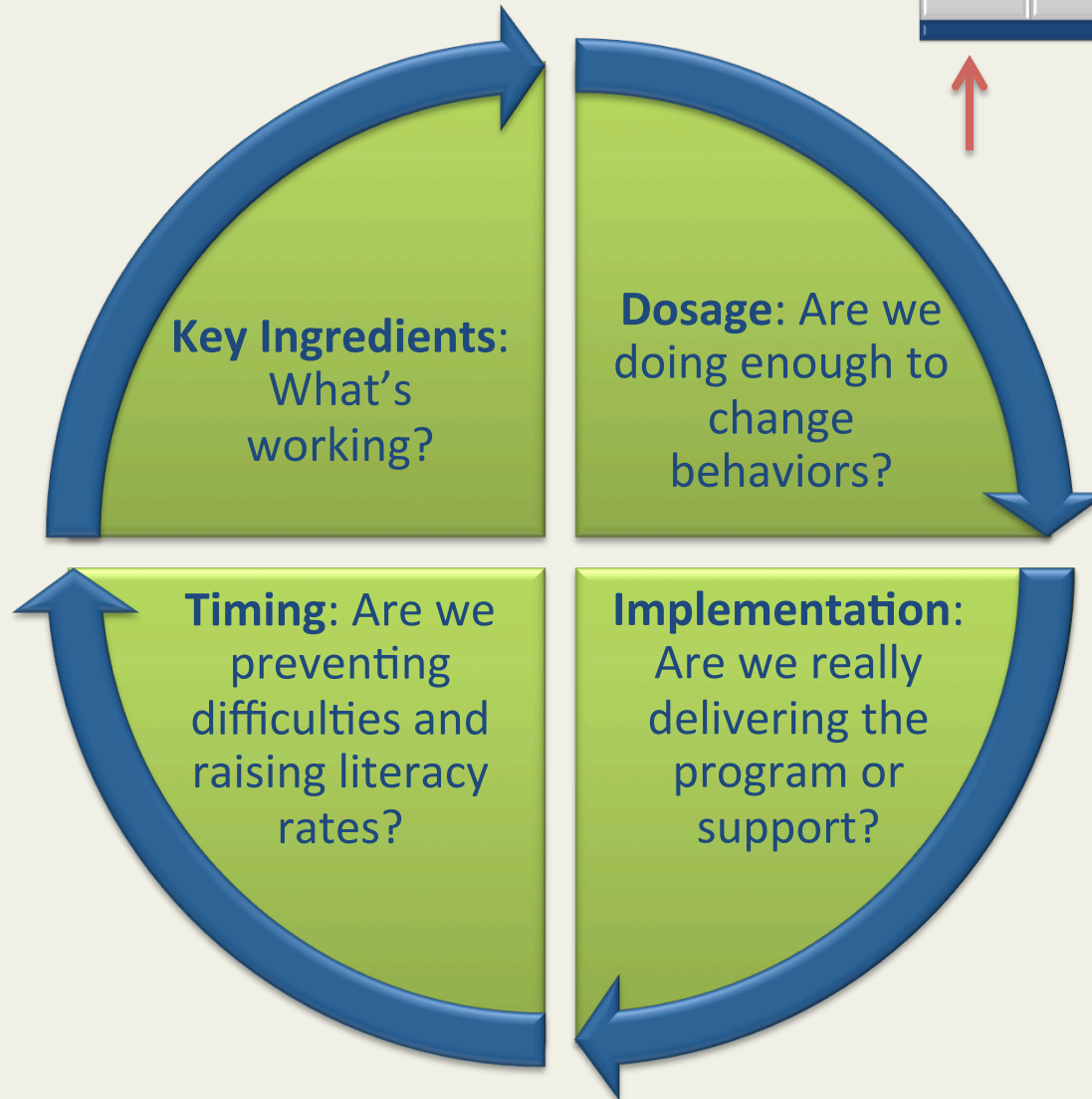
Re-Defined
Adult Capacity-
Building
Models

Language-
Rich,
Rigorous, and
Engaging
Curricula

Partnerships
with families
focused on
language &
learning

ENSURE PROGRAMS ARE DELIVERED WITH SUFFICIENT INTENSITY, DURATION, AND SCOPE (BEFORE SCALING UP)

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9				
Program Design & Implementation for Impact	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning



MAKING IT HAPPEN

Raising Awareness

Changing Behaviors

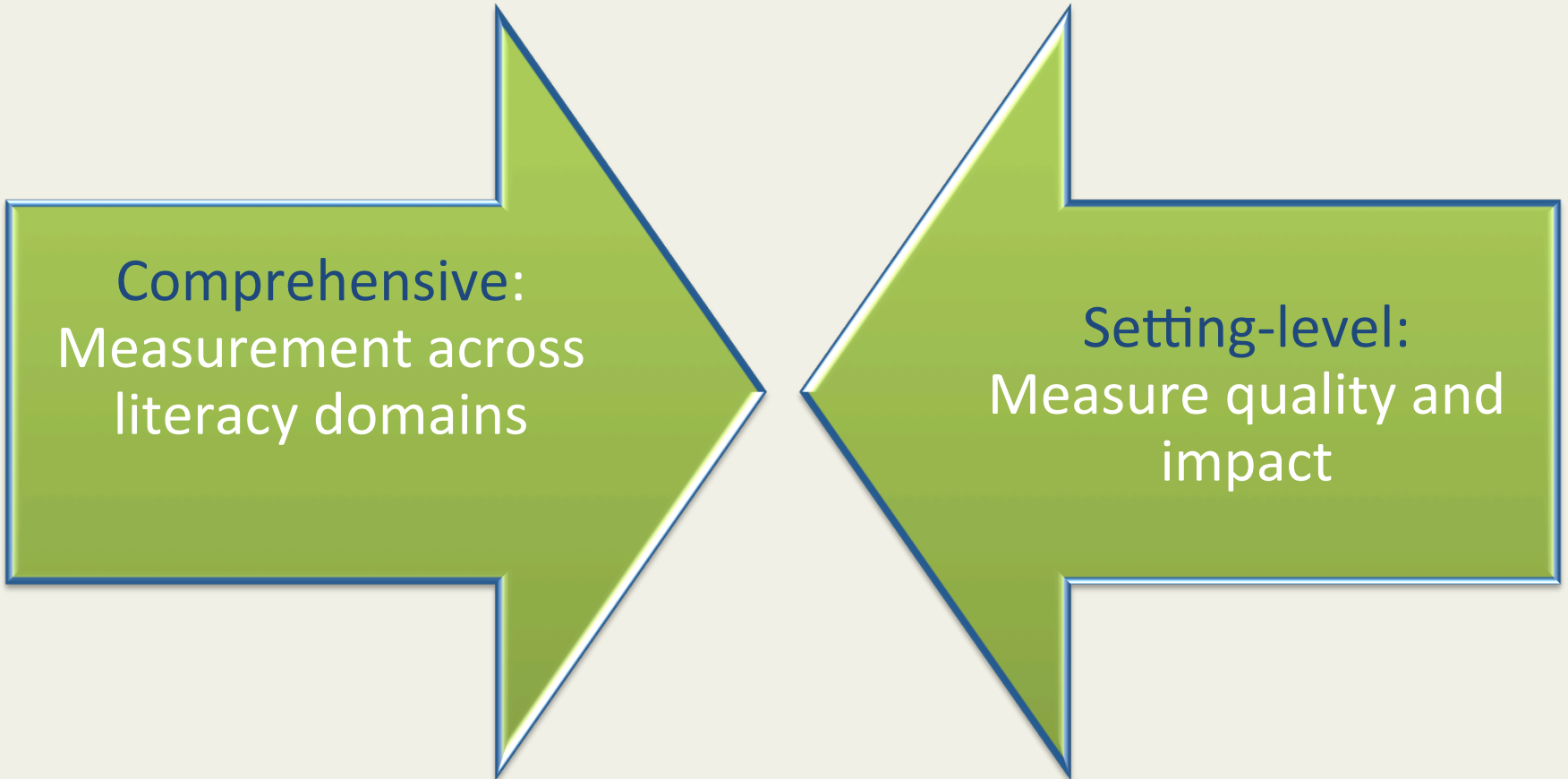


Intensity

- 
- Time
 - Money
 - Human Capital

CONDUCT EARLY, ONGOING ASSESSMENTS OF CHILDREN'S LANGUAGE AND READING, AND THE QUALITY OF SETTINGS AND SERVICES

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9				
Program Design & Implementation for Impact	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning



INCREASE ADULTS' CAPACITY TO ASSESS AND SUPPORT CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9				
Program Design & Implementation for Impact	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning



A COMPREHENSIVE CURRICULUM SUPPORTS QUALITY INSTRUCTION

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

Program Design & Implementation for Impact

Ongoing Assessment of Children & Settings

Re-Defined Adult Capacity-Building Models

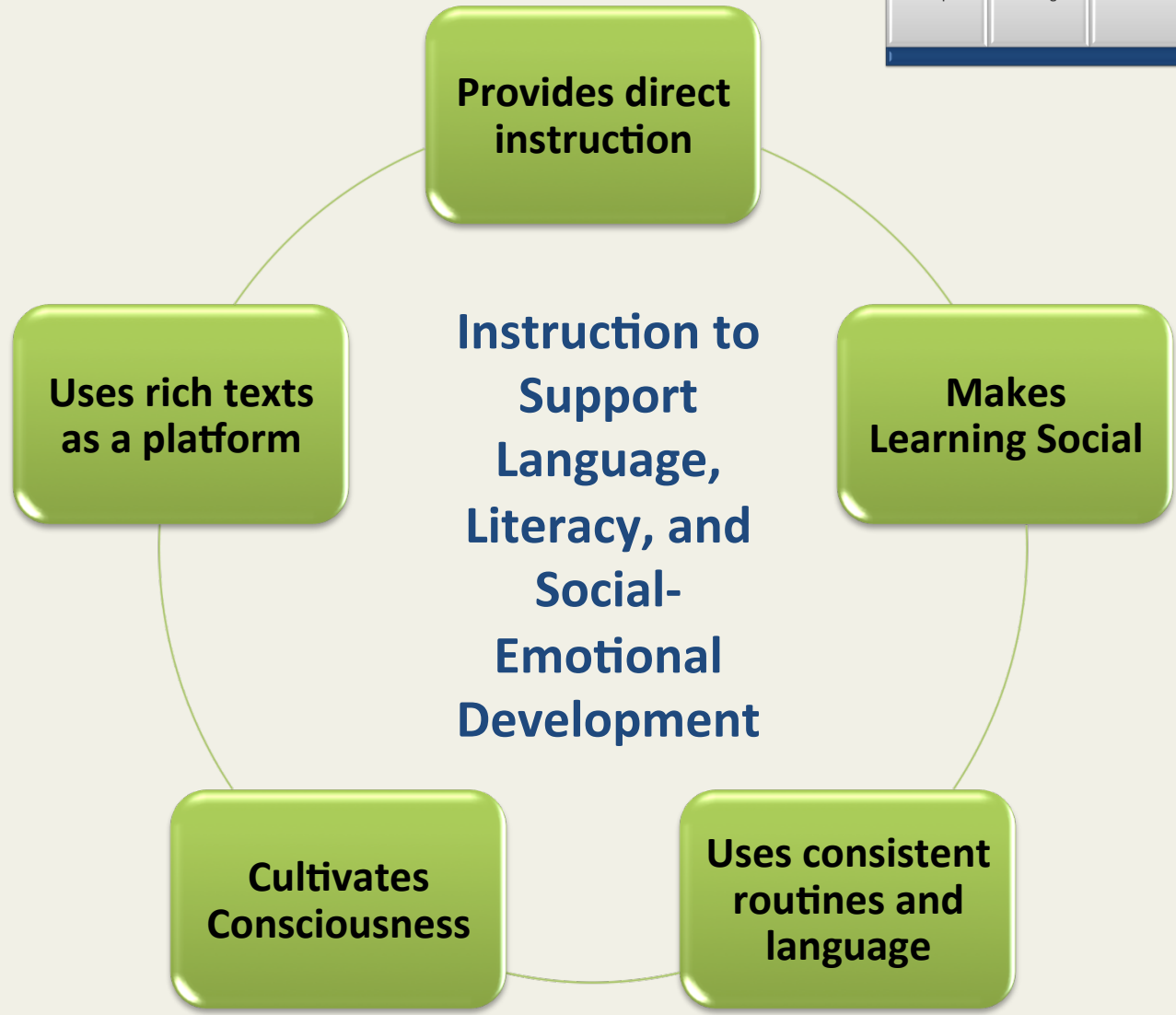
Language-Rich, Rigorous, and Engaging Curricula

Partnerships with families focused on language & learning



PRINCIPLES OF AN INTEGRATED INSTRUCTIONAL APPROACH

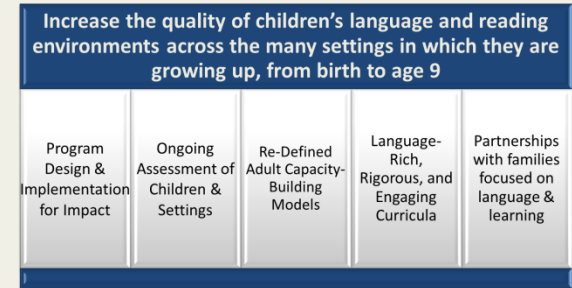
Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9				
Program Design & Implementation for Impact	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning



MAKING IT HAPPEN: INTEGRATED INSTRUCTION

Literacy Instruction	PRINCIPLES	Social-Emotional Instruction
...in knowledge & skills	Provides direct instruction	...in emotion management, social skills, and attention
... for discussing academic concepts and questions	Uses rich texts as a platform	... for promoting emotional language development, self reflection, and empathy
...of words and how they work	Cultivates Consciousness	...of our own feelings and the feelings of others
...to build language and reading skills	Increases classroom talk	...to build cooperation and conflict resolution skills
...to support instructional cohesion across classrooms and grades	Uses consistent routines and language	...to reduce chaos and minimize anxiety, create common social norms

EXPAND AND STRENGTHEN WORK WITH FAMILIES ACROSS LEARNING SETTINGS AND WITHIN COMMUNITIES



- * Link family engagement to children's language and reading
- * Strengthen family literacy ↔ community library connection
- * Tap community leaders

PARTNERSHIPS WITH FAMILIES FOCUSED ON LANGUAGE & LEARNING

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

Program Design & Implementation for Impact

Ongoing Assessment of Children & Settings

Re-Defined Adult Capacity-Building Models

Language-Rich, Rigorous, and Engaging Curricula

Partnerships with families focused on language & learning

Put Children's Language & Literacy Learning at the Core!

1. Build relationships with *all* families
2. Share literacy progress
3. Encourage families to read, talk, and play



SUMMING UP: A COMPLEX ENTERPRISE DEMANDS A COMPREHENSIVE PROCESS

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

Program
Design &
Implementation
for Impact

Ongoing
Assessment of
Children &
Settings

Re-Defined
Adult Capacity-
Building
Models

Language-
Rich,
Rigorous, and
Engaging
Curricula

Partnerships
with families
focused on
language &
learning

MAKING IT HAPPEN

Raising Awareness

Changing Behaviors



Intensity

THANK YOU



ACKNOWLEDGEMENTS

Collaborators and Research Team

Stephanie Jones, Kargman Associate Professor, Harvard Graduate School of Education

Jeannette Mancilla-Martinez, University of California, Irvine

Michael Kieffer, New York University

Research Team

Rebecca Bailey

Julie Russ Harris

Robin Kane

Joan Kelley

Sky Marietta

Rebecca Givens Rolland

Funders and Partners



Supporting research to improve the lives of young people

Nonie K. Lesaux: rdgstudy@gse.harvard.edu

<http://isites.harvard.edu/lesaux>