

Literacy: A P-3 Pathway

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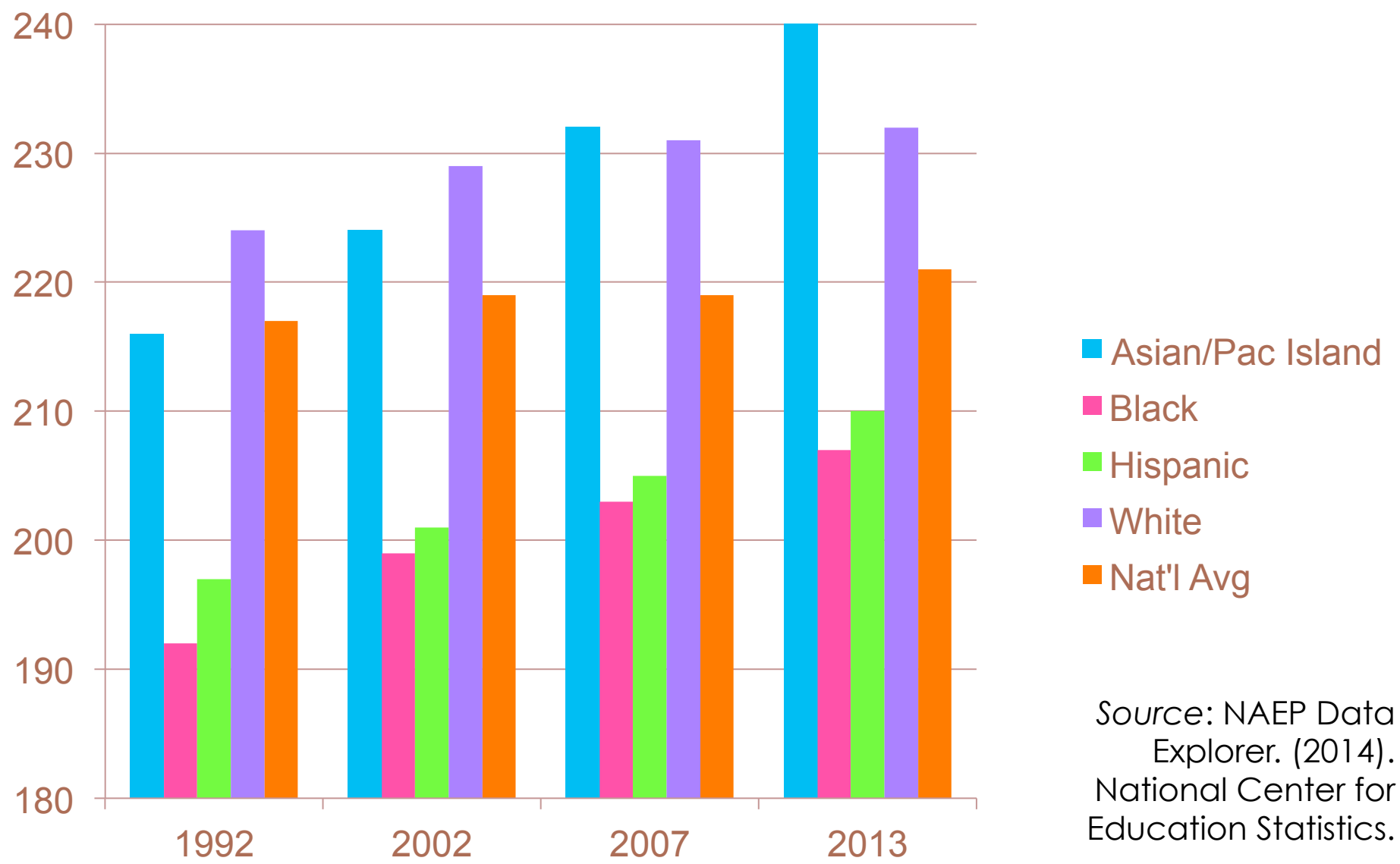
Situating Myself in this Work



Session Goals

- Situate reading development within a **P-3** context
- Examine the role of **language** development in a P-3 Continuum
- Understand the role of **play** in literacy development
- Review the stages of **reading** development from birth through third grade
- Advocate for the ever important role of the **teacher** within the P-3 continuum

Average National NAEP Reading scores: Grade 4 by Race/Ethnicity



Source: NAEP Data Explorer. (2014).
National Center for Education Statistics.

Understanding the “value chain” of the full continuum

The P-3 Continuum:



The P
Part

0-3 programs for infants and toddlers, *and*
for PreK 3- and 4-year olds



FDK

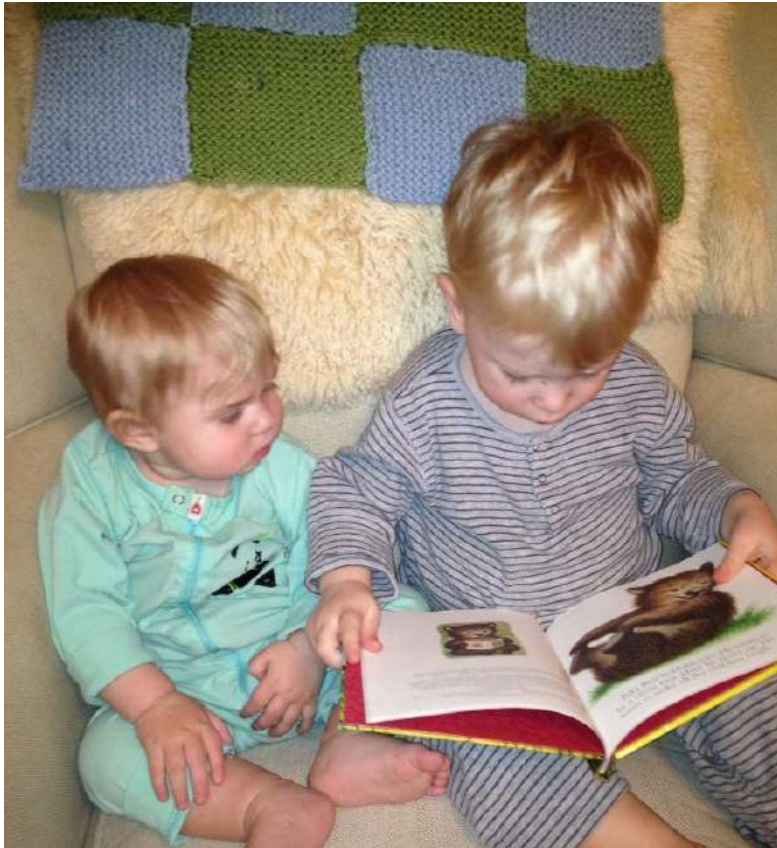
Full Day Kindergarten



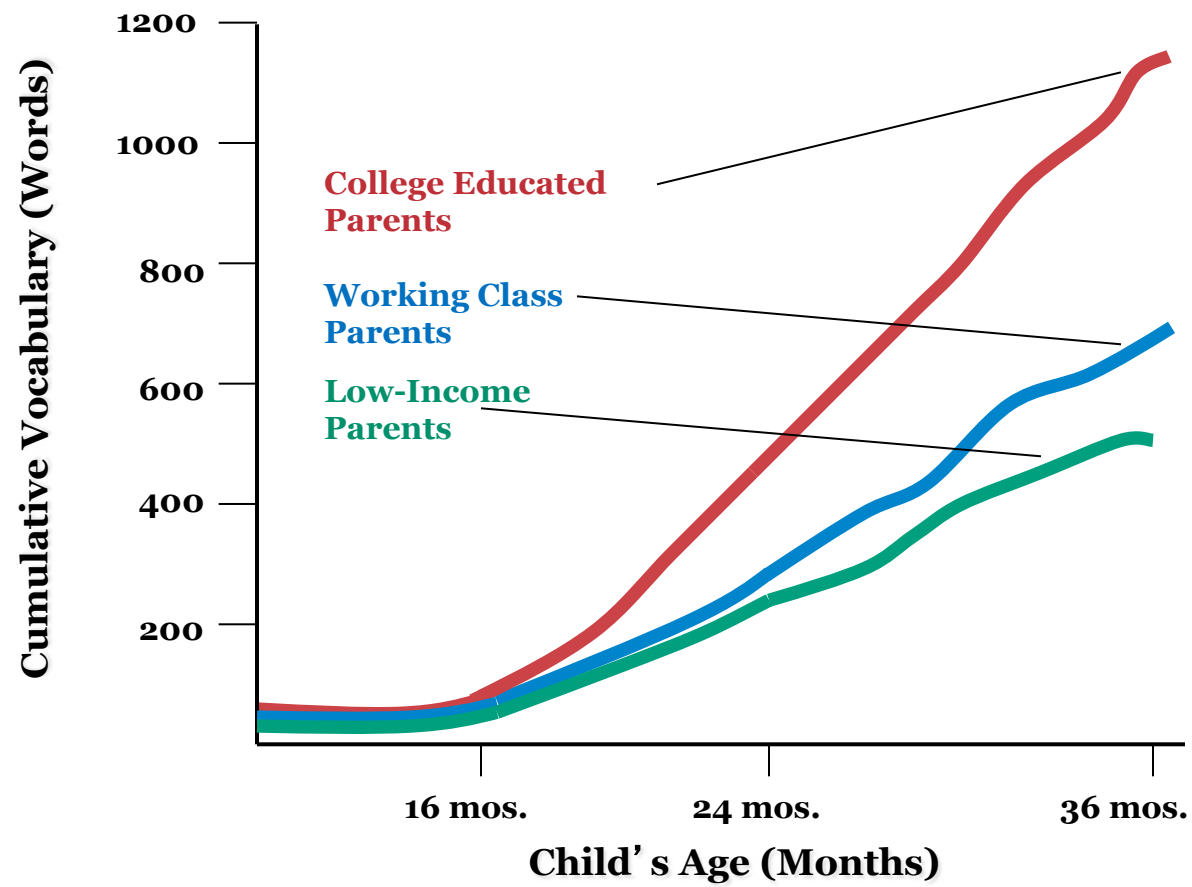
1st_3rd

First through third grade

But Achievement Gaps Start Much Earlier, and Persist



Barriers to Educational Achievement Emerge at a Very Young Age



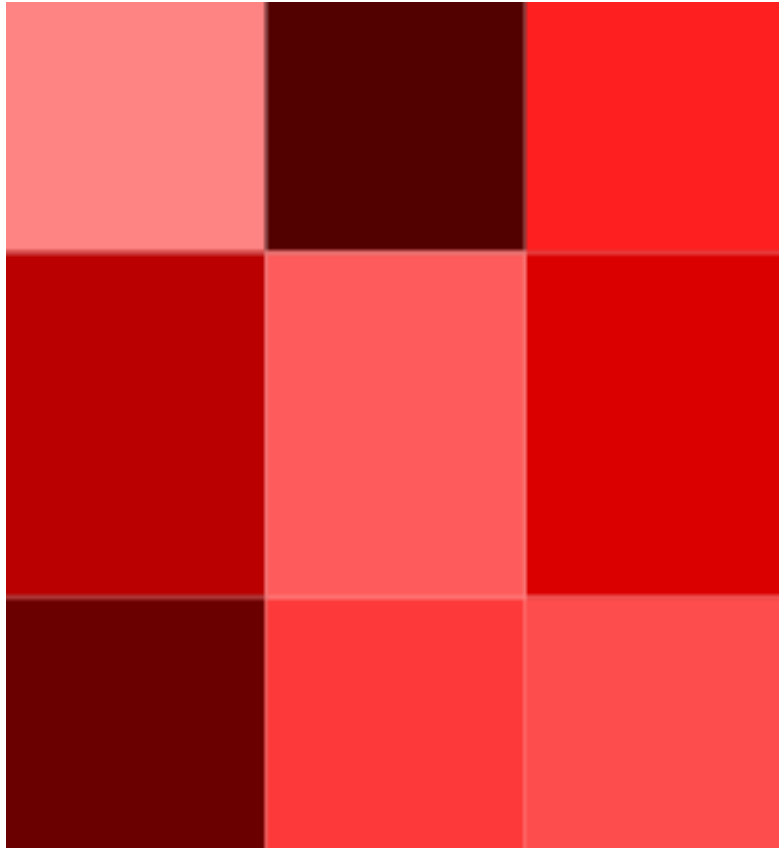
Data Source: Hart & Risley (1995)

Language: 18 months to Age 3



Data Source: Hart & Risley (1995)

Vocabulary and Talk: Opportunity and Necessity



1. Ruby
2. Folly
3. Vermillion
4. Scarlet
5. Crimson
6. Cerise

PLAY

DEFINITIONS, CONTROVERSIES, AND
OPPORTUNITIES

Mounting Evidence of the Benefits of Play

GUIDED PLAY

- ❖ Combining play with structured efforts result in school readiness and long-term learning (Kagan & Lowenstein, 2004)
- ❖ Using guided play to meet learning goals (Kittredge, Klahr, & Fisher, 2014, 2015)

FREE PLAY

- ❖ Highly beneficial for various aspects of child development (Hirsh-Pasek et. Al.,2008; Singer & Singer, 2009)

Play, Language, and Academics

The Literacy Continuum

PreK-3rd Grade Continuum

SOCIO-DRAMATIC PLAY

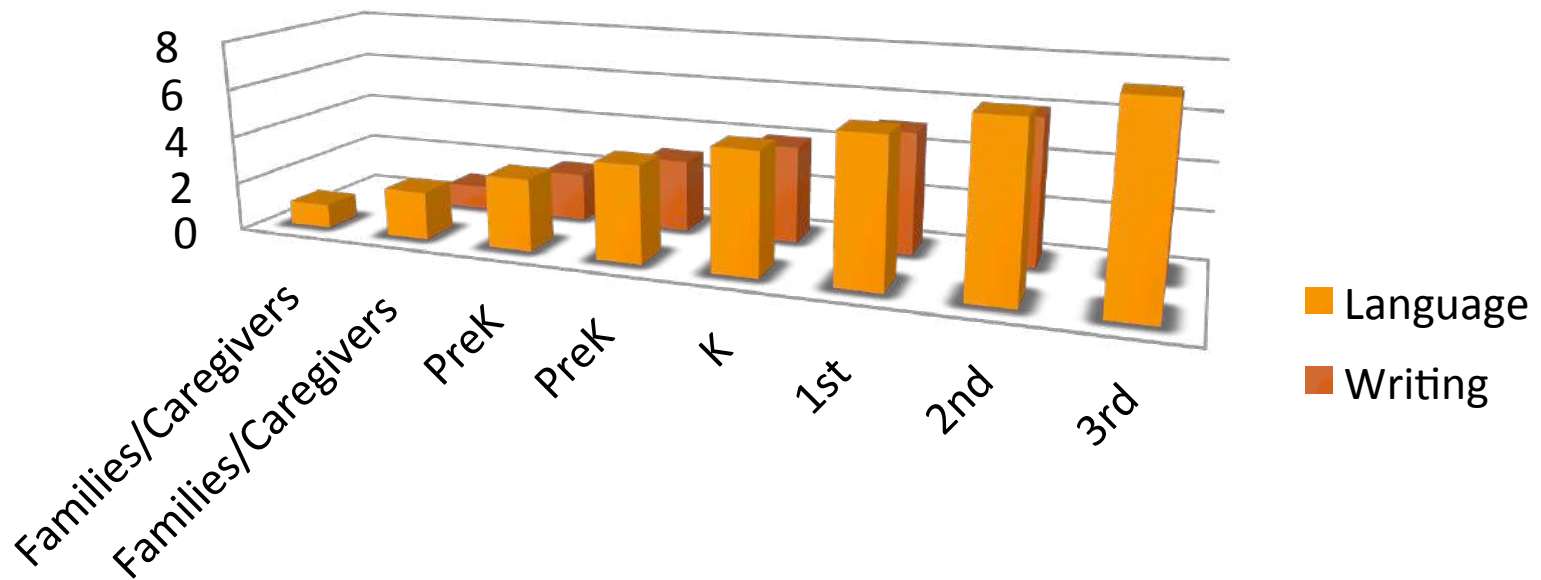


3RD GRADE NATIONAL ASSESSMENT OF NARRATIVE WRITING



Literacy Starts at Birth and Develops along a Continuum

Language and Writing Development



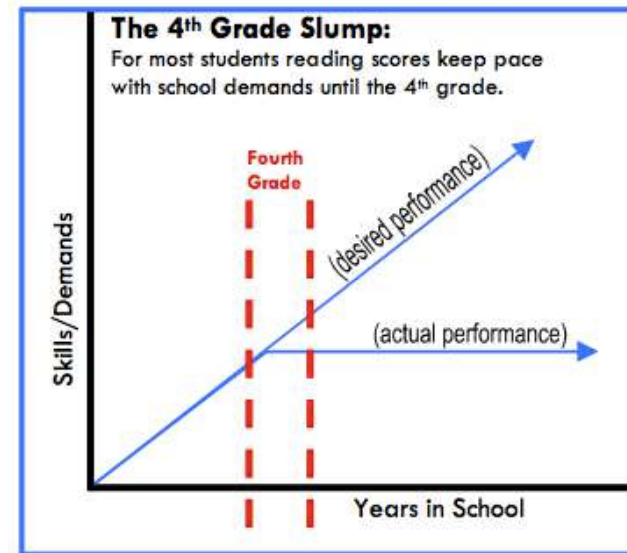
A P-3 Literacy Pathway

	0-36 months	preK-3/4	PreK4/K	1 st Grade	2 nd Grade	3 rd Grade
Early Language and communication	X					
Language, and Early Literacy		X				
Emergent Reading			X			
Early Reading				X		
Transitional Reading					X	
Self-Extending Reading						X

Foundations of Reading Comprehension

- ❖ Transition from “learning to read” to “reading to learn” by 3rd grade
- ❖ 4th grade slump in reading

- (e.g. Chall, 1983; 1996; Chall, Jacobs, & Baldwin, 1990; Dickinson, McCabe, Anastasopolous, Peisner-Feinberg, & Poe, 2003; Snow & Uccelli, 2009)



Fourth Grade Slump

Source: Alliance for Excellent Education, Policy Brief, June 2006, p.3.

Achievement Gap: Variation in children's reading comprehension

❖ Socio-economic status (SES)

- (e.g. Bowey, 1995; Hecht, Burgess, Torgesen, Wagner, & Rashotte, 2000; Raz & Bryant, 1990; National Assessment of Education Progress (NAEP), 2014; Noble, Farah, & McCandliss, 2006; White, 1982)

❖ English-language learners (ELL)

- (e.g. NAEP, 2014; Snow & Biancarosa, 2003)

Attempts at solutions to closing the reading achievement gap

- Curriculum and pacing guides
- Assessments and interventions
- Extra support (aids, volunteers, and specialists)

Research Consensus: Parents, Caregivers, and Educators Have the Most Influence on academic achievement

- ✓ These adults lack supports to provide high-quality interactions or instruction

What's needed: Aligned P-3 Approaches, and Expert Practitioners

1. Adopt or align a set of comprehensive (0-8) language and literacy standards to inform curricula and assessments.
2. Engage and support Parents, Early Learning Teachers, and K-3 Teachers as partners in early language, literacy and reading development.
3. Equip 0-8 educators with the necessary skills and knowledge for improving language and reading proficiency.

*Teachers
Talk Less*

**Kids
Talk
More**

