



LANGUAGE DIVERSITY AND LITERACY DEVELOPMENT RESEARCH GROUP

increasing opportunities-to-learn for all // dedicated to the science of learning // informing research, practice, and policy

COMPREHENSIVE LITERACY REFORM: INCREASING OPPORTUNITIES TO LEARN FOR ALL CHILDREN

Nonie K. Lesaux, PhD

Harvard Graduate School of Education

August 25, 2014

Joint Meeting, Legislative Finance Committee and
Legislative Education Study Committee
Las Vegas, NM

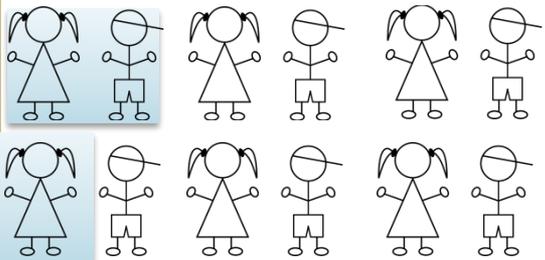
TODAY'S AGENDA: THREE GUIDING QUESTIONS

1. How did we come to a 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?

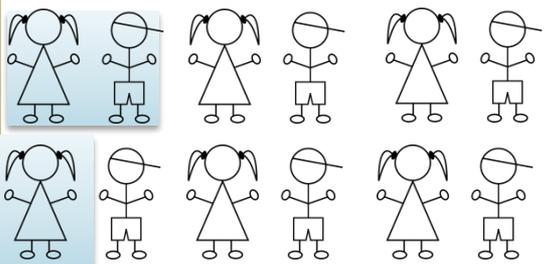
GROWING UP IN THE U.S.



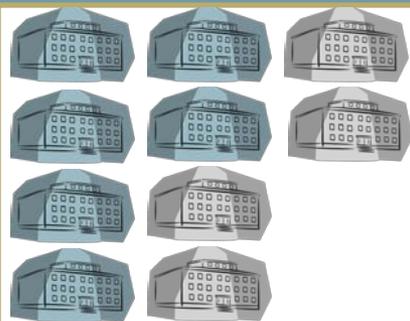
U.S. Children...



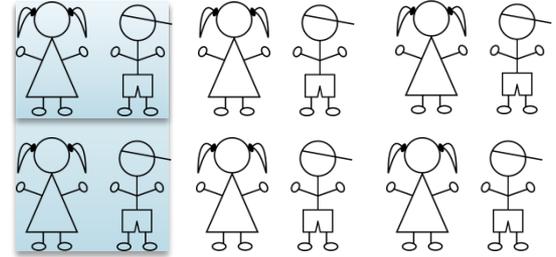
26% of children, ages 0-5, live in poverty



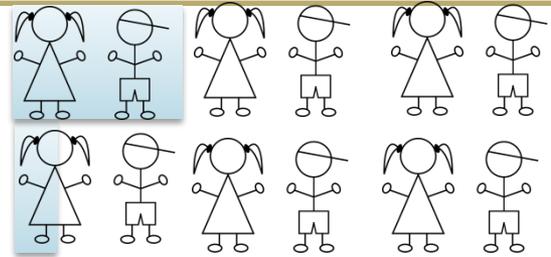
24% are children of immigrants



60% of children age 3 to 5 enrolled in early education and care



33% of children, ages 0-5, live in poverty



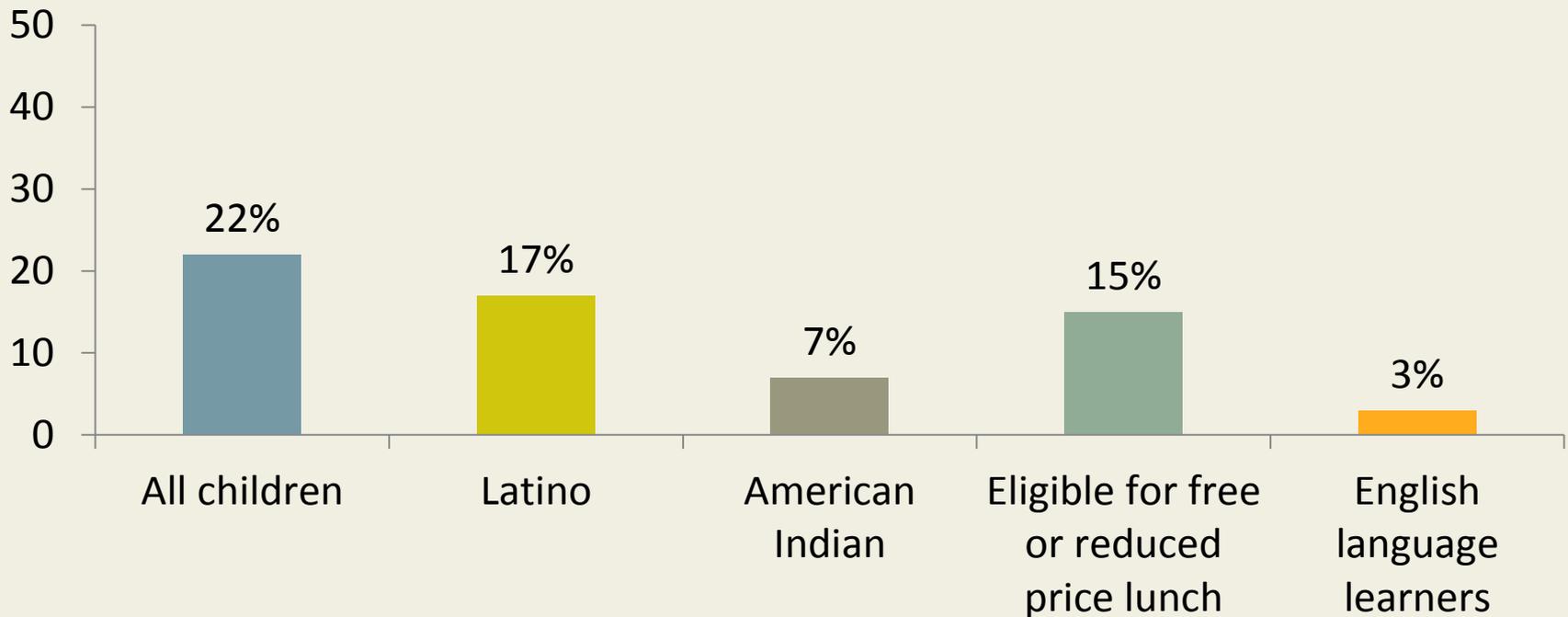
22% of children and youth are children of immigrants



52% of children age 3 to 5 enrolled in early education and care

FOURTH GRADE READING PROFICIENCY IN NEW MEXICO

NM 4th Graders Who Scored At or Above Proficient 2013 National Assessment of Educational Progress



WHAT IS READING?

4 sounds, 1 word:
/s/ /p/ /ee/ /d/

“-igh family”

high

sigh

thigh

/H/

Cognitive
strategies

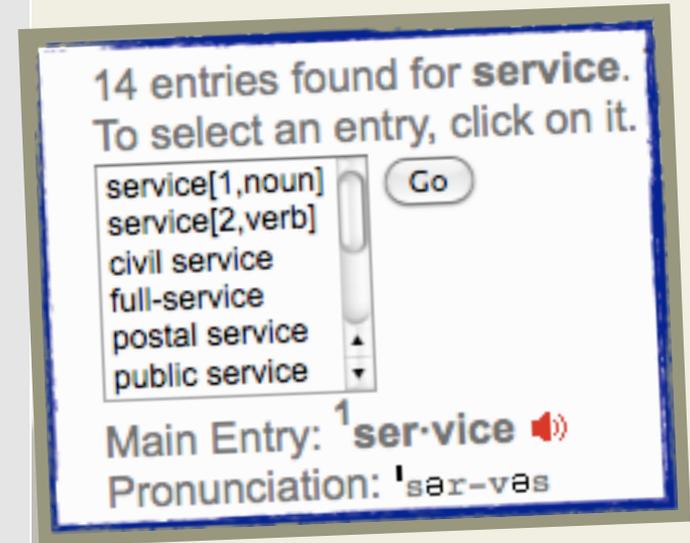
Interest and
motivation

Understanding of
language

Relevant background
knowledge

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.



Vocabulary

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

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Meaning-based Skills

Cognitive
strategies

Vocabulary

Relevant background
knowledge

Understanding of
language

Interest and
motivation

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

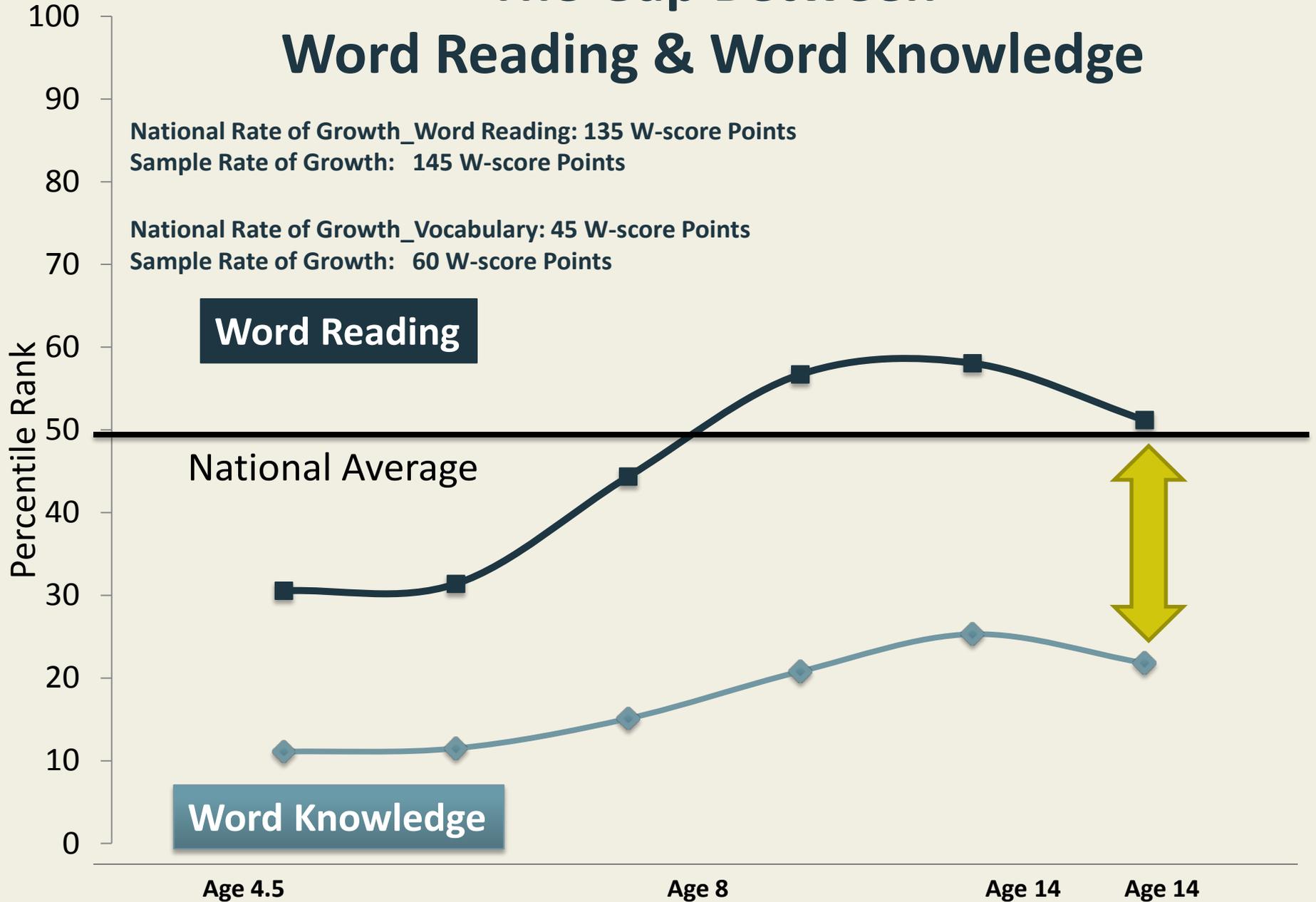
And so began one of the biggest populist campaigns ever seen in America – the crusade to harness the railroad robber barons. Before long, that drive had spread to Washington where in 1887, Congress legislated not out of reason but out of fear to create the Interstate Commerce Commission. Remember that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

High School

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 Average

Word Knowledge

Age 4.5

Age 8

Age 14

Age 14

What does this mean for our learners?

3 LESSONS LEARNED

WHAT DOES THIS MEAN FOR OUR LEARNERS?



The Key Link Between
Reading & Language
Development

Thinking Past
“Proficiency”



Strong and Supportive
Interactions Across
Contexts

What are key strategies for increasing the quality of children's language and learning environments?

UNPACKING A COMPREHENSIVE PLAN

COMPREHENSIVE LITERACY 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 &
Implementatio
n for Impact

Ongoing
Assessment
of Children &
Settings

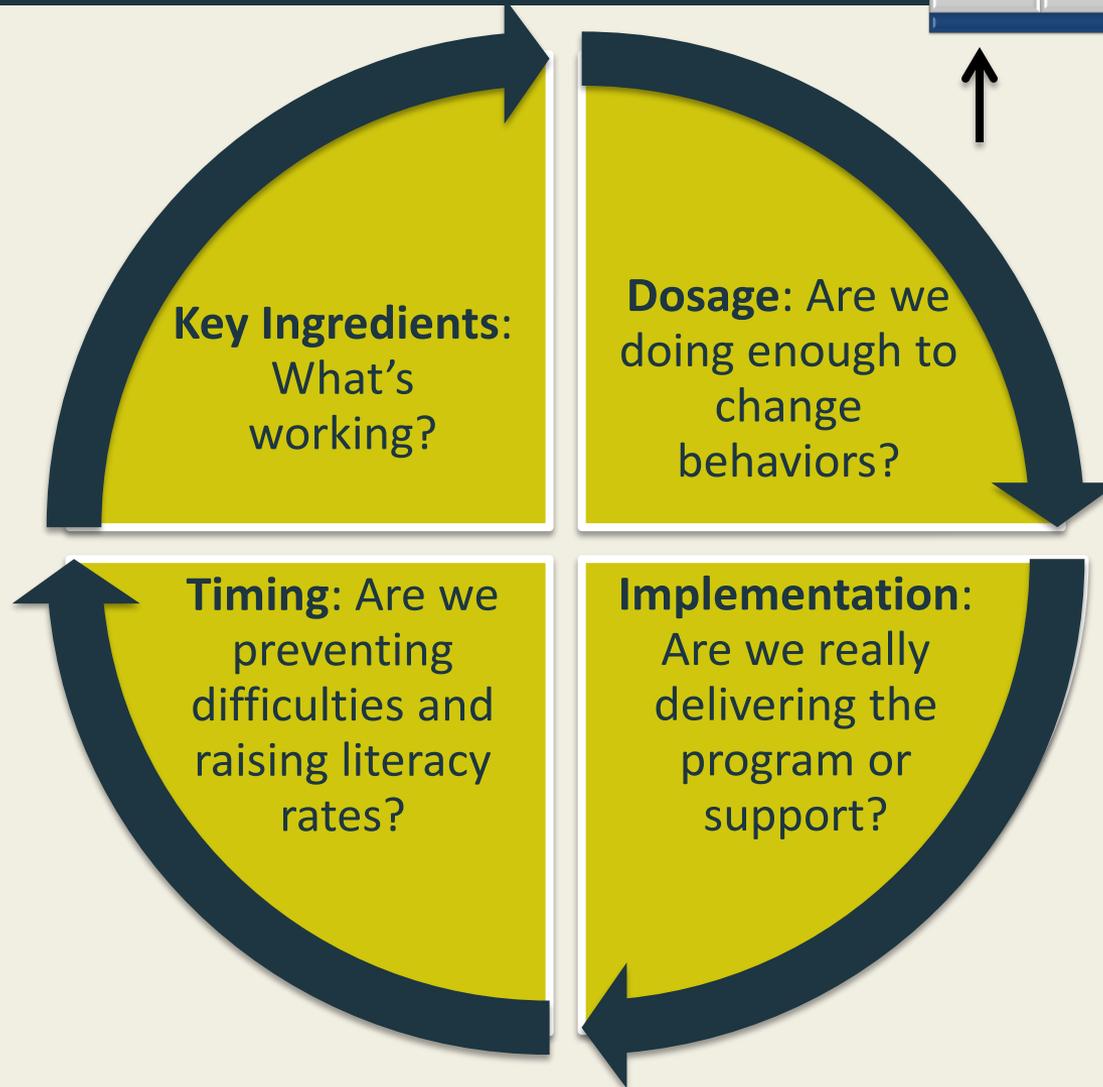
Re-Defined
Adult
Capacity-
Building
Models

Language-
Rich,
Rigorous, and
Engaging
Curricula

Partnerships
with families
focused on
language &
learning

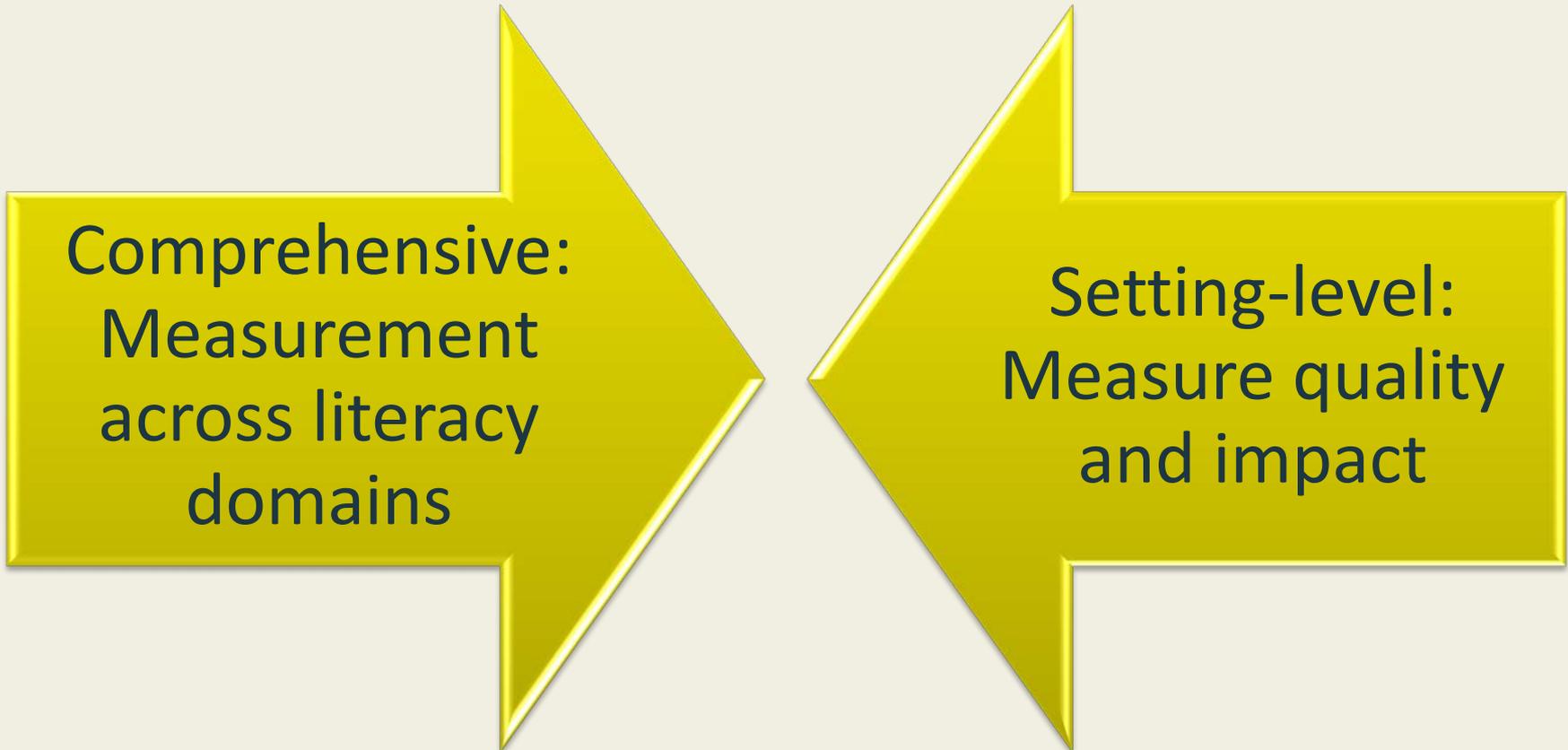
ENSURE PROGRAMS ARE DELIVERED WITH SUFFICIENT INTENSITY, DURATION, AND SCOPE (BEFORE SCALING UP)

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



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



Use Language-rich, rigorous, and engaging literacy curricula

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

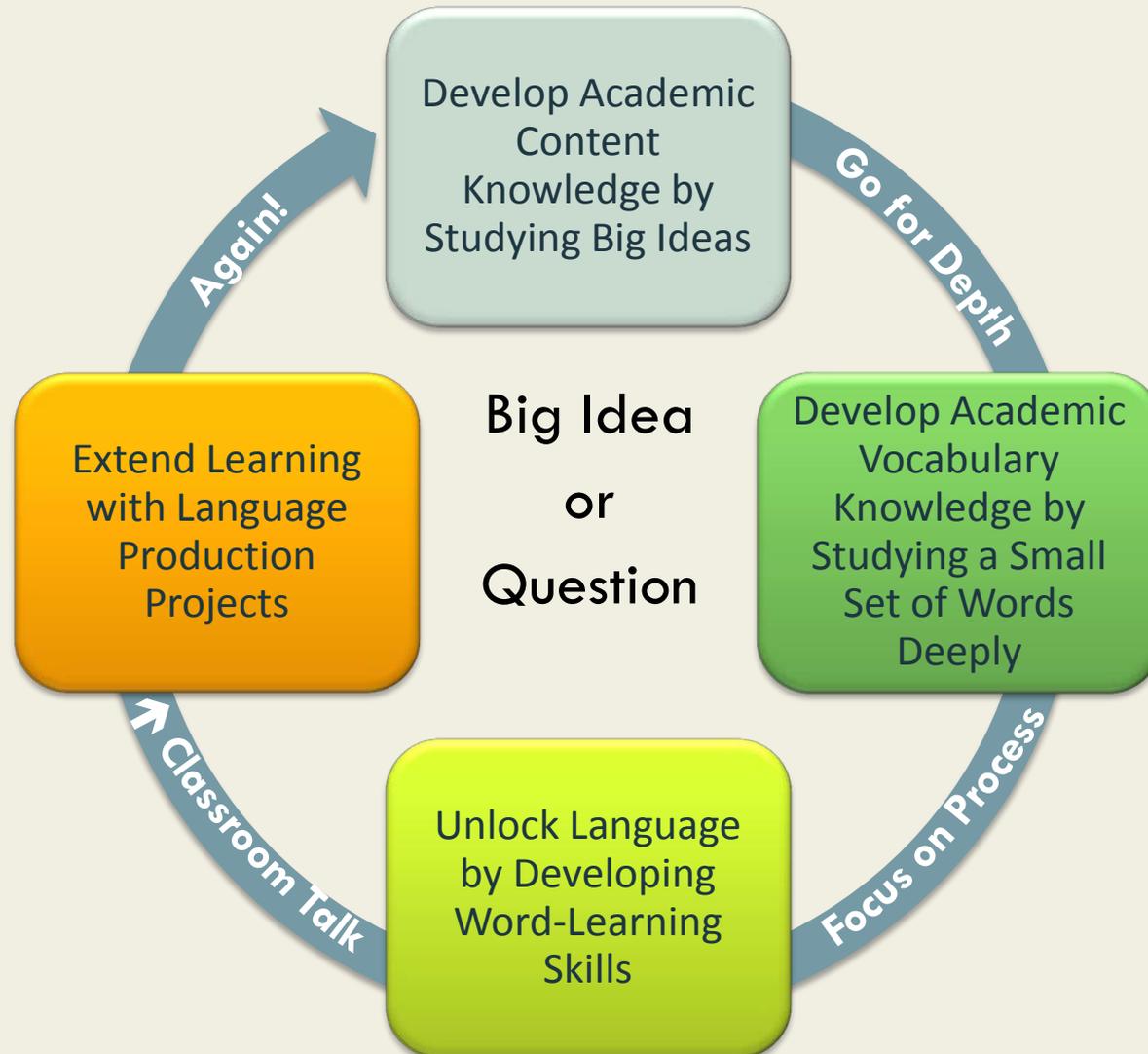


We can't
confuse curricula
with good
teaching



**But we can
support good teaching
with high-quality,
comprehensive curricula**

KNOWLEDGE-BUILDING LITERACY INSTRUCTION



PARTNERSHIPS WITH FAMILIES

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

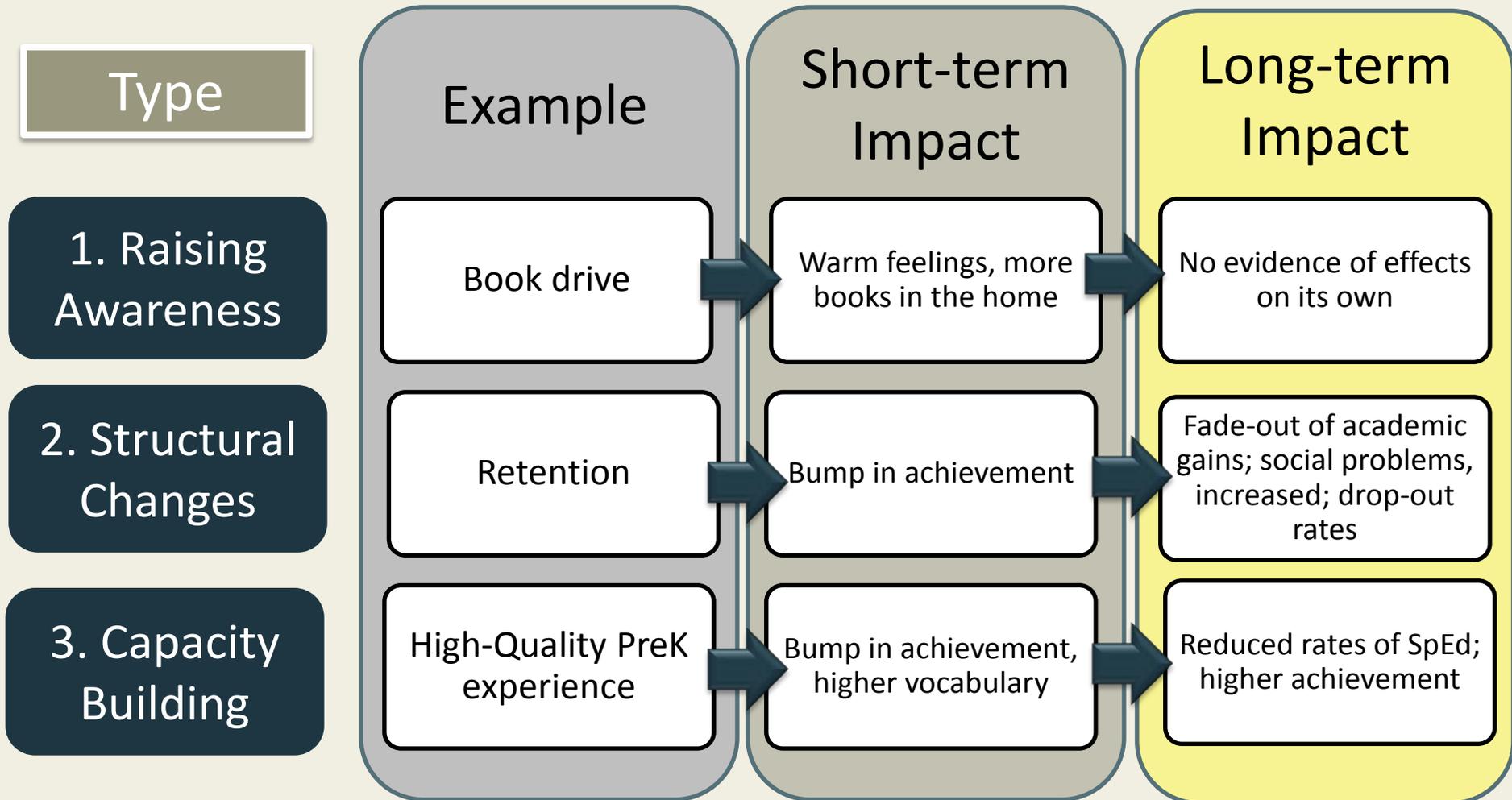
Partnerships with families focused on language & learning

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

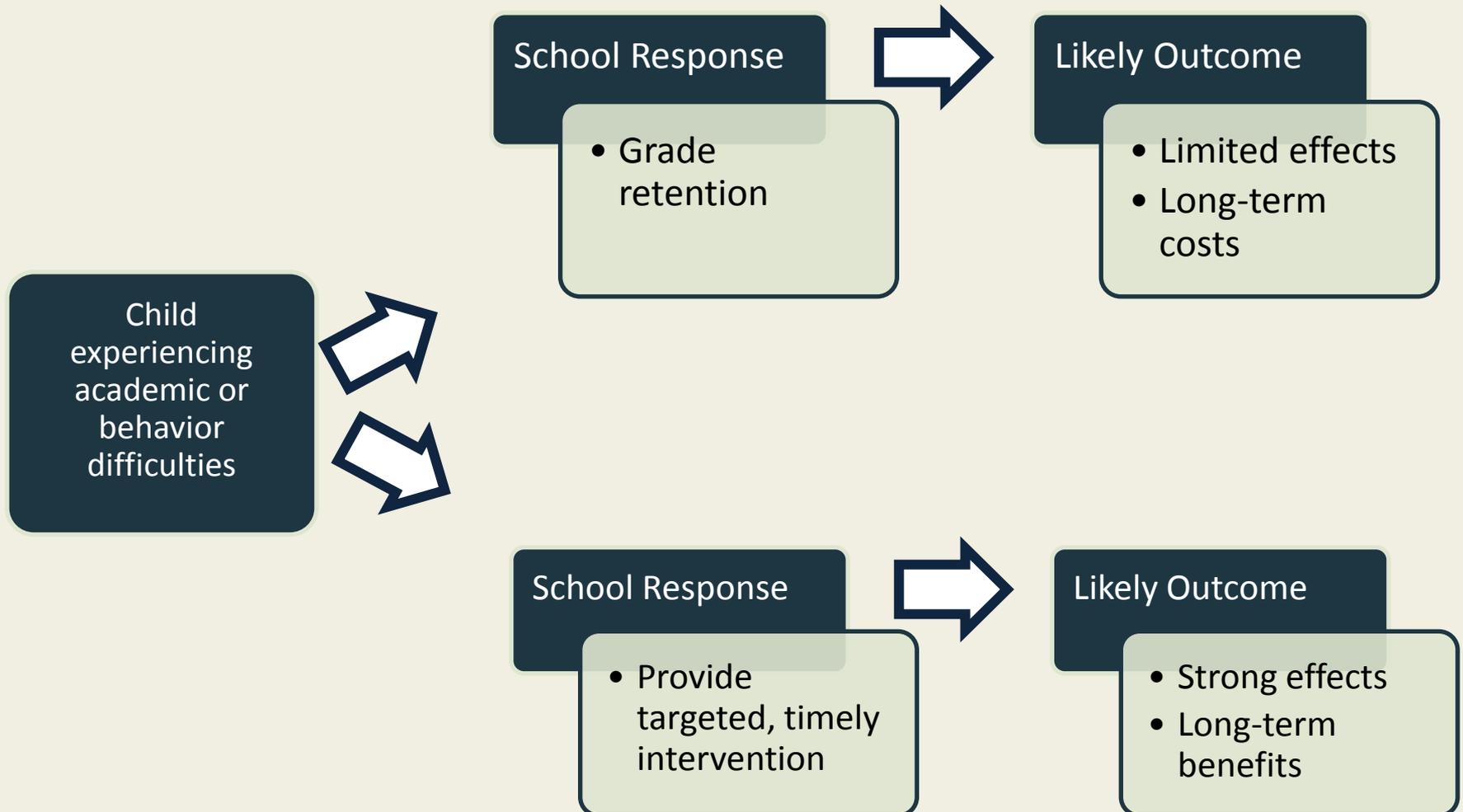
1. Build relationships with *all* families
2. Share literacy progress
3. Encourage families to read, talk, and play



FOCUSING EFFORTS: 3 BROAD TYPES OF INITIATIVES



STRUCTURAL V. CAPACITY-BUILDING LEVERS: A CAUTIONARY TALE



Improving Reading in NM



**Capitalize on
attributes &
resources**

**Elevate the bar
for children at
every reading
level**

**Increase
individual &
societal
prosperity**