

# Language is the foundation for Literacy.



**Every year in the U.S., more than **1 in 3** children enter kindergarten without the fundamental language skills necessary to learn how to read<sup>1</sup>.**

In a two-and-a-half-year longitudinal study of children from 42 diverse families, researchers conducted monthly hour-long observations of everything said by, to, and around each child during unstructured activities in their homes (Hart & Risley, 1995).

Researchers sought to determine why children differed significantly in terms of the age at which they began to learn a language and how fast they learned the language once they began. Families represented lower, middle, and upper socioeconomic status (SES). Researchers found that race and gender were not significant factors influencing a child's language development. However, the economic status of the family strongly correlated with the language development of the child within the study.

**Children living in poverty were found to have acquired less than a third of the vocabulary of high SES families by the age of three.** Vocabulary acquisition was highly correlated to the number of language experiences in the home. In a typical hour, the average child in a high SES family heard 2,153 words, while a child in a low SES family heard only 616 words.

## **The Problem**

- ▶ Many students enter kindergarten without adequate language skills
- ▶ Students lack background information and vocabulary
- ▶ Students from bilingual homes may not be fluent in either language
- ▶ Students have deficits with academic language

## **The Solution**

**Language for All – for Learning, for Thinking and for Writing**, a complete PreK-5 language development series, gives students the critical skills needed to achieve in the classroom. These research-proven, direct instruction programs teach students vocabulary, grammar, comprehension, reasoning, critical thinking, and writing concepts. It helps them develop both oral and written language by communicating and understanding the thoughts of others, solving problems, engaging in higher order thinking, and applying instructional language through written responses.

## **Reasons to Choose Language for All series**

- ▶ Easy to use and implement
- ▶ Research-proven, Direct Instruction approach
- ▶ Compliments any ELA, ELL, SPED curriculum
- ▶ 30–45 minutes of instructional time
- ▶ Highly engaging lessons and activities



## Language for Learning

**Grades PreK-2**

**Language I / ELL Levels 1, 2, 3**

Language for Learning helps kindergarten and primary age children, as well as ELL learners, achieve strong expressive and receptive language. Or achieve strong oral language development. Students learn the words, concepts, and statements important to both oral and written language.

### Teacher Materials

- ▶ Spiral-bound Presentation Books (4)
- ▶ Teacher's Guide
- ▶ Behavioral Objectives Book
- ▶ Skills Profile Folder
- ▶ Picture Book for Assessment
- ▶ Answer Key

### Español to English

#### Teacher Materials

- ▶ Presentation Book
- ▶ Teacher's Guide

#### Student Materials

- ▶ Workbook A/B
- ▶ Workbook C/D

## Language for Thinking

**Grades 1–3**

**Language II / ELL Levels 3, 4, 5**

Language for Thinking builds on the concepts, vocabulary, and statement patterns introduced in Language for Learning but focuses on the reasoning and critical-thinking skills. Sequenced activities, vocabulary development, extensive practice, retelling exercises, and inference activities set the stage for reading comprehension and the grammatical analysis of written language.

### Teacher Materials

- ▶ Spiral-bound Presentation Books (3)
- ▶ Teacher's Guide
- ▶ Answer Key
- ▶ Behavioral Objectives Book
- ▶ Student Picture Book

### Mastery Test Package

- ▶ Teacher Handbook with Blackline Masters
- ▶ Picture Book

#### Student Materials

- ▶ Workbook

## Language for Writing

**Grades 2–5**

**Language III / ELL Levels 3, 4, 5**

Language for Writing teaches students the conventions of clear writing, the vocabulary needed to describe actions, events, and objects; and the sentence structures required to put complex ideas into writing. Ongoing exercises teach students how to write narratives, use specific words, make precise comparisons, summarize, and proofread.

### Teacher Materials

- ▶ Spiral-bound Presentation Books (2)
- ▶ Teacher's Guide
- ▶ Answer Key

### Student Materials

- ▶ Textbook (softcover)
- ▶ Workbook

COUNCIL ON EARLY CHILDHOOD. Literacy Promotion: An Essential Component of Primary Care Pediatric Practice. *Pediatrics* August 1, 2014;134(2): 404-409. doi: 10.1542/peds.2014-1384

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Paul H Brookes Publishing.