



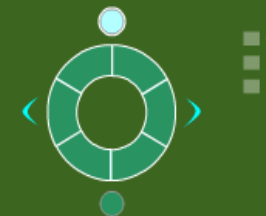
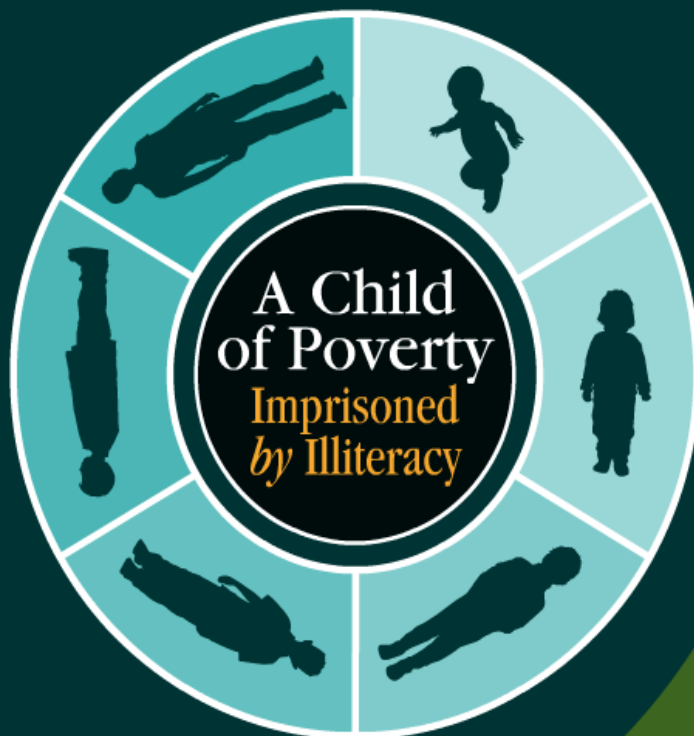
Every word parents say is
like a penny in the bank of a
child's mind

Dr. Dana Suskind
University of Chicago
30 Million Words Project



Breaking the Cycle

A Brief Analysis of a National Crisis



“We’ve got to figure out how to break the cycle of poverty, and the way we’re doing it now isn’t working. An affluent 5-year old has about the same vocabulary as an adult living in poverty.”

Hank M. Bounds, PhD
Mississippi Commissioner of Higher Education
Former Superintendent of Education, Mississippi

continue 

Early Language Experiences

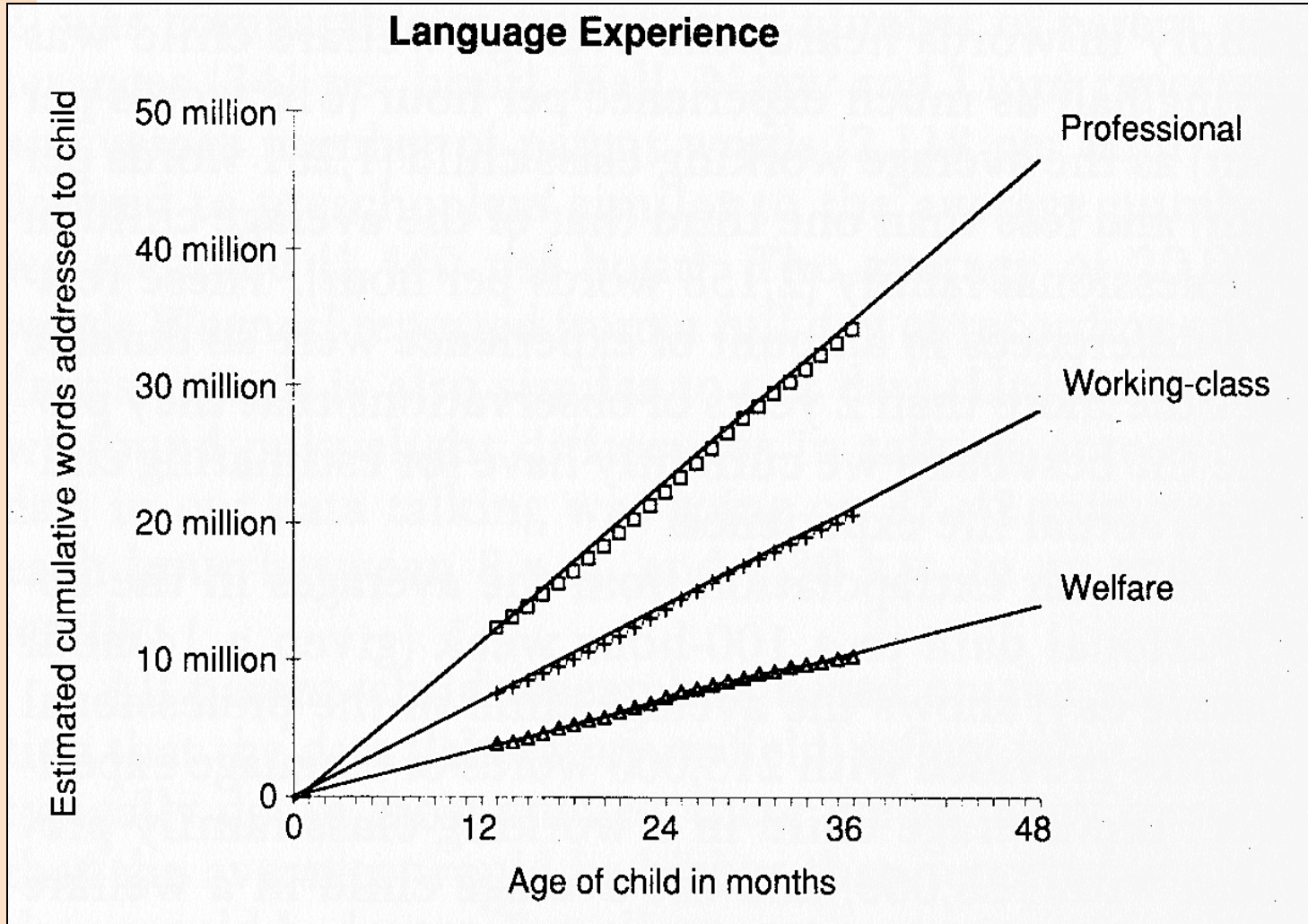


Quantitative Differences

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	Words heard in 4 years
Professional Family Child	2,153	215,000	11 million	45 million
Working Class Family Child	1,251	125,000	6 million	26 million
Welfare Family Child	616	62,000	3 million	13 million

Hart & Risley (1995)

Language Experience Varies



Hart & Risley, (1995) Meaningful Differences

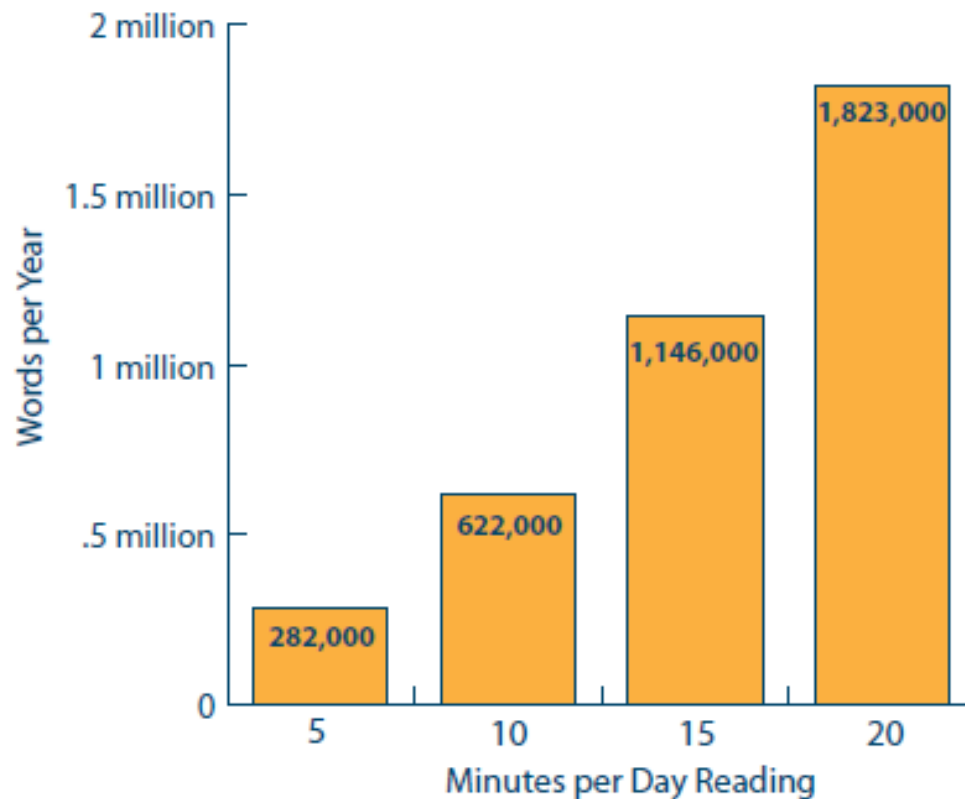
Language Experience Varies



Welfare:	5 affirmations	11 prohibitions
Working Class:	12 affirmations	7 prohibitions
Professional:	32 affirmations	5 prohibitions

Hart, B. & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore: Paul H. Brookes.

Language Experience Matters



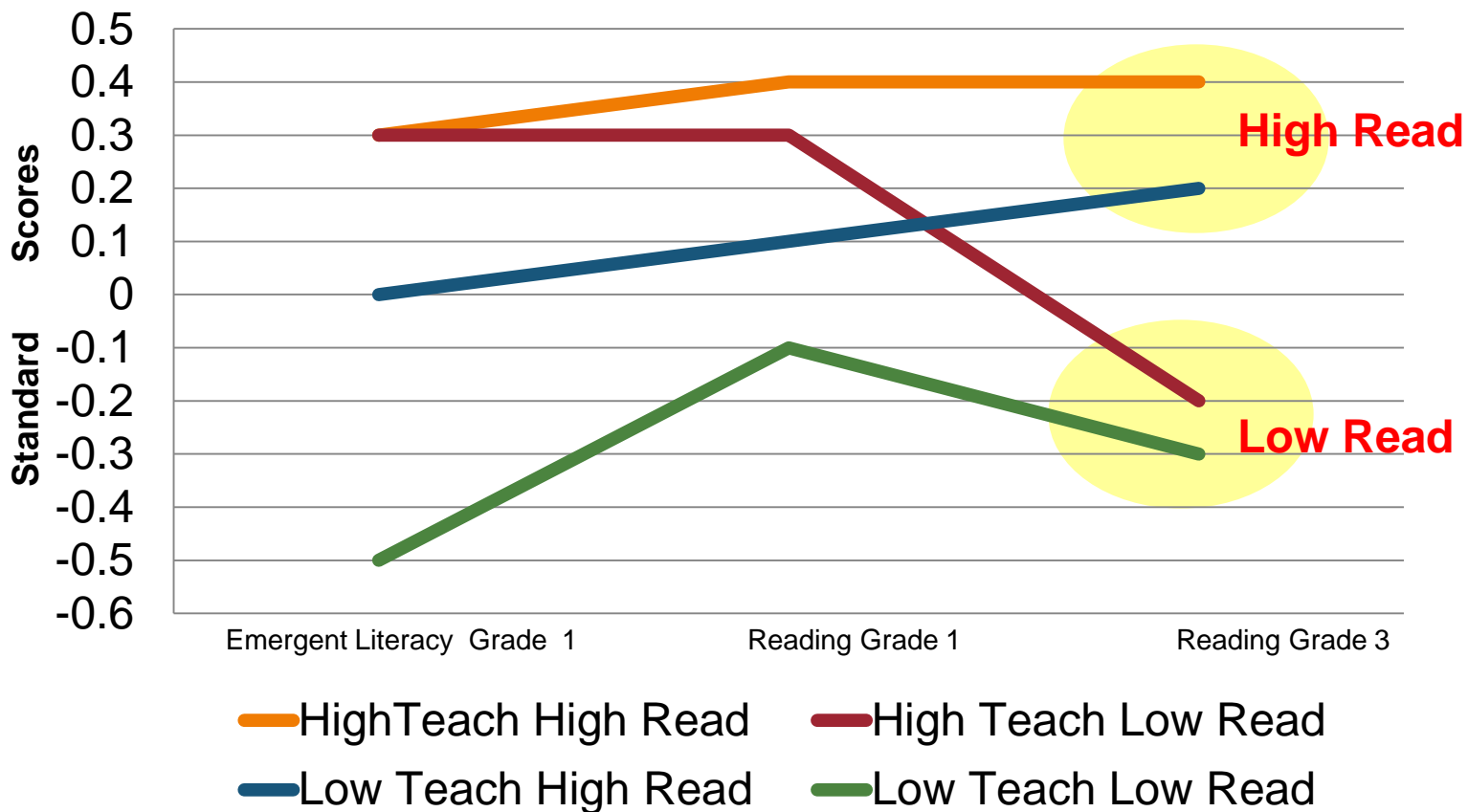
Source: Adapted from Anderson, R.C., Wilson, P.T., Fielding, L.G. (1988). "Growth in Reading and How Children Spend Their Time Outside of School," *Reading Research Quarterly*, 23(3), pp. 285-303.



Phonics is NOT enough.



Children's Emergent Literacy Skills as a function of teaching Literacy and Reading



STRANDS OF EARLY LITERACY DEVELOPMENT

LANGUAGE COMPREHENSION

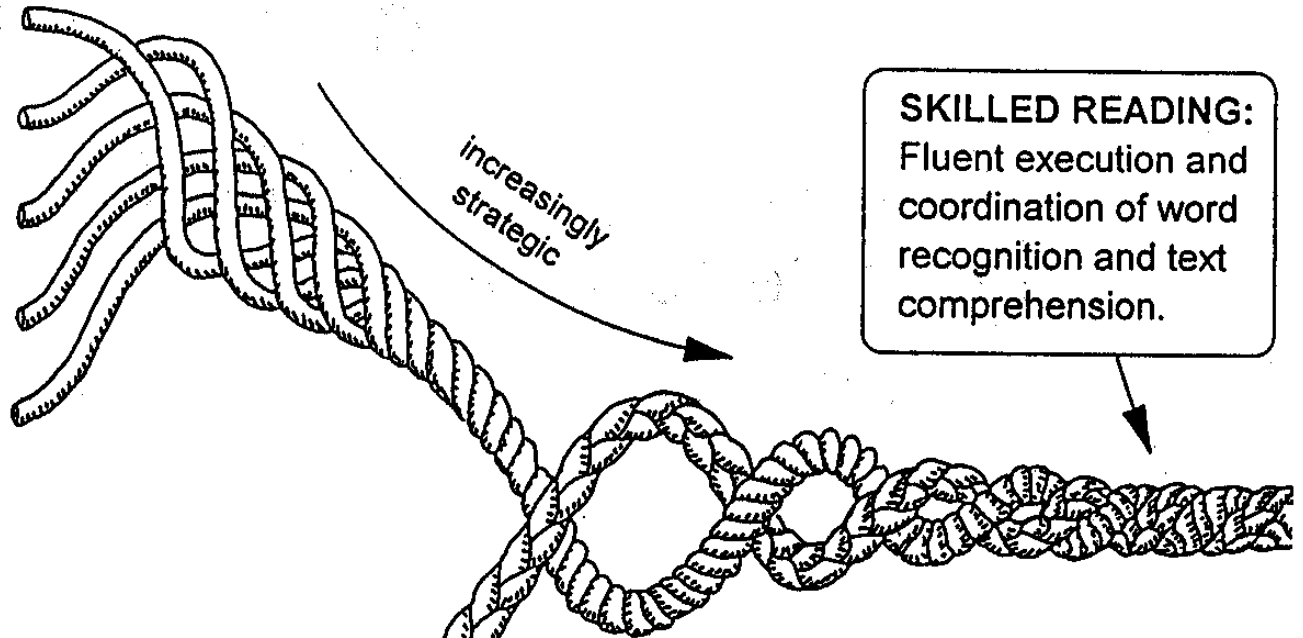
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)



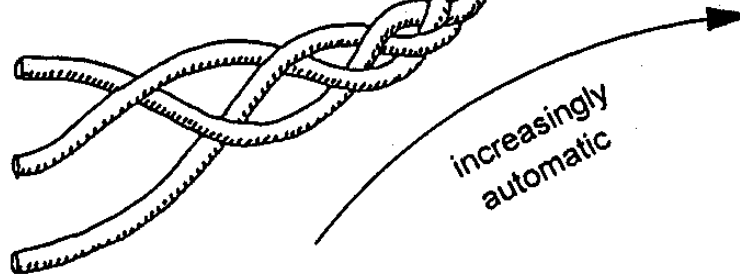
SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)





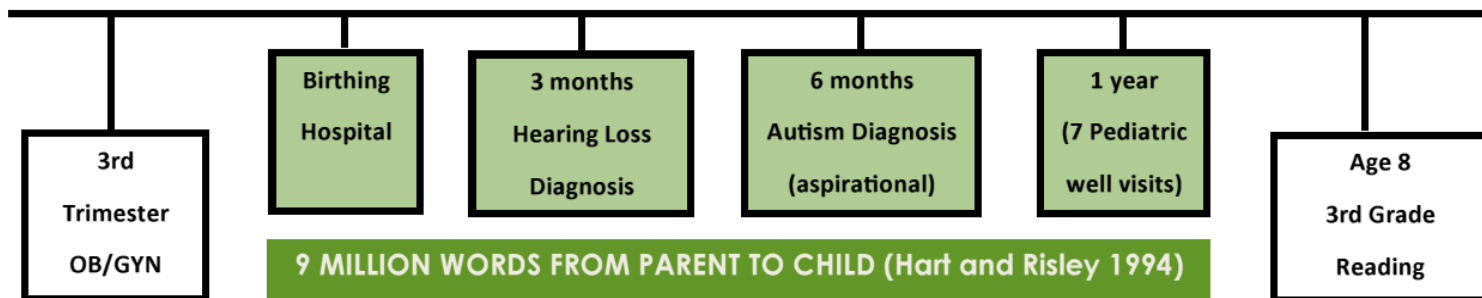
TALK WITH ME BABY

DEPARTMENT OF PUBLIC HEALTH

GEORGIA LANGUAGE NUTRITION CAMPAIGN

PARTNERS:

Department of Public Health, Annie E. Casey Grade Level Reading Campaign, Georgia Pathway for Language & Literacy (funded by State Department of Education payment to The Rollins Center) & Georgia English Learner Coalition (Funded by The Goizueta Foundation grant to The Rollins Center), Marcus Center for Autism, Atlanta Speech School & The Rollins Center



LET GEORGIA HEAR

Insurance Coverage - Hearing Aids

Website: <http://www.letgeorgiahear.org/>

Led by former Hamm Center Parents Kelly Jenkins & Sara Kogon