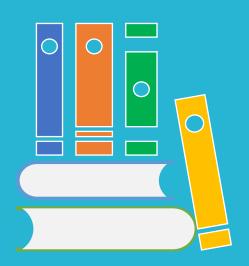
ORAL ACADEMIC LANGUAGE PROMOTES READING AND WRITING

Fluent word reading is necessary for reading comprehension, but not sufficient.

Although reading comprehension strategies (e.g., main idea, summarizing) can have short-term effects, if students do not understand the language, strategy instruction will be ineffective.

Skilled reading and writing require the integration of background knowledge, inferencing, vocabulary, complex syntax, and discourse structures, all of which can be learned and practiced in the absence of text.





It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap.

Academic language is the pivotal skill repertoire for closing the achievement gap and attention to it is nearly absent in primary grades.

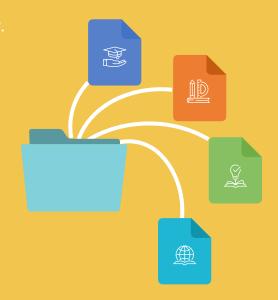
Academic language involves the understanding and production of discourse structures, vocabulary, and complex syntax.

Young students cannot write what they cannot think or say

Vocabulary instruction alone does not translate to reading comprehension improvements.

Integrated oral academic language instruction improves reading comprehension and writing.

Preventing reading comprehension and writing problems in early grades is easier and less expensive than remediating them in later grades.



ORAL ACADEMIC LANGUAGE PROMOTES READING AND WRITING

REFERENCES

- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in the Public Interest, 19(1), 5-51.
- Catts, H. W. & Hogan, T. P. (2003). Language basis of reading disabilities and implications for early identification and remediation. Reading Psychology, 24(3-4), 223-246.
- Catts, H. W., Kamhi. A. G. (2017). Prologue: Reading comprehension is not a single ability. Language, Speech, and Hearing Services in Schools, 48(2), 73-76.
- Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C. (2010). Ameliorating children's reading-comprehension difficulties: A randomized controlled trial. Psychological Science, 21(8), 1106-1116.
- Catts, H. W., & Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. Journal of Speech, Language, and Hearing Research, 49(2), 278-293.
- Cummins, J. (2014). Beyond language: Academic communication and student success. Linguistics and Education, 26, 145-154.
- Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. Educational Researchers, 39(4), 305-310.
- Fricke, S., Bowyer-Crane, C., Haley, A. J., Hulme, C., & Snowling, M. J. (2013). Efficacy of language intervention in the early years. Journal of Child Psychology and Psychiatry, 54(3), 280-290.
- Hirsch, E. D., (2003). Reading comprehension requires knowledge-of words and the world. American Educator, 27(1), 10-13.
- Nation, K. Cocksey, J., Taylor, J. S., & Bishop, D. V. (2010). A longitudinal investigation of early reading and language skills in children with poor reading comprehension. Journal of Child Psychology and Psychiatry, 51(9), 1031-1039.
- Schleppegrell, M. J. (2012). Academic language in teaching and learning: Introduction to the special issue. The Elementary School Journal, 112(3), 409-418.
- Shanahan, T. (2006). Relations among oral language, reading, and writing development. In C. A. MacArthur, S. Graham, J. Fitzgerald, C. A. MacArthur, S. Graham, J. Fitzgerald (Eds.), Handbook of writing research (pp. 171-183). New York, NY, US: Guilford Press.
- Snow, C. E., & Uccelli, P. (2008). The challenge of academic language. In Olson, D. R. & N. Torrance (Eds), The Cambridge Handbook of Literacy (pp. 112-133). Cambridge: Cambridge University Press.
- Spencer, T. D., & Petersen, D. B. (2018). Bridging oral and written language: An oral narrative language intervention study with writing outcomes. Language, Speech, and Hearing Services in Schools, 49, 569-581.