

**2018-2019 Distinguished Lecturer Series**  
**Kathy Hirsh-Pasek, Ph.D.**  
December 12, 2018

**Kathryn Hirsh-Pasek** is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution. Her research examines the development of early language and literacy as well as the role of play in learning. With her long-term collaborator, Roberta Golinkoff, she is author of 14 books and hundreds of publications, she is the recipient of the AERA Outstanding Public Communication for Education Research Award, the American Psychological Association's Bronfenbrenner Award, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award, the Society for Research in Child Development, Distinguished Scientific Contributions to Child Development Award and the APA Distinguished Lecturer Award. She is a Fellow of the American Psychological Association and the American Psychological Society, is the President of the International Society for Infant Studies and served as the Associate Editor of *Child Development*. She is on the Steering Committee of the Latin American School for Education, Cognitive Neural Science as well as on the advisory board for Vroom, The Boston Children's Museum, Disney Junior, The *Free to Be Initiative* and Jumpstart. Her book, *Einstein never used Flashcards: How children really learn and why they need to play more and memorize less*, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003. Her recent book, *Becoming Brilliant: What the science tells us about raising successful children*, released in 2016 was on the NYTimes Best Seller List in Education and Parenting. Kathy received her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania and is a frequent spokesperson for her field appearing in the NYTimes, npr and in international television outlets.

**Presentation Title:** How high quality language environments create high quality learning environments

Over a dozen state governments have already passed laws mandating that all children must read at grade level in third grade if they are to progress through formal school. Spurred by the Grade Level Reading Campaign, the call is to renewed emphasis on early reading achievement as a gateway for further learning and success. In this talk, I argue that the best way to ensure strong reading skills is not with a laser focus on reading, but also by turning our attention to building strong language skills in early childhood. We have learned much in the past 30 years about how children learn and process language. Distilling from the language literature, I present 6 principles of language learning that can help build a strong foundation for language learning and for later reading success. Throughout, I review the literature on language development and add newer research generated in our labs to bridge the gap between the what we know from our science of learning and what we do in our homes and classrooms. I also share some of our latest studies at evidence-based assessment and intervention to demonstrate how we can use findings in language development to foster precisely the skills children will need to use language for reading.