

THE CURRENT PATTERN

School and home are drawn as separate territories in the development landscape of children aged 0 - 8.

OUR UNDERSTANDING

A young child's language and literary development begins long before kindergarten. Research shows that a child's vocabulary at age three can predict their grade 3 reading performance.

THE NEED

There is demand to enrich the reading landscapes of children both at home and at school, and to create a bridge between the two environments.

OUR APPROACH

1. Build purposeful integrated networks to strengthen reading both at home and at school.
2. Enable network cross-over through bridging spaces (both physical and virtual).

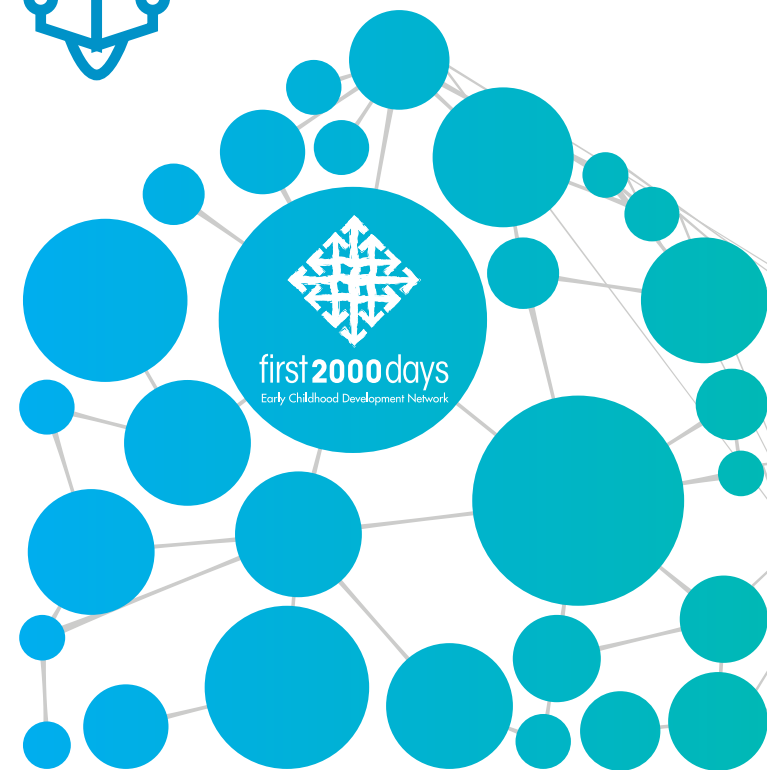
COLLECTIVE IMPACT

- common agenda
- shared measurement
- continuous communication
- mutually reinforcing activities
- backbone

BRIDGING THE NOT-SO-GREAT DIVIDE

A Story of Two Networks and the Initiatives Working to Connect Them

● **First 2000 Days Network**



● **Library Portal**

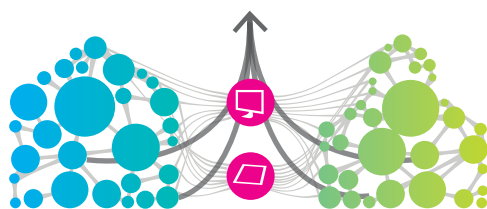
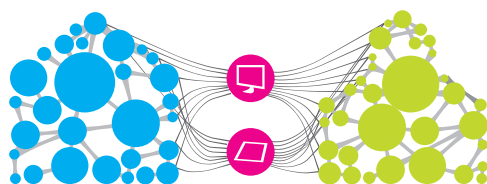
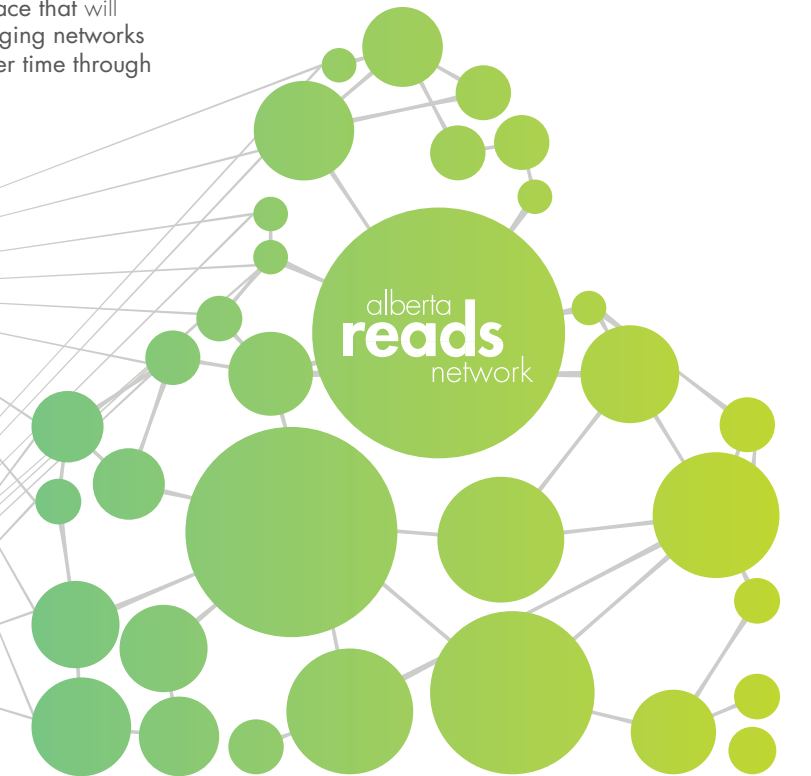
Knowledge mobilization is a social process that moves from engagement to a partnership between equals to address mutual goals. The library portal is a digital space that will activate social process; bridging networks and accelerating impact over time through sharing and collaboration.

● **Reading Places**

Reading Places is a holistic approach to early literacy, one that recognizes a child's reading skills and reading "because I want to" are developed at home, at school, and in community. More than a program or a philosophy, and much more than a space, Reading Places gathers ideas, tools, conversations, research, and resources that engage the wisdom of community.

● **Alberta Reads Network**

(Education)



A thriving community where all children read with confidence and joy.

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