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INTERNATIONAL LITERACY ASSOCIATION OFFERS GUIDELINES FOR INTEGRATING DIGITAL TECHNOLOGIES INTO EARLY LITERACY EDUCATION

Newark, Del. (April 23, 2019) — Although digital technologies are widely pervasive in homes, schools and communities, there remains little consensus about how they should be used in early childhood literacy education. A new brief released by the International Literacy Association (ILA), *Digital Resources in Early Childhood Literacy Development*, seeks to create a set of common guidelines for evaluating screen time.

As the meaning of reading and writing continues to evolve, there is an urgent need to “link play and literacy to the multimodal opportunities offered by new digital media,” says ILA.

“The wealth of often conflicting information around the use of digital tools in literacy instruction has only led to more confusion and has stirred valid concerns regarding quality, safety and overconsumption,” says ILA Executive Director Marcie Craig Post. “Drawing on the latest research and with these concerns in mind, we created a formula for balanced technology integration.”

The brief highlights the social and academic benefits of high-quality digital technologies, such as stronger pathways for language learning, multimodal meaning making and home–school connections. ILA maintains that—when judiciously selected and intentionally used—digital texts and tools can build children’s literacy and communication skills while preparing them for long-term academic success.

ILA offers four guidelines for making decisions about how best to integrate digital technologies into early childhood contexts, including blending the use of digital and nondigital resources and building home–school connections, with concrete steps for accomplishing each, such as acting as media mentors for caregivers who may not be aware of quality interactive media resources.

Access the full brief [here](#).

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers and experts across 146 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught and evaluated. ILA’s Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs. ILA collaborates with partners across the world to develop, gather and disseminate high-quality resources, best practices and cutting-edge research to empower educators, inspire students and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit literacyworldwide.org.

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