Good jobs in the nation’s twenty-first-century economy require advanced literacy skills such as categorizing, evaluating, and drawing conclusions from written texts. The adoption of the Common Core State Standards by nearly all the states, combined with tough literacy assessments that are now under development, will soon reveal that literacy skills of average students fall below international standards and that the gap in literacy skills between students from advantaged and disadvantaged families is huge.

On October 2, Princeton University and the Brookings Institution will release the latest issue of *The Future of Children*—a journal focusing on research and practice on vital children’s issues—examining the teaching of literacy in American public schools. Journal co-editor Richard Murnane will provide an overview of the issue’s contents. Ron Haskins of Brookings will present findings from an accompanying policy brief proposing a plan for closing the literacy gap between students from advantaged and disadvantaged families. Following their presentations, a panel of experts and advocates will discuss the literacy gap and the plan for closing the gap.

After the program, the speakers will take questions from the audience.

**Introduction**

*Isabel Sawhill*
Senior Fellow and Co-Director, Center on Children and Families
The Brookings Institution

**Overview**

*Richard Murnane*
Professor
Harvard University

*Ron Haskins*
Senior Fellow and Co-Director, Center on Children and Families
The Brookings Institution

**Panel**

Moderator: Ron Haskins
To RSVP, please call the Brookings Office of Communications at 202.797.6105, or visit www.brookings.edu/events.