

Emerging Language and Literacy Curriculum

Why should we choose the ELLC for our preschool classrooms?

From the mouths of teachers . . .

- *A couple of weeks ago I was able to go and sit in a kindergarten classroom. The benefits that these children are getting . . . from our classes is unbelievable. They will be prepared and never before could I honestly say that they're prepared . . . and the openness from the kindergarten teachers. I feel like we're somebody and they respect us.*
- *I feel more professional now in my field than I did before. I felt like . . . we were day care people instead of teaching people. And I think that's how some of the community looked upon us too. But we are a preschool and, you know, I think they're seeing that we are truly a preschool. We are developing our children. We are developing as professionals.*
- *I would like to be able to extol . . . this curriculum . . . far and wide because I am really sold on it. There may be other curriculums out there that are just as workable. I don't know about them. I do know about this and I'm absolutely sold on what we are seeing not only with the children's outcomes but seeing the parents also get involved with this program.*

The description of ELLC on the publisher's website states . . .

Prepare preschoolers for success in kindergarten and give them a strong foundation in oral language and literacy with this scientifically based curriculum. This program not only addresses all developmental domains with theme-based units, children's literature, multisensory activities, scaffolded instruction, and parental involvement but also creates an engaging environment with activity- and play-based learning.

The ELLC was developed in Kansas City, Missouri, at Children's Therapeutic Learning Center and was originally designed for children with language disabilities. The curriculum was also piloted with inclusive classrooms and demonstrated success with typically developing children and children who were English Language Learners. In 2002, ELLC was recommended by an American Speech-Language-Hearing Association committee to the U.S. Department of Education, Office of Elementary and Secondary Education, as one of six potential model preschool language/literacy programs.

The ELLC addresses all developmental domains. The curriculum is an integrated-intentional curriculum that targets experiences in all developmental domains within a language and literacy-rich program. There are 22 key concepts addressed in two-week thematic units based on children's literature, 11 learning centers, and 4 key curricular components (shared storybook reading, circle, learning centers, and small phonological groups) incorporated into a preschool day. The seven curriculum-based checklists allow for on-going progress monitoring consistent with child development and early childhood experiences: pre-academic skills, oral language, phonological awareness, prewriting; motor skills; social skills; and literacy skills. The curriculum-based measures provide information for developing classroom objectives and individualized child goals and experiences as well as parent conferences.

Findings from a recent research study . . .

Early childhood programs in central Missouri were fortunate to participate in an Early Reading First grant from 2006-2009. The ELLC was used to support the children's learning. The improvement of knowledge and skills the children made over time was remarkable. Over 80% of the children were from families with low incomes. With grant monies, the teachers had support from an early childhood mentor and a speech-language pathologist, so that has to be considered when you consider the results.

Classrooms

- o ECERS-R scores improved more than 2 points on the 1-7 scale—the average reached 6.7
- o ECERS-E scores improved 3 points on the 1-7 scale—up to 6.4
 - o Literacy subscale went from 4.1 to 6.9
 - o Math subscale went from 3.2 to 5.7
 - o Science & Environment subscale went from 2.8 to 6.4
 - o Diversity subscale went from 3.0 to 6.4

Children

- o Receptive Language (PPVT-III)—children increased 12 percentile points (36th to 48th) and reached the standard score of 99.
- o Early Literacy Index (TOPEL)—children increased 23 percentile points (32nd to 55th). The average score reached 102.
- o Vocabulary (TOPEL)—children increased 20 percentage points (33rd to 53th). The average score was 101.
- o Phonological Awareness (TOPEL)—children increased 29 percentage points (26th to 55th) to reach 102.

Learn more by going to: <http://store.cambiumlearning.com/ProductPage.aspx?parentId=074003191&functionID=009000008&site=sw>