



Brief on the Emerging Language and Literacy Curriculum (ELLC) and Children Who Are Typically Developing or

Children At-Risk Ornes, J., Patterson, S., McMillan, D., Thomas, J. & Trumbower, E. (2017). *The Emerging Language and Literacy Curriculum, Second Edition*. Dynamic Resources, Indiana, PA, <http://dynamic-resources.org/>

Children in an Emerging Language and Literacy Curriculum (ELLC) Classroom

The initial development of the ELLC was started in the late 1990s. It is based on research about early language and literacy and draws research from a number of professional disciplines (education, early education, special education, child development, speech-language pathology, occupational therapy, family studies). The ELLC has a research base that spans a small pilot study with children with and without disabilities (Children's TLC), a pre-post gain study on about 300 children in an Early Reading First (ERF) project in Kansas City, Missouri and approximately 500 children in a research project that could be classified as quasi-experimental utilizing a comparison group in a rural mid-Missouri ERF grant. Outcomes for the pilot study and both ERF grants are explained fully in the ELLC manual, Book A.

Who are the children? See ELLC Book A, The Children

- They are children developing typically across all developmental domains.
- Some are at-risk for school/academic success
Some children come with a number of factors that may place them at-risk for school success, such as: poverty, homelessness, single parent homes; mothers with less than high school education; limited access to health coverage; limited community resources; and, familial illiteracy. In addition, some children are Dual Language Learners.
- They come to preschool with all abilities
Children who are developing typically, children with disadvantages, differences, delays and disabilities are part of the classroom community.

Goals of the ELLC are designed to provide learning experiences in all developmental domains for all children with all abilities including children developing typically and children at-risk.

ELLC Goals

1. To develop self-awareness through interaction with children and adults in a planned learning environment

This means: Instruction is intentional, integrated, interactive, and inclusive.

2. To build on prior knowledge, construct new knowledge and practice skills in an interactive environment

This means: Significant learning is accomplished through use of thematic units.

3. To expand abilities in all developmental domains: social/emotional, physical/motor, cognitive/academic, and language/literacy

This means: ELLC is comprehensive and assessment of all developmental domains is accomplished through seven progress-monitoring checklists.

4. To develop foundational skills for emergent language and literacy

This means: ELLC targets instructional priorities for literacy (oral language, print awareness, alphabet knowledge, and phonological awareness) as suggested by the National Early Literacy Panel (2008).

5. To acquire knowledge and skills consistent with school readiness

This means: ELLC content and instruction is consistent with state early learning standards and prepares children for success in kindergarten and beyond.

See companion briefs:

- The Emerging Language and Literacy Curriculum
- The ELLC and Dual Language Learners
- The ELLC and Children with Disabilities
- The ELLC and Children with Low Incidence Disorders
- The ELLC and Fidelity and Adaptation