



Brief on the Emerging Language and Literacy Curriculum (ELLC)

Preschool Guide for Preschool Teachers

Ornes, J., Patterson, S., McMillan, D., & Thomas, J. (2007). *The Emerging Language and Literacy Curriculum*. Sopris West Educational Services: Longmont, CO. www.sopriswest.com

What is the philosophy of the ELLC?

Effective instruction is comprehensive and many-sided. In that sense, the philosophy of the *ELLC* embraces child directed and teacher directed learning, the constructivist view (implicit) and a skills view (explicit). We believe these two philosophies combine to provide the most powerful instructional approach. Both have value.

Exemplary practice for effective instruction requires intention, integration, interaction and inclusion to create the most opportunity for children to learn.

Intentional. There is a purpose for the activities and materials in the ELLC. Lessons are planned with goals and objectives for the children at the forefront of instruction.

Integrated. Concepts are moved across the curriculum in all learning environments; language & literacy experiences are woven into the entire preschool day; literature is used to model language structure, access prior knowledge and motivate; skill development is integrated into meaningful units of learning; learning centers support the theme of the two week storybook unit.

Interactional. Adult/child and child/child interaction form a learning environment for the ELLC. Lessons are planned so that opportunity is available for language stimulation and modeling.

Inclusive. ELLC research has demonstrated the benefit of the curriculum for all children, typically developing and children with disabilities. The ELLC is considered to be a curriculum with universal design.

What are the ELLC goals for children?

- To develop self-awareness through interaction with children and adults in a planned learning environment
- To build on prior knowledge, construct new knowledge and practice skills in an interactive environment
- To expand abilities in all developmental domains: social/emotional, physical/motor, cognitive/academic, and language/literacy
- To develop foundational skills for emergent language and literacy
- To acquire knowledge and skills consistent with school readiness

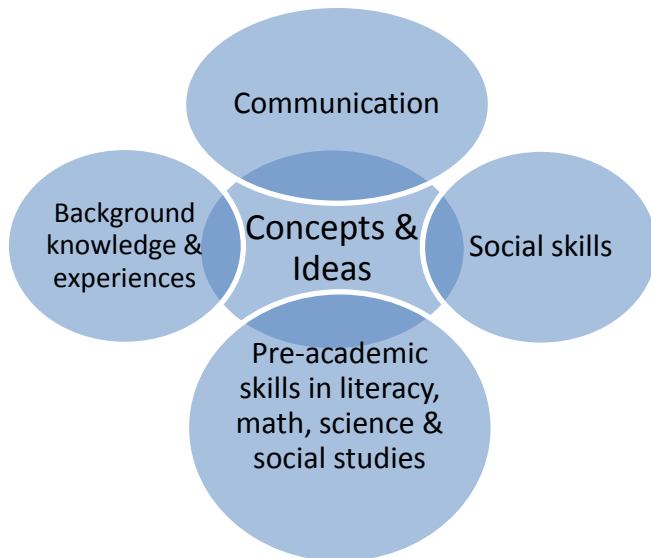
Reading Center in an ELLC Classroom



Is there guidance for family engagement in the ELLC?

Within the ELLC there is a curriculum for family engagement that includes newsletters and short workshops. Regular family conferences are encouraged as well as the use of portfolios.

The ELLC emphasizes foundational knowledge and skills



The Emerging Language & Literacy Curriculum (ELLC) prepares preschoolers for success in kindergarten and gives 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.

Technology Center in an ELLC Classroom



Does the ELLC align with state and national standards?

The ELLC aligns with the Missouri Early Learning Goals (2013) and with the Desired Results Developmental Profile (DRDP). Documents may be found on the Missouri DESE website and/or the website on the right.

What are the key components of the ELLC?

No program, no matter how well designed it is, can have an impact if the key components are not used. To achieve the best outcomes for children when using the ELLC, fidelity to the curriculum should be maintained through implementation of these four key components:

- shared story book reading
- language, literacy, cognitive circle time
- 11 learning centers
- small phonological awareness groups

All key components are integrated into each of the 22 units in the ELLC. Units are based on common themes that can be expanded during the two-three week units.

Does the ELLC have a progress monitoring system?

The curriculum has seven progressing monitoring checklists to track child gains in all developmental domains.

Dramatic Play Center in the ELLC



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Missouri Early Learning Standards for Literacy

Content Component	Process Standards
I. Symbolic Development	1. Represents feelings and ideas in a variety of ways.
II. Speaking/Expressive Language	1. Uses language to communicate. 2. Uses expanded vocabulary.
III. Listening/Receptive Language	1. Listens for different purposes.
IV. Reading	1. Applies early reading skills. 2. Uses concepts of print. 3. Attends to sounds in language. (Phonological Awareness)
V. Writing	1. Uses writing as a means of expression/communication.

Missouri Early Learning Standards for Mathematics

Content Component	Process Standards
I. Number and Operations	1. Uses number to show quantity. 2. Uses language to represent number of objects. 3. Solves problems using number. 4. Uses numerical representation.
II. Geometry and Spatial Sense	1. Investigates positions and locations. 2. Explores shapes in the environment.
III. Patterns and Relationships (Algebra)	1. Recognizes relationships in the environment. 2. Uses patterns in the environment.
IV. Measurement	1. Makes comparisons. 2. Uses measurement.
V. Exploring Data (Probability)	1. Collects, organizes and displays information. (Charting and Graphing)

Missouri Early Learning Standards for Science

Content Component	Process Standards
I. Physical Science	<ol style="list-style-type: none"> 1. Explores physical properties of objects and materials. 2. Investigates properties of objects and materials. 3. Solves problems involving physical properties of objects and materials. 4. Represents observations of the physical world in a variety of ways.
II. Life Science	<ol style="list-style-type: none"> 1. Explores characteristics of living things. 2. Investigates characteristics of living things. 3. Solves problems related to living things. 4. Represents observations about living things in a variety of ways.
III. Earth and Space	<ol style="list-style-type: none"> 1. Explores properties of earth and space. 2. Investigates properties of earth and space. 3. Solves problems involving earth and space. 4. Represents observations about earth and space in a variety of ways.

Missouri Early Learning Standards for Social and Emotional Development and Approaches to Learning

Content Component	Process Standards
I. Knowledge of Self	<ol style="list-style-type: none"> 1. Exhibits self-awareness. 2. Develops self-control. 3. Develops personal responsibility.
II. Knowledge of Others	<ol style="list-style-type: none"> 1. Builds relationships of mutual trust and respect with others. 2. Works cooperatively with children and adults.
I. Approaches to Learning	<ol style="list-style-type: none"> 1. Shows curiosity. 2. Takes initiative. 3. Exhibits creativity. 4. Shows confidence. 5. Displays persistence. 6. Uses problem-solving skills.

Missouri Early Learning Standards
for Physical Development,
Health and Safety

Content Component	Process Standards
I. Physical Development	<ol style="list-style-type: none">1. Uses gross motor skills with purpose and coordination.2. Uses fine motor skills with purpose and control.3. Responds to sensory input to function in the environment.
II. Health	<ol style="list-style-type: none">1. Practices healthy behaviors.
III. Safety	<ol style="list-style-type: none">1. Practices safe behaviors.

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