An Active Approach to Early Literacy Instruction – Field Testing of the Early Literacy and Learning Model (ELLM)

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ELLM
Early Literacy & Learning Model

UNF UNIVERSITY of NORTH FLORIDA

Goals of the ELLM Program

- Employ systematic, empirical research methods that apply rigorous, systematic procedures to obtain knowledge relevant to early literacy.
- Develop an early literacy research base, and an instructional focus in read-aloud, oral language and listening, letter and sound awareness, phonological awareness, and print concepts and emergent writing.
- Implement the ELLM initiative in selected childcare centers and form partnerships with the Florida Partnership for School Readiness to expand the project to six additional counties.

Early Literacy and Learning Model (ELLM) Components

Reading Aloud and Emergent Comprehension

Oral Language, Listening, and Vocabulary Development

Letter and Sound Connections

Phonological Awareness

Print Concepts and Emergent Writing

Research Question

Would the implementation of the ELLM Curriculum Program be effective in improving the emergent literacy achievement of four-year-old children from low-income, at-risk families that are enrolled in four different types of child care programs?

Partners

- University of North Florida, College of Education and Human Services
- Florida Institute of Education
- Early Learning Coalition of Duval County – Jacksonville, Florida
- Jacksonville Urban League Head Start
- Duval County School District
- Alliance for Child Development
- Jacksonville Children's Commission

Program Implementation

- Implemented the ELLM curriculum material in 4 year-old classrooms in one Head Start, one subsidized, one faith-based, and one public school classroom
- Classroom teachers provided literacy instruction for one hour per day using the ELLM components
- Literacy coaches provided one hour coaching sessions per week in each classroom
- Literacy coaches provided one teacher-coach conference per week

Figure 1

One hundred and six ELLM 4-year-old children in the four childcare centers had TERA-3 pretest and posttest scores. When compared to a national normative population, the TERA-3 Reading Quotient of the ELLM preschool child ranked at the 38th percentile at pretest and at the 50th percentile at posttest. This posttest score ranked at the national *average*.

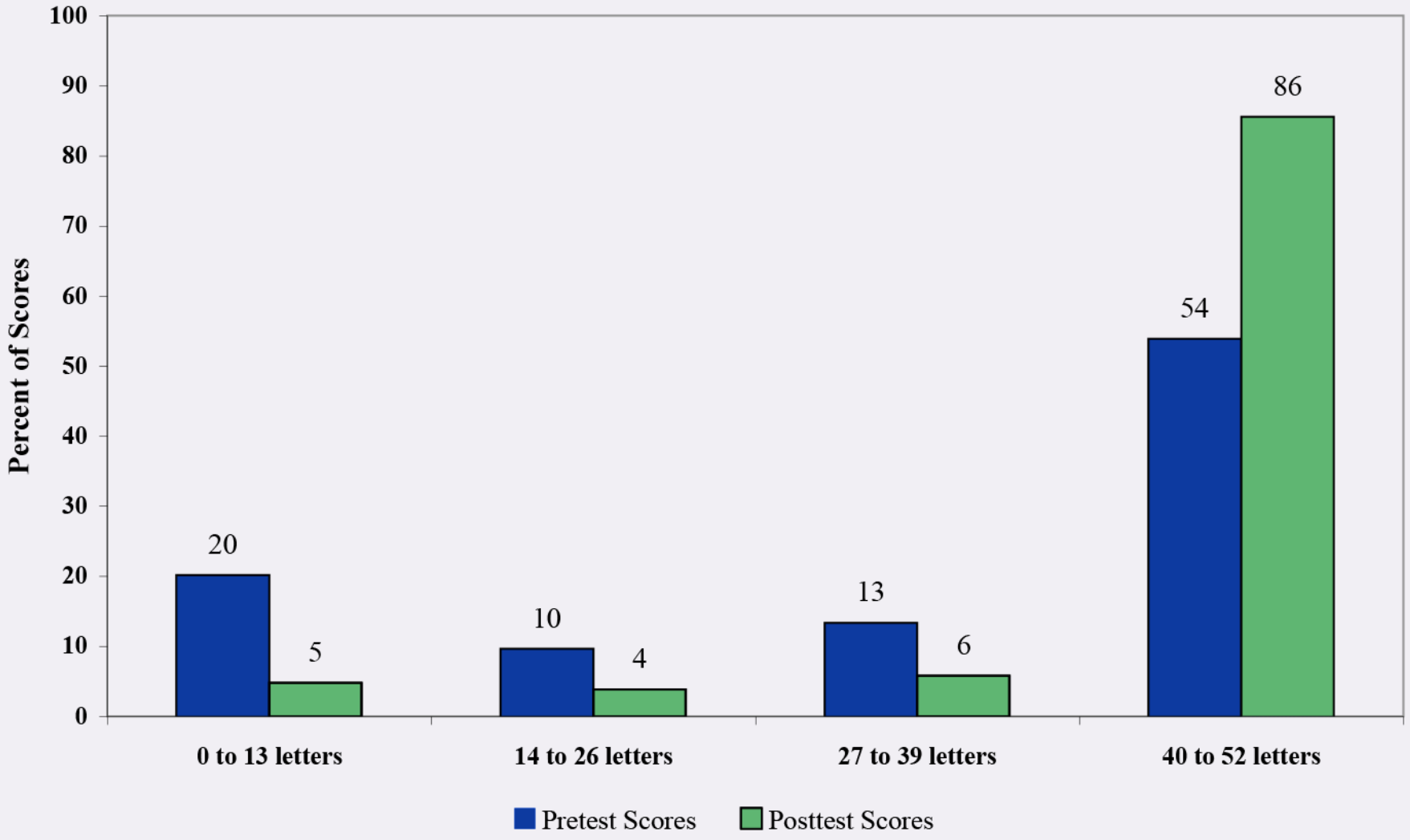
The TERA-3 Alphabet score of the ELLM preschool child ranked at the 61st percentile at pretest and at the 81st percentile at posttest. This posttest score ranked in the 75th quartile, which is within the *top* national quartile.

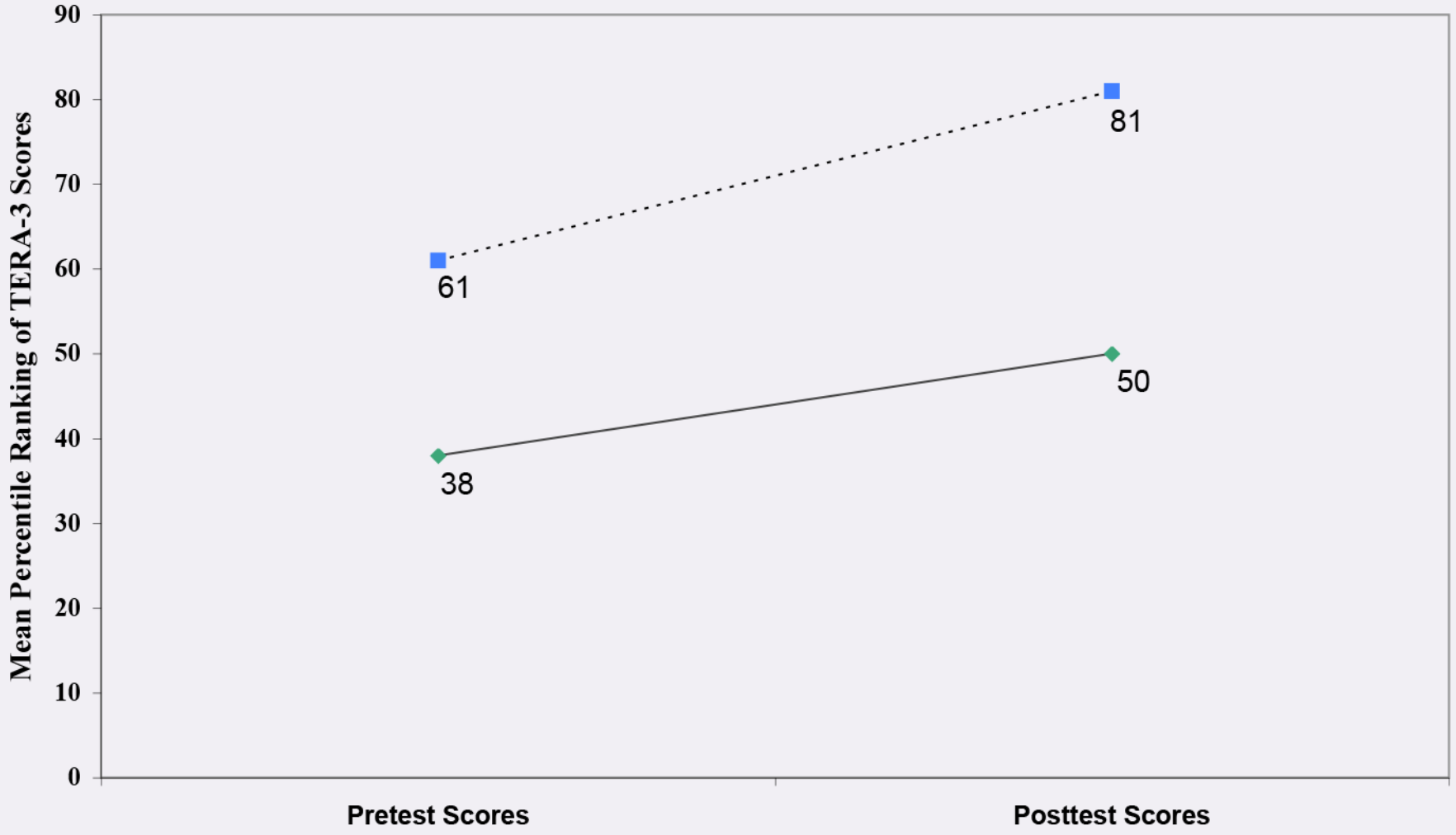
Figure 2

One hundred and four ELLM children in the four childcare centers had ALRI pretest and posttest scores. ALRI scores are reported in four recognition categories, 0 to 13 letters, 14 to 26 letters, 27 to 39 letters, and 40 to 52 letters. The *Early Childhood Longitudinal Study – Kindergarten* provided national benchmarks for alphabet letter recognition. At posttest, 86% of ELLM children recognized at least 40 upper and lower case letters and were at the *proficient* level.

Accomplished Goals

- Increased use of a research-based, literacy curriculum - ELLM
- Improved literacy achievement in ELLM classrooms
- Improved alphabet letter recognition in ELLM classrooms
- Expanded the ELLM curriculum to six additional counties, in 400 classrooms throughout the state of Florida


Percent of Scores
100
90
80
70
60
50
40
30
20
10
0
20
5
10
4
13
6
54
86
0 to 13 letters
14 to 26 letters
27 to 39 letters
40 to 52 letters
Pretest Scores
Posttest Scores


Mean Percentile Ranking of TERA-3 Scores
90
80
70
60
50
40
30
20
10
0
81
61
50
38
Pretest Scores
Posttest Scores