

How is the program supported by the Board?

The KLLIC program is supported by both the AMDSB Learning Services Department and the Curriculum Department.

How will this program work with the current kindergarten literacy program within the AMDSB?

Making it KLLIC was designed to enhance regular literacy expectations for the Kindergarten classroom. The steps for teaching phonological awareness and improving grammar and story comprehension and story telling skills are presented in a recognized developmental manner. The program should be an integral part of the Kindergarten literacy program and should not be considered as an “add-on”.



Making it KLLIC

Kindergarten Language and
Literacy in the Classroom

Avon Maitland District School
Board
Learning Services

Speech-Language Services



To cultivate potential

**Making it
KLLIC!**

**Kindergarten
Language and
Literacy in the
Classroom**



KLLIC

What is KLLIC?

Kindergarten Language and Literacy in the Classroom is a language and literacy based program which partners Speech-Language Pathologists (SLPs) and Kindergarten teachers/ Early Childhood Educators (ECE). The aim of the program is to provide guided practice with spoken language, phonological awareness, print awareness as well as higher level thinking and literacy skills to enhance the learning of both JK and SK students. The goals and activities in the program were created based on current research about the language parameters which help make children better readers, writers and communicators. These goals are in keeping with the AMDSB goal of improving student achievement in all areas of learning with a focus on literacy and numeracy.

How does it work?

The program is divided into 10 cycles of 2-3 weeks, each involving 1 SLP activity and 8 teacher activities to be completed over the 2-3 week period. The teacher will receive the *Making it KLLIC* Cycle Planner in advance and will know at a glance the dates and language goals to be targeted in each cycle. The language goals are listed under: Language/Literacy, Grammar, Articulation and Phonemic Awareness. Each cycle is centered around a story-book and the activities are related to the theme, vocabulary, pictures, grammar forms and life lessons elicited in the story.



The Speech-Language Pathologist may assist in developing specialized programming for a small group of students who require additional practice to consolidate skills. The students would be provided with more explicit opportunities with the target goals for that cycle. The SLP consults with the teacher/ECE regarding how to best support these students in the classroom.

There is also a parent newsletter which provides parents with information about the book, and corresponding activities and skills being targeted within the cycle.

How much time does it take daily?

On the first day of each new cycle the SLP will present the story read aloud as well as some follow up activities which introduce the main target skills areas. This session lasts approximately 30 minutes. Teachers report that this time is useful to observe the modeling of cycle activities as well as to really see how their students respond in the learning environment.

Each cycle kit also contains 8 activities to be completed as appropriate over the 2-3 week cycle. Each activity is scheduled to take between ten to twenty minutes and may be in the form of a whole group, small group or centre activity. Flexibility based on student need is key.

How are the goals related to the Kindergarten curriculum?

Each cycle is accompanied by a copy of Curriculum Connections based on the 2010-2011 Full Day Early Learning—Kindergarten Program, MOE (in draft). Key expectations for each cycle are highlighted in the areas of oral communication, reading, writing and understanding of media materials. Principles of child-centered learning, the importance of play and respect for diversity are honoured.

Has the effectiveness of the program been proven?

The KLLIC program was developed by a Speech-Language Pathologist with the Hamilton-Wentworth District School Board. In 2004-2005 a large study was conducted with this Board's E-Best research team. The results indicated that all Kindergarten students in the program made impressive gains in early literacy skills, in particular phonological awareness, a proven prerequisite for reading and writing success.