

Learning Domains in Every Child Ready

Every Child Ready provides evidence-based early learning standards. Because Every Child Ready is flexible to the needs of each school and classroom, learning domains are taught in a variety of ways. In this section, you can explore each learning domain and where related materials can be found through the full Every Child Ready instructional model.



Social-Emotional Learning Results

Children in *Every Child Ready* classrooms leave for kindergarten with a strong social-emotional foundation.



Regulate Own Behavior



**Interact Pro-Socially
with Peers and Teachers**

After participating in *Get Ready to Learn*, the first unit of *Every Child Ready*, children showed significant improvements in social-emotional competency ratings on the *The Devereux Early Childhood Assessment for Preschoolers* (DECA-P2; LeBuffe & Naglieri, 2012). Areas of improvement included initiative, attachment, and self-regulation compared to children in classrooms using other curricula.

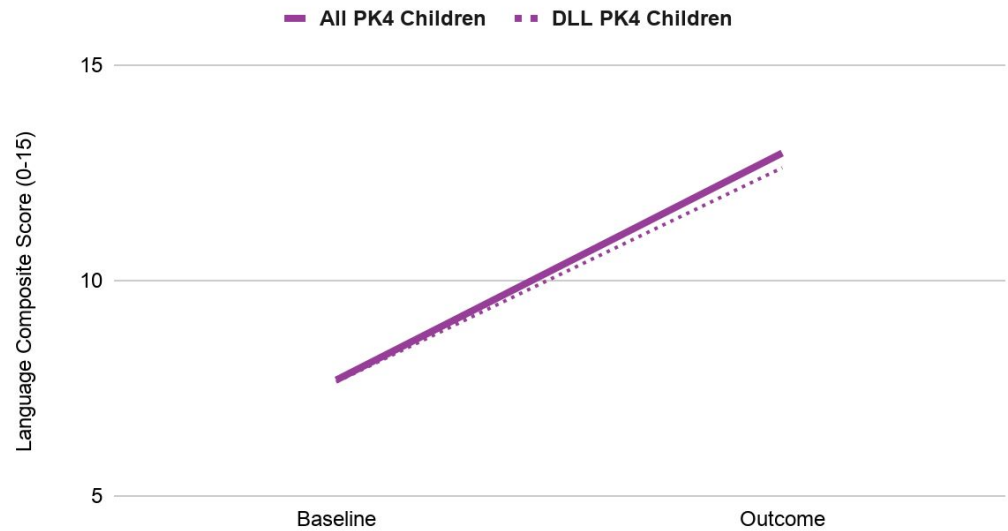
To read more about *Every Child Ready*'s social-emotional outcomes, review the *Get Ready to Learn* study [executive summary](#).

Special thank you to Starting Point and the Stranahan Foundation for support with the *Get Ready to Learn* project.

Language Results

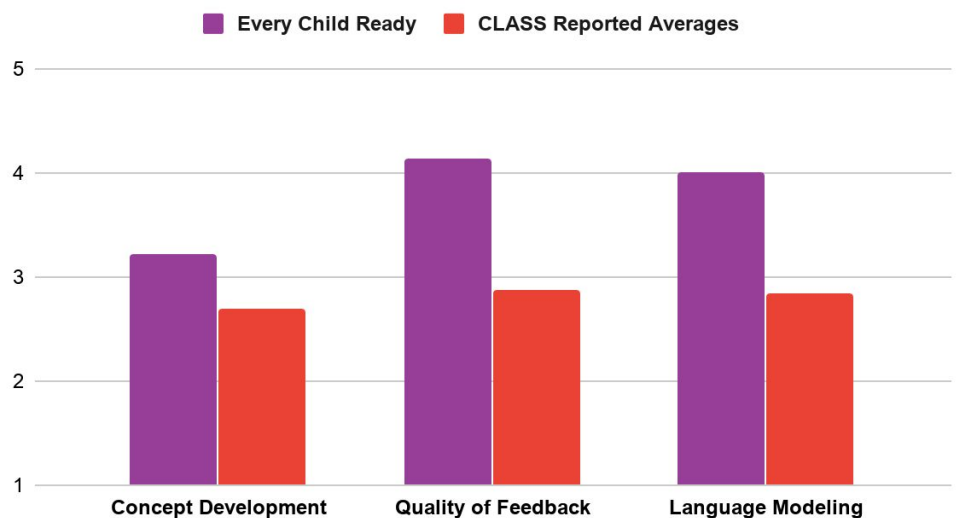
Children in *Every Child Ready* classrooms make significant gains in expressive language and narrative comprehension. On average language score increase by 26%. Importantly, gains are similar for dual language learners.

Language Growth



Average CLASS Instructional Support Scores

Teachers in *Every Child Ready* classrooms are able to draw on numerous resources to support children's oral language development. Average CLASS scores in areas that support language development are above averages reported in the CLASS manual (Pianta, La Paro, & Hamre, 2008).



Dual Language Learner Results

Dual language learners who participate in the *Every Child Ready* model, make similar or even greater gains to native speakers in math, language, and literacy. DLLs leave for Kindergarten identifying 24 letters, scoring in the on track range for phonological awareness and expressive language skills, and demonstrating age appropriate number sense and math performance.



Profile of an *Every Child Ready* dual language learner leaving for Kindergarten

✓
24 letters

✓
Phonological
Awareness

✓
Expressive
Language

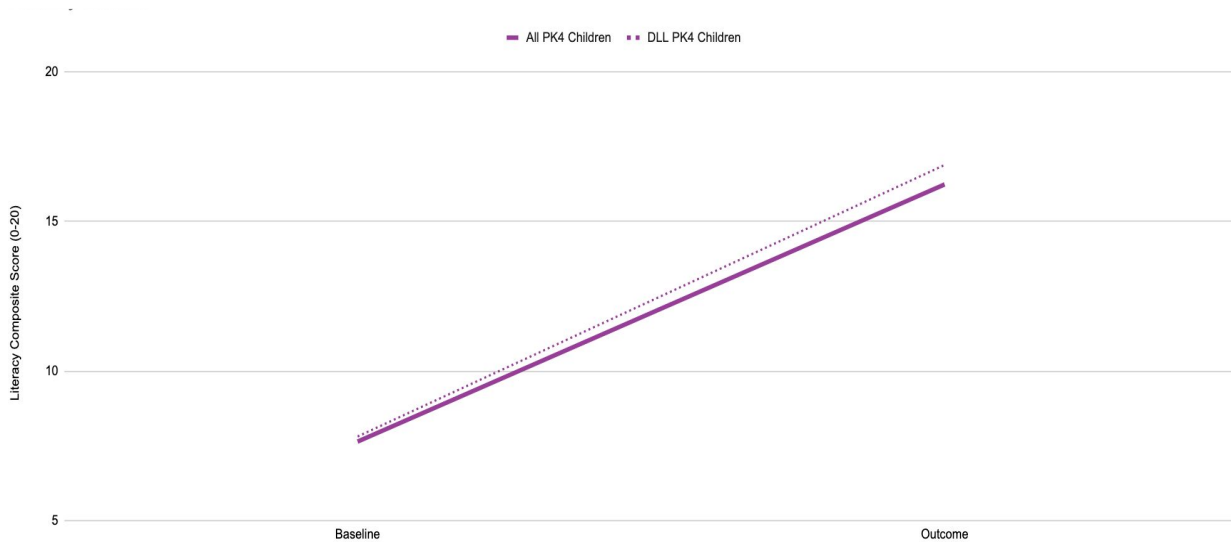
✓
Number Sense

✓
Mathematical
Competencies

Literacy Results

Children in *Every Child Ready* classrooms make significant gains in early literacy skills, including phonological awareness, print knowledge, and writing. On average literacy scores increase by over 40%. Importantly, gains are similar for dual language learners.

Literacy Growth



Children leave *Every Child Ready* classrooms on track in essential phonological awareness skill areas such as phoneme blending, compound word elision, and rhyme awareness.

More than half of PK4 children qualify for *Every Child Ready Accelerated Literacy* instruction during the school year. This program provides kindergarten and first grade equivalent reading instruction in a fun, age-appropriate way!

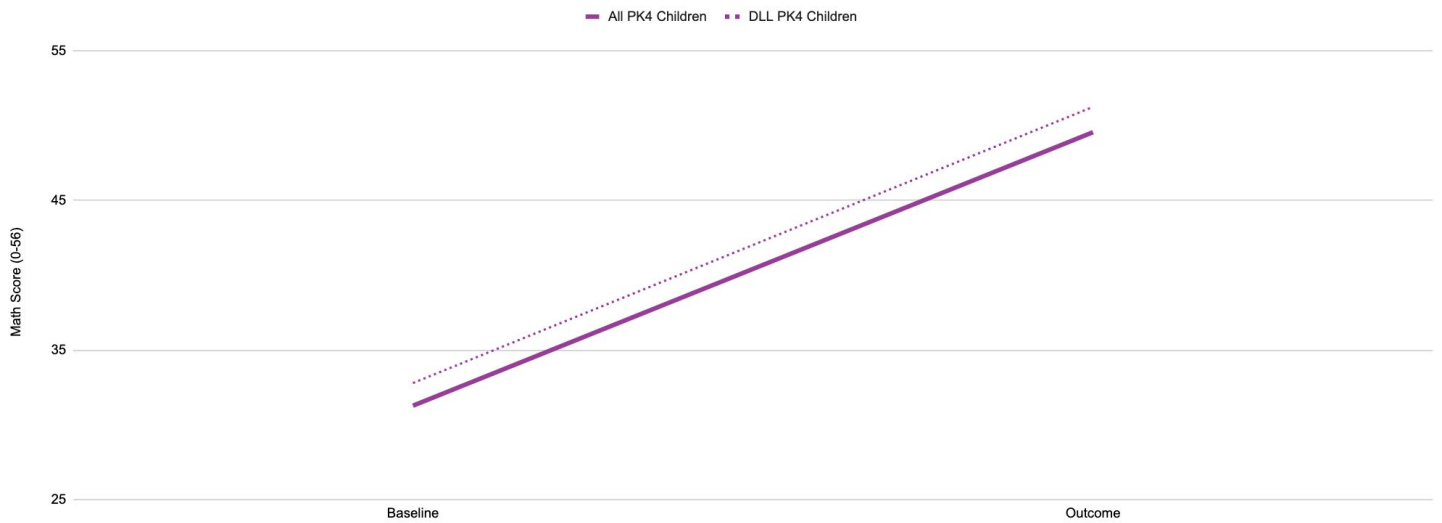
The *Every Child Ready Accelerated Literacy Curriculum* provides direct instruction and practice materials children ages three through five. Accelerated Literacy includes 10 units that fit into the existing Small Group component of ECR. Each Accelerated Literacy unit includes:

- phonological awareness;
- handwriting;
- high-frequency words;
- vocabulary;
- written expression;
- decoding and encoding (spelling); and
- vowel sounds.

Mathematics Results

Children in *Every Child Ready* classrooms make significant gains in early math skills, including number concepts, patterns, and geometry. On average math scores increase by over 30%.

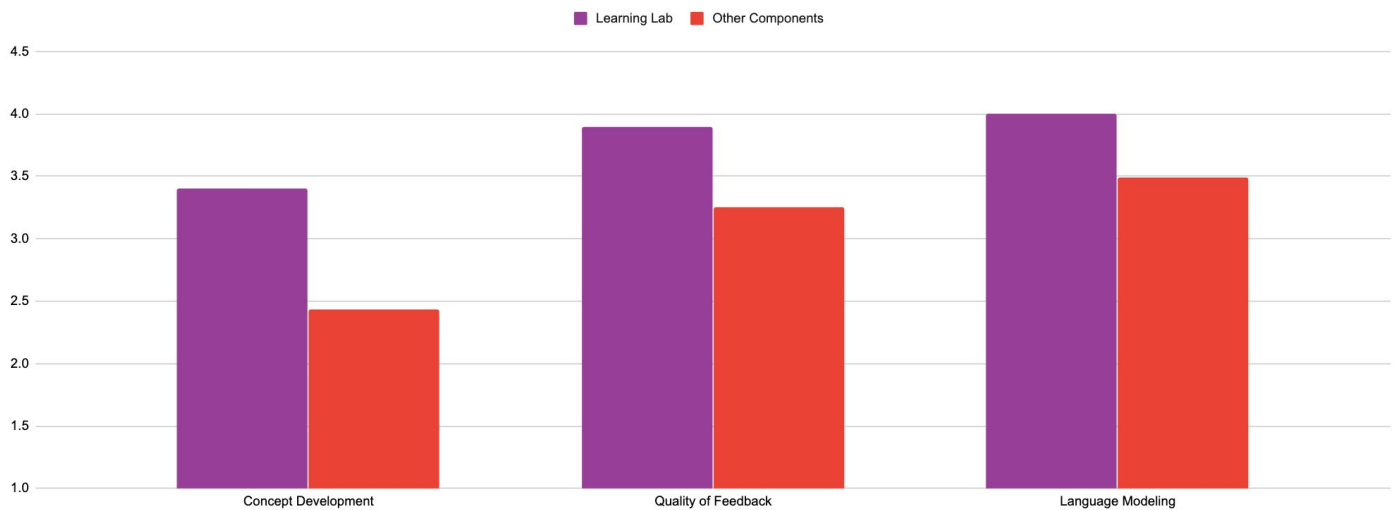
Math Growth



Science Results

Classrooms observed during *Every Child Ready's* Learning Lab science component had the highest CLASS* scores in the network. Learning Lab helps teachers support children develop learning through concept development, high quality feedback, and language modeling.

CLASS Instructional Support Dimensions



*CLASS-PK; Pianta, La Paro, & Hamre, 2008