

## Kindergarten Emergent Literacy Continuum: Oral Language

| Developmental aspects  | Emerging<br>With direct support...  | Developing<br>With guided support...   | Applying<br>With minimal support...  | Extending  |
|--|---|--|--|--|
| <b>The Child</b>   | With direct support may listen to and use language for play and collaborative learning. May not have enough language for conversation to be meaningful. | With guided support listens to and is beginning to use language for play and collaborative learning. Is beginning to participate in conversations. | With minimal support uses conventional language for play and collaborative learning. Is able to contribute to conversations.                   | Adjusts language use for play and collaborative learning. Uses language for a range of purposes and actively contributes to conversations. |
| <b>Speaking and Listening</b>  |   |  |  |  |
| Attending  | With direct support may attend to informal oral language interactions.  | With guided support attends to and participates in informal language interactions.   | With minimal support attends to and participates in informal language interactions.  | Attends to and participates in informal language interactions.   |
| Listening  | With direct support may listen during activities (e.g., ignoring distractions).   | With guided support listens during activities. (e.g., ignoring distractions).  | With minimal support listens during activities (e.g., ignoring distractions).  | Listens during activities (e.g., ignoring distractions).   |
| Speaking   | With direct support may speak with adults or peers. May be difficult to understand (e.g., tone of voice, volume, articulation, rate, gesture).          | With guided support speaks with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture).                                       | With minimal support speaks clearly and fluently with adults and peers (e.g., tone of voice, volume, articulation, rate, gesture).             | Speaks clearly and fluently using appropriate voice and body language (e.g., tone of voice, volume, articulation, rate, gesture).          |
| Taking turns in conversation   | With direct support may take turns in a conversation.   | With guided support takes turns in a conversation.   | With minimal support takes turns in a conversation.  | Takes turns as a thoughtful listener and speaker in a conversation.  |
| Staying on topic   | With direct support may sometimes stay on topic in a short conversation.  | With guided support stays on topic in a short conversation; responds to ideas.   | With minimal support stays on topic in a conversation; responds and extends ideas.   | Stays on topic in conversations; responds and extends ideas.   |
| <b>Knowledge of the Content and Structure of Language</b>  |   |  |  |  |
| Understanding and participating in language activities   | With direct support may understand classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).                            | With guided support understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).      | With minimal support understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.). | Understands and actively participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.).         |
| Understanding vocabulary   | With direct support may understand a limited vocabulary.  | With guided support understands a basic vocabulary.  | With minimal support understands a wide vocabulary.  | Understands an extensive vocabulary.   |
| Speaking in sentences  | With direct support may use single words or short phrases modeled by others.  | With guided support uses words or phrases modeled by others.   | With minimal support expresses thoughts and ideas in short sentences.  | Expresses thoughts and ideas in some detail using a variety of sentences.  |
| Understanding and following directions   | With direct support may follow directions.  | With guided support follows directions.  | With minimal support follows directions.   | Follows directions.  |
| Understanding, asking and responding to questions  | With direct support may understand the difference between a question and a comment or response.   | With guided support understands questions; asks simple questions and may respond on topic.   | With minimal support asks and answers questions on topic.  | Asks thoughtful questions; responds on topic and extends ideas.  |
| Sharing personal experiences   | With direct support may share personal experiences and feelings.  | With guided support shares personal experiences and feelings.  | With minimal support shares personal experiences and feelings with some clarity.   | Shares personal experiences and feelings with clarity; is beginning to adjust language for audience.                                       |
| Retelling/recounting   | With direct support may retell something about a story; may recount part of an experience or give one or two simple facts.                              | With guided support retells a simple story, recounts an experience or gives new information; some sequence errors and omissions.                   | With minimal support retells a story, recounts an experience or gives new information; may use simple connectors (e.g., and, then).            | Retells a story, recounts experiences or gives information; uses more complex connectors (e.g., if, because, when, before, etc.).          |
| Problem solving  | With direct support may use language to problem solve.  | With guided support uses language to problem solve.  | With minimal support uses language to problem solve.   | Without support uses appropriate language to problem solve.  |
| <b>Knowledge of the Sounds of Language</b>   |   |  |  |  |
| Demonstrating phonological awareness   | With direct support may demonstrate emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).         | With guided support demonstrates emergent skills in a few phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).       | With minimal support demonstrates emergent skills in some phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).   | Demonstrates emergent skills in most phonological awareness areas (e.g., awareness of words, syllables, sounds, rhyme).                    |
| <b>The Support/Scaffolding*</b>  | <b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples  | <b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting   | <b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration   | <b>The Mentor:</b> extending, stretching, wondering aloud, exploring, "what if-ing"  |
| <b>*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development</b> |   |  |  |  |

 Date code: **January**

Comments: Wide range of levels. Class as a whole has strengths in participation, vocabulary, expressing ideas, sharing experiences. More than half still need support with listening and taking turns in conversation – this does not seem related to vocabulary or language fluency. Most need at least guided support for phonological awareness. Is this linked to lack of listening? Will focus class activities on understanding, asking and responding to questions to encourage careful listening and taking turns in conversation.