

## Kindergarten Oral Language Development: Understanding and Following Directions

Developmental aspects	Emerging With direct support...	Developing With guided support...	Applying 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>Knowledge of the Content and Structure of Language</b>				
Understanding and following directions	With direct support may follow directions.	With guided support follows directions.	With minimal support follows directions.	Follows directions.
<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"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

**Scenario:** The kindergarten class is preparing a presentation for a fall school assembly, and the children have decided to write their own collaborative poem about cats. They have also decided to make cat masks as props to enhance their presentation. The teacher knows it will be necessary to give some directions when students are making and decorating their masks, but he wants each mask to be unique. He also knows that students will have to follow directions when preparing, staging, and presenting their poem to an audience. To begin their preparations, students are given a mask template, along with oil pastels, glue, feathers, sparkles, pipe cleaners, etc. to use for decorating their masks.



### Direct Support

Following a *demonstration* to the class of how to draw a cat's markings using oil pastels, with a few *examples* of how to embellish it with feathers, sparkles and jewels, the teacher notices that Jason is having a great deal of difficulty settling down to work. He offers direct support by sitting beside Jason and *showing him explicitly* how to use the pastels. The teacher then gives Jason a pastel to hold while he *directs* Jason step-by-step in making some markings. When the markings are done, he *explains* how to use the glue and embellishments to decorate the cat's face. With this one-to-one support, Jason is able to complete his cat mask.



### Guided Support

The teacher takes the class to the gym to practice getting on and off the stage and to rehearse their poem. He provides guided support by *organizing* the routine as students practice moving on and off the stage until they are comfortable with the routine. While practicing the poem, he *supports* them by providing feedback in the form of eye contact and smiles, as well as specific *cues* for those who need encouragement to speak out, e.g., "Pretend your family is sitting near the back of the gym. Use a strong voice so they can hear you." He asks the students to retell the directions to be sure they understand the expectations.



### Minimal Support

The students are all at different stages in preparing their masks. As they finish, the teacher asks them to show him their completed masks and describe what they have done. He sometimes *makes suggestions* or *prompts* them to add more features, e.g., by *asking*, "What could you use to make whiskers for your cat?" Most students are able to complete their cat masks with this minimal support.



### Without Support

A few of the children are able to complete their masks without support, using the directions the teacher provided at the beginning of the activity. The teacher *extends* on their ability to understand and follow directions by inviting them to help others who need more direction in order to complete their masks.



*Children need to engage in activities and experiences that have value and relevance to the world beyond the classroom. Such tasks enhance students' motivation, self-direction, divergent thinking, and capacity to solve problems critically and creatively. It is important to make connections between the classroom and the broader community to enable children to learn the social value of learning and knowledge.*

