

## Kindergarten Oral Language Development: Sharing Personal Experiences

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>				
Sharing personal experiences	With direct support may share personal experiences and feelings.	With guided support shares personal feelings and experiences.	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.
<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"
<i>*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development</i>				

**Scenario:** This teacher is supporting her kindergarten students as they learn to share personal experiences within the structure of a daily friendship circle. She has introduced the use of a talking stick to help them understand the process of taking turns as they talk about personal experiences and feelings. The children are practicing respectful listening and are learning to appreciate one another's stories. Today they are talking about activities they have done during centre time, connected with their salmon theme. A student has just described how she enjoyed making a salmon print with a parent who was helping at the salmon print centre.



### Guided Support

Tianna is holding the talking stick and sitting silently looking at the floor while her classmates wait to hear her speak. The teacher offers guided support by *cueing* Tianna that it is her turn and encouraging her to participate. She says, "Tianna, it's your turn now. Would you like to tell us something about your salmon activities today?"

**Photo to be added**



### Direct Support

Tianna begins to cry. The teacher provides direct support by *showing* her how she could talk about her feelings. She says, "Tianna, I think something has upset you and made you sad." Tianna nods, and then says, "I wish my Mom would come to school. She never comes." The teacher *supports* Tianna by asking if she would like to say anything else. Tianna shakes her head and passes the talking stick to Justine, who is next to her in the circle.



### Minimal Support

Following the teacher's example, Justine shows empathy for Tianna by making a connection to her own experience. She says, "My mom had to go to town this week. I'm staying with my auntie. I feel sad when I go to sleep at night 'cause I miss my mom." The teacher provides minimal support to Justine by *asking her to elaborate* on her story. Justine gives more detail about when her mom will be coming home.



### Without Support

The next child to hold the talking stick is Raven. Without support, he returns the conversation to a focus on salmon by saying, "When my grandma came home from the hospital, we made her some salmon and a cake. I was really happy she came home because she's my best grandma. She smokes salmon for us 'cause my mom doesn't have time." The teacher *extends* on Raven's contribution by *wondering aloud* if other people in the class have stories to tell about smoking salmon.



*The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives.*