

### Kindergarten Oral Language Development: Listening

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	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>				
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).
The Support/Scaffolding*	<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 first day after winter break, everyone is excited and wants to share their holiday activities and memories. The teacher structures an A/B partner activity for the children to share their favourite holiday activities. She reminds the children about the expectations for participating in a listening activity, and reviews some guidelines for A/B partners: use attentive body language, take turns, and listen carefully to your partner so that afterwards you can share your partner's favourite activity with the group.



**Direct Support**

Bob and Dexter begin wrestling on the carpet. The teacher immediately provides direct support to them by *demonstrating* the expectations for A/B partners. She *shows* them how to sit next to one another, and *models* attentive body language. Dexter is able to listen to Bob's holiday activity, but Bob needs more direct support to hear what Dexter has to say. After Dexter tells about his favourite activity, the teacher *directs* Bob to complete the sentence frame, "Dexter's favourite holiday activity was when \_\_\_\_\_."



**Guided Support**

Carol and Steven choose to be partners, but cannot decide who will be A and B. The teacher gives guided support with a quick *organizer*: "Whoever has the shortest hair will be A." Steven becomes the A partner, but when he shares his holiday activities, Carol is distracted and does not listen. The teacher provides guided support by *focusing* Carol's attention back to Steven's sharing. When the time comes to share with the class, Carol requires further guided support from both the teacher and her partner to share Steven's favourite holiday activity. The teacher *cues* Carol to share what Steven reported, while Steven *supports* Carol with a simple retelling of his holiday activity.



**Minimal Support**

Sam and Paul determine who is A and B, then confidently begin their sharing. After their A/B partner talk, Sam is able to share Paul's favourite experience with the class. When Paul begins to share Sam's favourite activity, he looks to Sam for clarifying details. Sam provides minimal support to Paul by *reminding* him with a whisper.



**Without Support**

Without support, Candice and Tandy immediately decide who will be A and B and begin an animated conversation about their holiday activities and memories. Afterwards, both girls are able to share their partners' favourite activities accurately with the class. The teacher *extends* their sharing by asking if they made any connections between their holiday memories.



Learning the language of cooperation and respect for self and others supports children's fuller participation in learning in society. This is particularly true because a major focus of social problem solving involves learning to keep calm and listening carefully to others. Learning the language and behaviours for social interaction strengthens children's abilities to understand and empathize with others.