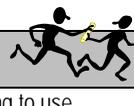


Kindergarten Oral Language Development: Demonstrating Phonological Awareness

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.
Knowledge of the Sounds of Language				
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).
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: 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 teacher has created an alphabet centre that includes rubber stamps with letters on them, strips of paper, felt pens, inkpads and a pictionary. An alphabet chart has been strategically placed on the wall at this centre. The teacher has read a variety of alphabet books to the class, and most recently the book *The Word Wizard*. Students are keen to make their own words on the strips of paper using the rubber stamps. The group has been enjoying the centre for several days, talking about word patterns, letter sounds and rhymes as they work. Much conversation has occurred about the relationship between letters and the sounds they represent.



Direct Support

The teacher visits the centre frequently to provide direct support for students who needed guidance. She *shows* them how to stamp their own names, family names and words from the word wall on the strips of paper. The teacher also *directs* students' attention to the alphabet chart on the wall so they can copy some of the letters onto their strips.



Guided Support

Some students are fascinated by rhyming words. Several times in the past few weeks the teacher and children have sung the song and re-read the book, "Down by the Bay," by Raffi, to *support* the concept of rhyming. The teacher now offers guided support by *cueing* them to think about, "What words can you rhyme with...?" She also *guides* them as they look for word families (mat, fat, cat) in the books displayed on the shelf near the table. She *focuses* them on looking for rhyming words on the word wall (e.g., look, book, took) by *organizing* a brief group activity in which each child takes a turn to respond to her question, "Can you find a word that rhymes with...."



Minimal Support

Some students are asking one another, "What letter makes that sound?" when they want to identify the initial consonant of a word. "Fish starts with the same letter as my name," says Fiona. There is a buzz of conversation and excitement as the more confident students offer minimal support by *prompting* and *reminding* one another about letter sounds as they stamp their words.



Without Support

One student asks another student, "If I put my word with your words, could we build a sentence?" Without support, another student organizes his letters into an a-b-a-b pattern. When the teacher *wonders aloud* what the student is doing, he says, "I am making letter patterns—you know, like 'sh...sh...sh'." Then the students discuss how to make other letter patterns with different letters. To *extend their thinking*, the teacher asks them if they could make patterns for animal sounds, like "baa, baa" for a sheep or "hiss, hiss" for a snake.



Instruction in phonological awareness should be interspersed throughout the day as students are involved in a variety of fun and engaging activities that enhance the notion of oral language play.