

Kindergarten Oral Language Development: Speaking

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.
Speaking and Listening				
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).
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: At the beginning of the year, several children in this class are having difficulty communicating orally. These include a child with selective mutism, a recent immigrant from South Africa and an exceptionally shy student. The teacher knows that these children do not necessarily lack language skills, and she begins by building relationships with each of them so they will feel safe and comfortable expressing themselves. She also conducts an individual oral language assessment with each of them in a quiet and private location. Now she has begun tracking the growth of each child on the oral language continuum.



Direct Support

Near the beginning of the year, the teacher notices that Alexei, an ESL student, is exceptionally shy with his peers and will not speak in front of the whole class. Later in the fall she sees his confidence growing with direct support from his friend Kyle. One day she observes Alexei playing beside Kyle at the puppet theatre. Kyle suggests that they do a puppet show together. Kyle *models* how to make the elephant puppet snort, hug, and wave hello and goodbye with its trunk. Kyle then *directs* Alexei to try. Alexei follows Kyle's *explicit examples*.



Guided Support

Kyra, the student with selective mutism, has recently begun to communicate with her peers and is being encouraged to talk with a partner about her "show and tell photograph" from home. Her partner Sarah is giving guided support to Kyra using a question and answer approach that has been demonstrated by the teacher. Sarah *guides* Kyra by asking, "Who is in the picture?" "Where was this picture taken?" "What were you doing?" She *focuses* Kyra on speaking loudly so Sarah can hear, and *cues* her to point to people in the picture as she tells about them.



Minimal Support

Danielie, a recent immigrant from South Africa, speaks with a heavy accent that makes it difficult for others to understand what he is saying. He has been seeing a speech pathologist for direct support with articulation. In the classroom, his teacher and peers are providing minimal support by *prompting* him to speak slowly and clearly. When he gets excited, they *remind* him to go more slowly and to say his words carefully so that others can understand him.



Without Support

By the end of the school year, Alexei enjoys putting on a puppet show for his classmates. His growth in speaking is evident in his enthusiastic use of voice and drama when taking on different character roles. Without support, he even performs his puppet show for other classes in the school!



Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

