

Family Friendly Kindergarten Emergent Literacy Continuum: Oral Language

| Developmental aspects | Emerging With direct support... | Developing With guided support... | Applying With minimal support... | Extending |
|--|--|--|--|--|
| The Child | With help may listen to and use language for play and learning. | With some help listens to and is beginning to use language for play and learning. Is beginning to participate in conversations. | With just a little bit of help support uses conventional language for play and 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 | | | | |
| Attending and Listening | With help may attend and listen to informal language activities. | With some help attends to and listens to informal language activities. | With just a little bit of help attends to, listens to and participates in informal language activities. | Attends to, listens to and participates in informal language activities. |
| Speaking | With help may speak with adults or peers. May be hard to understand. | With some help speaks with adults and peers. | With just a little bit of help speaks clearly and fluently with adults and peers. | Speaks clearly and fluently using appropriate voice and body language. |
| Taking turns in conversation and staying on topic | With help may take turns in a conversation; may stay on topic in a short conversation. | With some help takes turns in a conversation; stays on topic in a short conversation; responds to ideas. | With just a little bit of help takes turns in a conversation; stays on topic in a conversation; responds and extends ideas. | Takes turns as a thoughtful listener and speaker in a conversation; stays on topic in conversations; responds and extends ideas. |
| Knowledge of the Content and Structure of Language | | | | |
| Understanding language activities | With help may understand classroom language activities (e.g., shared reading, role plays, imaginative play, etc.). | With some help understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.). | With just a little bit of help understands and participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.). | Understands and actively participates in classroom language activities (e.g., shared reading, role plays, imaginative play, etc.). |
| Understanding vocabulary | With help may understand a limited vocabulary. | With some help understands a basic vocabulary. | With just a little bit of help understands a wide vocabulary. | Understands an extensive vocabulary. |
| Speaking in sentences | With help may use single words or short phrases modeled by others. | With some help uses words or phrases modeled by others. | With just a little bit of help expresses thoughts and ideas in short sentences. | Expresses thoughts and ideas in some detail using a variety of sentences. |
| Understanding and following directions | With help may follow directions. | With some help follows directions. | With just a little bit of help follows directions. | Follows directions. |
| Understanding, asking and responding to questions | With help may understand the difference between a question and a comment or response. | With some help understands questions; asks simple questions and may respond on topic. | With just a little bit of help asks and answers questions on topic. | Asks thoughtful questions; responds on topic and extends ideas. |
| Sharing personal experiences | With help may share personal experiences and feelings. | With some help shares personal feelings. | With just a little bit of help shares personal experiences and feelings with some clarity. | Shares personal experiences and feelings with clarity; is beginning to adjust language for audience. |
| Retelling/recounting | With help may retell something about a story; may recount part of an experience or give one or two simple facts. | With some help retells a simple story, recounts an experience or gives new information; some sequence errors and omissions. | With just a little bit of help retells a story, recounts an experience or gives new information; may use simple connectors (e.g., and, then). | Retells a story, recounts experiences or gives information; uses more complex connectors (e.g., if, because, when, before, etc.). |
| Problem solving | With help may use language to problem solve everyday problems. | With some help uses language to problem solve everyday problems. | With just a little bit of help uses language to problem solve everyday problems. | Without support uses appropriate language to problem solve everyday problems. |
| Knowledge of the Sounds of Language | | | | |
| Understanding sounds, words and rhymes | With help may be just beginning to understand sounds, words and rhymes. | With some help just beginning to understand sounds, words and rhymes. | With just a little bit of help is just beginning to understand sounds, words and rhymes. | Beginning to understand sounds, words and rhymes. |
| The Support/Scaffolding* | The Model: showing, explaining, directing, making explicit | The Coach: supporting, cueing, guiding, encouraging | The Advisor: prompting, suggesting, advising, monitoring, asking for elaboration | The Mentor: extending, stretching, wondering aloud, exploring, "what ifing" |
| *a variety of supports (adults, peers, environmental, etc.) can be provided at any stage of development | | | | |

