

Second Language Acquisition: Oral Language Kindergarten Continuum

Development Aspects Related to French Second Language Acquisition	Emerging With direct support	Developing With guided support	Applying With minimal support	Extending
Interest in communication				
Shows interest	With direct support, may participate in second language activities	With guided support, participates in second language activities	With minimal support, participates in second language activities.	Participates in second language activities
Starts and maintains a conversation	With direct support, may take turns in a conversation	With guided support, takes turns in a conversation	With minimal support, takes turns in a conversation	Takes turns as an engaged listener and speaker in a conversation.
Adheres to the subject of conversation	With direct support, may sometimes stay on topic in a short conversation	With guided support, stays on topic in a short conversation; responds to ideas	With minimal support, may sometimes stay on topic in a short conversation; responds to ideas	Stays on topic in a short conversation; responds to and extends ideas.
	With direct support, may listen during activities (ex: circle time)	With guided support, listens during activities.	With minimal support, listens during activities.	Listens during activities
Demonstration of understanding of the message				
Pays attention to the message	With direct support, may attend to informal oral language interactions	With guided support, attends to and participates in informal language interactions	With minimal support, attends to and participates in informal language interactions.	Attends to and participates in informal language interactions.
	With direct support, may use visual cues within the learning environment	With guided support, uses visual cues within the learning environment	With minimal support, uses visual cues with the learning environment	Uses visual cues within the learning environment.
Takes concepts related to time, space and quantity into account.	With direct support, may understand a limited vocabulary including concepts related to time, space and quantity.	With guided support, understands basic vocabulary which may include concepts related to time, space and quantity.	With minimal support, understands a wide vocabulary including concepts related to time, space and quantity.	Understands an extensive vocabulary
Expresses his/her understanding of information received.	With direct support, may follow directions	With guided support, follows directions	With minimal support, follows directions.	Follows directions
	With direct support, may understand a question or may respond on topic	With guided support, understand questions; asks simple questions and may respond on topic	With minimal support, asks and answers questions on topic.	Asks thoughtful questions; responds on topic and extends ideas.
Production of messages				
Organizes his/her ideas	With direct support, may share personal experiences and feelings, retells something or give one or two facts.	With guided support, shares personal experiences and feelings, retells a simple story, gives new information; some sequence errors and omissions.	With minimal support, shares personal experiences and feelings with some clarity. Retells a simple story, gives new information; may use some connectors (e.g. and, then).	Expresses thoughts and ideas in some detail using a variety of sentences. Retells a story, gives information; uses more complex connectors (e.g. if, because, when, before).
Uses appropriate vocabulary	With direct support, may use single words or short phrases modeled by others.	With guided support, uses words or phrases modeled by others.	With minimal support, expresses thoughts and ideas in short, but incomplete sentences.	Expresses thoughts and ideas in some detail using a variety of complete sentences.
Explores the sound aspect of language through wordplay	With direct support, may demonstrate emergent skills in a few phonological awareness areas (e.g. sounds, rhyme, syllables, awareness of word).	With guided support, demonstrates emergent skills in a few phonological awareness areas (e.g. sounds, rhyme, syllables, awareness of word).	With minimal support, demonstrates emergent skills in some phonological awareness areas (e.g. sounds, rhyme, syllables, awareness of word).	Demonstrates emergent skills in most phonological awareness areas (e.g. sounds, rhyme, syllables, awareness of word).
The support/scaffolding	The model: <i>showing, instructing, explaining, directing, making explicit, demonstrating,</i>	The coach: <i>structuring, sequencing, focusing, cueing, guiding, organizing, supporting</i>	The advisor: <i>suggesting, reminding, prompting, monitoring, asking for elaboration</i>	The mentor: <i>extending, stretching, wondering aloud, exploring, “what if-ing”</i>