

Following Directions

DOMAIN: Language Development and Communication

CLAIM: Students can use and continue to develop effective listening and communication skills (e.g. verbal and non-verbal) for a range of purposes, audiences, and settings/contexts in increasingly complex ways.

RATIONALE

Children need to be able to listen carefully to a variety of language genres, including extended discourse (multiple sentences within a dialogue and narrative with adults and peers), and then children need to be able to communicate in ways that are understandable to both adults and children. These combined skills are foundational for later learning and literacy at home and at school (Snow, Burns, & Griffin, 1998). As most children enter school, these skills are well established within their home and community and must be adapted for the **context of school**. However, some children come to school with rich language at home and in the community that may not be as aligned with the context of school (Heath, 1983; Vernon-Feagans, 1996).

- For instance, some communities value dynamic, overlapping communication, where multiple speakers speak or jump into the conversation at the same time. Yet, school conventions require children to wait their turn, speak one-at-a-time, and often communicate directly to the teacher or adult. Children who do not have extensive practice with such turn-taking routines will benefit from explicit instruction in listening and communicating in order to learn and understand the **conventions of school** (Vernon-Feagans, 1996).

All children need to listen carefully to the details of instruction in the classroom and increasingly be able to ask and answer questions. In particular, children must be able to recognize when they do not understand and find ways to both verbally and nonverbally gain access to the information they need to learn. School should provide the opportunity for all children to communicate at length and complexity with diverse children and adults in a supportive way that provides scaffolding for both listening and communicating.

ALIGNMENT TO NC STANDARDS

NC Foundations for Early Learning and Development

LDC-1 Children understand communications from others.

NC Standard Course of Study (Common Core State Standards & Essential Standards)

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

FOLLOWING DIRECTIONS

UNDERSTANDING	<p>Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).</p>			
SKILLS	<p>A. Responds with silence.</p>	<p>B. Responds non-verbally to simple requests in a variety of ways (nodding, pointing, gesturing, facial expressions, eye pointing, sign language).</p>	<p>C. Indicates when something is not understood by making gestures or asking "what?"</p>	<p>D. When given visual cues, accurately follows an oral one-step direction that includes positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p>
PERFORMANCE DESCRIPTORS	<p>When Ava hears a direction, request, or command given by the teacher or peer, she does not respond with a verbal or non-verbal answer. When the teacher or peer repeats the same direction, request, or command to ensure Ava has heard the statement, Ava provides a cue (looking/glancing at the speaker, making eye contact) to indicate that the speaker has been heard, but she still does not respond verbally or non-verbally. Ava does not complete the request.</p>	<p>When singing a song in the classroom that involves requests (e.g., "If You're Happy and You Know It"), Brandon does not sing but completes the request in the song (claps hands, stomps feet, etc.).</p> <p>When the teacher says, "Would you please take this note to the office?" Alexandra nods (gives thumbs up, takes the note and smiles, etc.) to indicate to the teacher an intention to take the note to the office. She then completes the request.</p>	<p>When the teacher or peer asks Sebastian a question ("Do you have your lunchbox?" "Is your best friend Erika?" "Do you like apples?" etc.), he responds by asking, "What?" or making a gesture (shrugs shoulders, raises/creases eyebrows and looks at the speaker, signs "what" using sign language, etc.) to indicate to the speaker that he does not understand what was asked or stated.</p>	<p>on, off, in, out, under</p> <ul style="list-style-type: none"> • The <u>teacher points</u> (as a visual cue) and says, "Put the crayon under the paper." William places the crayon under the paper. • When Luciana enters the classroom, the teacher says, "Good Morning. Remember to put your coat on the hook." The <u>teacher walks over and touches</u> the coat hooks in the classroom while providing the directions. Luciana places her coat on the hook. • As children are writing, the <u>teacher holds up</u> Xavier's journal and points to the journal basket and instructs Xavier to put the journal in the basket. He then takes the journal and places it in the basket. <p>in front of, behind, on top of, bottom, before, after</p> <ul style="list-style-type: none"> • The <u>teacher points</u> (as a visual cue) and says, "Put the crayon in front of the box." Destiny puts the crayon in front of the box. • As children are gathering for group time, the <u>teacher walks over</u> to Mason and says (<u>while pointing to John</u>), "Would you please sit behind John?" Mason sits behind John. <p>next to, between, above, below</p> <ul style="list-style-type: none"> • The <u>teacher points</u> (as a visual cue) and says, "Put the crayon next to the box." Lily puts the crayon next to the box. • After the teacher reads <i>The Gingerbread Man</i>, children in a small group are engaged in creating their personal gingerbread man. After finishing with that activity, they bring their gingerbread men to use for a listening activity. The teacher has brought to the lesson some additional small items (hats, shoes, buttons, ties, mittens, etc.). The teacher gives oral directions to the small group of children. <u>While holding the purple</u> hat in one hand and the gingerbread man in the other hand, the teacher says, "Place the purple hat above the gingerbread man." Zoey places the purple hat above the gingerbread man. • Children in a small group are engaged in following the procedure for a science experiment. <u>While holding open the zipper-lock bag containing a paper towel, the teacher points to the paper towel and holds up a seed</u> and says, "Place the seed next to the paper towel." Leonardo places the seed next to the paper towel.

FOLLOWING DIRECTIONS CONTINUED ON NEXT PAGE

<p>Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting). (continued)</p>				<p>UNDERSTANDING</p>
<p>E. Without visual cues, accurately follows oral one-step directions that include positional words: 1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p>	<p>F. Asks simple questions to clarify directions, requests, and commands.</p>	<p>G. With visual cues (if needed), follows two-step directions.</p>	<p>H. Without visual cues, accurately follows two-step directions.</p>	<p>SKILLS</p>
<p>on, off, in, out, under</p> <ul style="list-style-type: none"> The teacher says, "Take the crayon and put it under the paper." Rodrigo puts the crayon under the paper. When the child enters the classroom, the teacher says, "Good morning. Remember to put your coat on the hook." Cameron places his coat on the hook. When Kayo is exploring with Unifix® cubes in the math center, the teacher sits down beside her and says, "Can you put the red cube on top of the blue cube?" Kayo places the red cube on top of the blue cube. When Jada is writing a journal entry at the writing center where the teacher is located, the teacher says, "Great writing! Please put your journal in the basket." Jada then takes her journal and places it in the basket. <p>in front of, behind, top, bottom, before, after</p> <ul style="list-style-type: none"> As children are gathering for group time, the teacher walks over to Kiara and says, "Would you please sit behind John?" Kiara sits behind John. <p>next to, between, above, below</p> <ul style="list-style-type: none"> The teacher says, "Take the crayon and put it next to the box." Nathan puts the crayon next to the box. After the teacher reads <i>The Gingerbread Man</i>, children in a small group are engaged in creating their personal gingerbread man. After finishing with that activity, they bring their gingerbread men to use for a listening activity. The teacher has brought to the lesson some additional small items (hats, shoes, buttons, ties, mittens, etc.). The teacher gives oral directions to the small group of children. The teacher says, "Place the purple hat above the gingerbread man." Nevaeh places the purple hat above the gingerbread man. Prior to writing a "how to" book, children work in pairs to practice giving each other oral directions. The teacher observes Carlos accurately following Alyssa's directions that include the words next to, between, above, and below. 	<p>The class is sitting together during group time and, the teacher says, "When you get back to your seat, I want you to pull out your magnetic letters and whiteboard for Word Work." Hannah says, "Can you say that again?"</p> <p>When a teacher is explaining how to complete an activity, Makayla asks questions such as the following: "Why are we doing that?" "What is that for?" "What are we doing?" "What do we do after ...?" "Can you say that again?"</p>	<p><u>Teacher gives directions while pointing</u> (as a visual cue), "Take the crayon out of the box and put the crayon under the paper." Madison removes the crayon from the box and puts it under the paper.</p> <p>When Hachiro enters the classroom the teacher says, "Good morning. Remember to put your coat on the hook and put your reading book on your table." <u>(The pictures for the morning routine are posted on a bulletin board. The teacher could point to pictures on the bulletin board if a visual cue appears to be needed.)</u> Hachiro places his coat on the hook and places his reading book on the table.</p> <p>When Isaiah is exploring with Unifix® cubes in the math center, the teacher sits down beside him and says, "I can tell you like exploring with the cubes. It is great how you have connected many colors of Unifix® cubes together to make a tower." <u>Handing Isaiah a red cube and pointing to the blue cube if a visual is needed</u>, the teacher says, "Place the red cube on top of the blue cube, and then put the yellow cube under the blue cube." <u>(The teacher hands Isaiah the yellow cube and points to the bottom of the blue cube – if a visual is needed.)</u></p>	<p>When Manuel enters the classroom before the tardy bell, the teacher says, "Good morning. Please unpack your book bag and bring your lunch money to me." Manuel unpacks his book bag and takes his lunch money to the teacher.</p> <p>When Trinity is exploring with Unifix® cubes in the math center, the teacher sits down beside her and says, "I can tell you like exploring with the cubes. It is great how you have connected many colors of Unifix® cubes together to make a tower. Place the red cube on top of the blue cube and then put the yellow cube under the blue cube." Trinity places the red cube on top of the blue cube and connects the yellow cube under the blue cube.</p>	<p>PERFORMANCE DESCRIPTORS</p>

FOLLOWING DIRECTIONS CONTINUED FROM PREVIOUS PAGE

UNDERSTANDING	<p>Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting). (continued)</p>		
SKILLS	<p>I. With visual cues (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time.</p>	<p>J. Without visual cues, accurately follows three- to four-step directions at one time and carries out the tasks over time.</p>	<p>K. With visual cues (if needed), accurately follows multi-step directions (more than four).</p>
PERFORMANCE DESCRIPTORS	<p>While <u>posting a picture schedule</u> for later reference, the teacher gives directions orally, saying, "Finish your math stations, wash your hands, and eat your snack." Tomas accurately follows directions.</p> <p>When the children are sitting together at group time, the teacher provides directions to the class about the tasks to be completed over the next hour. The teacher says, "Class, when I excuse you from the group, you will need to finish the math problems on your table, wash your hands, and eat your snack." Elijah finishes the math problems, washes his hands, and then eats his snack. <u>(If needed, the teacher should post picture reminders in a prominent location for children's reference.)</u></p> <p>When Mia enters the room in the morning, the teacher says, "When you get to your seat, please take out your writing journal, turn to the next clean page, and write something you would like to share. Raise your hand when you are finished." Mia takes out her writing journal, turns to the next clean page, and begins to write an entry. Mia raises a hand when finished. <u>(If needed, the teacher should use prominently displayed visuals by drawing or posting pictures of the writing journal, clean page, a child writing, and a raised hand.)</u></p>	<p>The teacher gives the class directions orally with NO picture schedule: "Finish your math activity, wash your hands, and eat your snack." Zion accurately follows all three steps.</p> <p>When the children are sitting together at group time, the teacher provides four-step directions to the class about the tasks to be completed over time. The teacher says, "Find your partner, gather your math materials, work together to find as many solutions as you can, and place your completed work in the bucket when you are finished." <u>(No Visuals are given.)</u> Eduardo and his partner accurately follow each step of the directions during the work time.</p>	<p>When the teacher provides directions individually, in a small group setting, or a large group setting, the teacher explains the expectations for what is to be completed. After ensuring the children are paying attention, the teacher gives the directions orally while providing a visual to post for the children to refer to later <u>(visuals can be drawn on the board, printed pictures, etc.)</u>.</p> <p>The teacher says, "This activity will be completed with your partner."</p> <ul style="list-style-type: none"> • Gather a handful of shapes from the bucket. • Lay the shapes in front of your partner. • Find a shape that can be partitioned. • Partition the shapes into equal parts. • Raise your hand when you are finished and I will come to you." <p>Catalina refers to the visual cues during the activity and accurately follows the multi-step directions.</p>

RESOURCES USED

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Goldin-Meadow, S., & Sandhofer, C.M. (1999). Gestures convey substantive information about a child's thoughts to ordinary listeners. *Developmental Science, 2*(1), 67-74.

Heath, S.B. (1996, 1983). *Ways with words: Language, life, and work in communities and classrooms*. New York, NY: Cambridge University Press.

Linder, T., Anthony, T.L., Bundy, A.C., Charlifue-Smith, R., Hafer, J.C., Hancock, F., & Rooke, C.C. (2008). *Transdisciplinary play-based system (TPBA2/TPBI2)*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Snow, C.E., Burns, M.S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Tharp, R.G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, UK: Cambridge University Press.

Vernon-Feagans, L. (1996). *Children's talk in communities and classrooms*. Cambridge, MA: Blackwell.

SITUATION: *Daily Routines with One-Step Directions*

Selecting Learning Target(s)	<p>Understanding: Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>D. When given visual cues, accurately follows an oral one-step direction that includes positional words:</p> <p>1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p> </td> <td style="width: 50%; padding: 5px;"> <p>E. Without visual cues, accurately follows oral one-step directions that include positional words:</p> <p>1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p> </td> </tr> </table>	<p>D. When given visual cues, accurately follows an oral one-step direction that includes positional words:</p> <p>1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p>	<p>E. Without visual cues, accurately follows oral one-step directions that include positional words:</p> <p>1) on, off, in, out, under 2) in front of, behind, on top of, bottom, before, after 3) next to, between, above, below</p>
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Identifying Opportunities for Eliciting Evidence	<p>Teachers provide directions to children throughout the day. Directions are provided when children are taking care of daily routines like exchanging a book for at-home reading, cleaning up the blocks area, or getting ready to go to lunch or outside. Teachers also provide specific directions for engaging with materials during a planned lesson, such as preparing for a science experiment, using math manipulatives, and getting ready to write a story. During all of these types of daily situations, there are many opportunities to observe children’s abilities to follow single- and multi-step directions. In order to gather information for making a learning status for all students, it will be necessary to make several observations of this kind during daily routines.</p>		
Eliciting Evidence of Learning	<p>During part of a daily routine, the teacher asks children to follow a one-step direction in order to prepare for book reading with a partner. The teacher has previously assigned partners and asks children to meet with their partners to begin the book sharing activity. The teacher says, “Please sit next to your book reading partner.”</p> <p>As the children transition to meeting with their partners, the teacher observes the children, watching to see which children remember the direction, which children quickly complete the direction without redirection, and which children need support in completing the direction.</p> <p><u>Suggested probes:</u></p> <ul style="list-style-type: none"> • Repeat the direction by saying, “Sit next to your book reading partner.” • Repeat the direction, point to a visual cue (picture), and say, “Sit next to your book reading partner.” <p><u>Probes to avoid:</u></p> <ul style="list-style-type: none"> • Do you remember what you are supposed to do? • Have you done what I asked you to do? 		
Interpreting the Evidence	<p>Observation: While observing, the teacher notices that Mia remains in her location rather than joining her partner. The teacher then points to the visual and provides the one-step direction, “Sit next to your book reading partner.” Mia then sits next to her partner.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> D. When given visual cues, accurately follows an oral one-step direction that includes positional words. <p>Observation: After providing the direction, the teacher observes both Pablo and Paula (partners) sit next to each other.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> E. Without visual cues, accurately follows an oral one-step direction that includes positional words. 		
Adapting/ Responding to Learning Needs	<p>Once the evidence is interpreted and the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student, addressing the same learning target if the student hasn’t met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>		

SITUATION: *Daily Routines with Two-Step Directions*

Selecting Learning Target(s)	<p>Understanding: Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).</p>		
	<p>G. With visual cues (if needed), follows two-step directions.</p>	<p>H. Without visual cues, accurately follows two-step directions.</p>	<p>I. With visual cues (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time.</p>
Identifying Opportunities for Eliciting Evidence of Learning	<p>Teachers provide directions to children throughout the day. Directions are provided when children are taking care of daily routines like exchanging a book for at-home reading, cleaning up the blocks area, or getting ready to go to lunch or outside. Teachers also provide specific directions for engaging with materials during a planned lesson, such as preparing for a science experiment, using math manipulatives, and getting ready to write a story. During all of these types of daily situations, there are many opportunities to observe children’s abilities to follow single- and multi-step directions. In order to gather information for making a learning status for all students, it will be necessary to make several observations of this kind during daily routines.</p>		
Eliciting Evidence of Learning	<p>During part of a daily routine, the teacher asks small groups of children to follow directions in order to prepare for lunch. Using prepared visual displays with pictures that depict the step-by-step directions, the teacher points to the display while giving the directions:</p> <ol style="list-style-type: none"> 1. Place your work materials in the basket. 2. Wash your hands. 3. Line up for lunch. <p>As the children make the transition to lunch, the teacher observes the children, watching to see which children revisit the visual display to help remember the directions, which children quickly complete the three directions without redirection, and which children complete some or part of the directions but need support in completing the full directions.</p> <p><u>Suggested Probes:</u></p> <ul style="list-style-type: none"> • If a child does not complete the directions, repeat the three-step directions using visual cues. Point to each visual and say, “Place your work materials in the basket, wash your hands, and line up for lunch.” • If a child does not complete the directions, create two-step directions and say, “Place your work materials in the basket and wash your hands” or “Wash your hands and line up for lunch.” • If a child still does not complete the directions, point to each visual and separate the directions to create two-step directions and say, “Place your work materials in the basket and wash your hands” or “Wash your hands and line up for lunch.” <p><u>Probes to avoid:</u></p> <ul style="list-style-type: none"> • Do you remember what you are supposed to do next? • Have you done what I asked you to do? • Are you finished? 		
Interpreting the Evidence	<p>Observation: While observing, the teacher notices that Mia comes over and hands her work to the teacher rather than putting it in the basket. The teacher then points to each visual and provides two-step directions. “Wash your hands and line up for lunch.” Mia then washes her hands and lines up for lunch.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> G. With visual cues (if needed), follows two-step directions. <p>Observation: After providing three-step directions with visual cues, the teacher observes Pablo putting his materials in the basket, washing his hands, and getting in line for lunch.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> I. With visual cues (if needed), accurately follows three- to four-step directions at one time, and carries out the tasks over time. 		
Adapting/ Responding to Learning Needs	<p>Once the evidence is interpreted and the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student, addressing the same learning target if the student hasn’t met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>		

SITUATION: *The Three Little Pigs*

Selecting Learning Target(s)	Understanding: Children understand how to respond to directions, requests, and commands in a variety of settings (one-on-one with an adult, one-on-one with a peer, small group setting, large group setting).			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">F. Asks simple questions to clarify directions, requests, and commands</td> <td style="width: 33%; padding: 5px;">G. With visual cues (if needed), follows two-step directions.</td> <td style="width: 33%; padding: 5px;">H. Without visual cues, accurately follows two-step directions.</td> </tr> </table>	F. Asks simple questions to clarify directions, requests, and commands	G. With visual cues (if needed), follows two-step directions.	H. Without visual cues, accurately follows two-step directions.
F. Asks simple questions to clarify directions, requests, and commands	G. With visual cues (if needed), follows two-step directions.	H. Without visual cues, accurately follows two-step directions.		
Preparation	<ul style="list-style-type: none"> • One or more versions of the story of <i>The Three Little Pigs</i> • Pieces of heavy (corrugated) cardboard or poster board on which to build the houses • A variety of materials that represent materials for building the houses in the story of the three little pigs This might include: straw, Easter basket grass, sticks, and something to represent bricks (such as sugar cubes, Legos®, clay [to make bricks], string, glue, rubber bands, yarn, etc.). 			
General Description	The teacher uses large group time to introduce the task. Building on previous class experiences with the story, <i>The Three Little Pigs</i> , the teacher provides various building materials for students to create houses. The teacher provides the children with two-step directions to follow in order to complete this activity.			
Eliciting Evidence of Learning	<p>The teacher has been reading different versions of <i>The Three Little Pigs</i> and has made them available for children to browse independently. Discussions during repeated readings of the story have included topics such as which house might be the safest and in which house the children would want to live. There may have also been discussion about how a straw or stick house could be built that the wolf couldn't blow down.</p> <p>During this lesson, the teacher introduces the activity by explaining that they will use different materials to build a house, like the pigs did in the different stories they've been reading. The teacher introduces the building materials, holding up various examples for the children to see. The teacher also shows a large piece of cardboard, which will be used as a base for building each house. Then, the teacher provides specific two-step oral directions for children to follow.</p> <ol style="list-style-type: none"> 1. Choose your building materials. 2. Build your house on top of the cardboard. <p>The teacher observes the children as they select materials, giving them ample time for selection. Students are also observed while building their houses. The teacher notes how each child follows the specific two-step directions provided without providing visual cues. For some children who do not follow the two-step directions, the teacher repeats the directions, and then repeats the directions while pointing to the materials and the cardboard, as visual cues, to determine if the child can follow the directions with visual cues.</p> <p><u>Example:</u> The teacher introduces the activity by saying, "We are going to be building houses like the three pigs did in the stories we've been reading. Here are some of the materials that you can use." The teacher holds up some of the choices of materials so that the children can see them. You'll find these materials on each of our tables. She adds, "You can choose other materials from the classroom or outside if you can think of something else that you might want to use." The teacher then explains that they will be building their house on a piece of cardboard and that the cardboard is needed so their houses can be moved carefully. Then, she gives the children two directions:</p> <ol style="list-style-type: none"> 1. Choose your building materials. 2. Build your house on top of the cardboard. <p>The teacher observes Danielle choosing a piece of cardboard and then selecting materials to build her house (sugar cubes, blue clay, and yellow yarn). After Danielle puts all of her selected materials in a pile, she uses the materials to build her house on top of the cardboard.</p> <p>As the children work, the teacher also observes Dan. He walks toward one of the tables and then looks back to the teacher with his eyebrows raised. He points to the building materials and asks, "What is that for?" The teacher then points to the pile of building materials and says, "Choose what you need to build your house." Then, the teacher points to the cardboard piece and says, "Build your house on top of the cardboard." Dan then chooses materials and begins to build his house on the cardboard.</p> <p><u>Suggested Probes:</u></p> <ul style="list-style-type: none"> • Repeat the directions. • Pointing to the cardboard, "Build your house on top of the cardboard." • Pointing to the materials, "Choose what you need to build your house." <p><u>Probes to Avoid:</u></p> <ul style="list-style-type: none"> • "Did you get your materials?" • "Did you put your house on the cardboard?" 			

Interpreting the Evidence	<p>Observation: Dan asks for clarification. The teacher provides visual cues along with the directions. After the teacher restates the directions while using visual cues, Dan completes the set of directions.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> G. With visual cues (if needed), follows two-step directions. <p>Observation: While observing Danielle, the teacher notes that Danielle selects her building materials and builds her house on the cardboard as directed.</p> <ul style="list-style-type: none"> • <u>Identify Learning Status on Construct Progression:</u> H. Without visual cues, accurately follows two-step directions.
Adapting/ Responding to Learning Needs	<p>Once the evidence is interpreted and the learning status is identified on the construct progression, continue to adapt and respond to the learning needs of the student, addressing the same learning target if the student hasn't met it. If the student has met the learning target, work with the student to select a new learning target for teaching and learning.</p>