



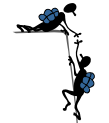





Kindergarten Reading and Viewing Development: Processing

Developmental Aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support may draw on personal connections while participating in a variety of reading/viewing experiences to make meaning.	With guided support draws on and begins to develop strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning.	With minimal support draws on, and expands strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning.	Draws on, expands and begins to identify strategies (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences to make meaning.
Thinking/Metacognition				
Processing	With direct support may express some thoughts and understanding before/during and after reading/viewing (may be unrelated to topic).	With guided support expresses some thoughts and understanding before/during and after reading/viewing.	With minimal support expresses thoughts and understanding before/during and after reading/viewing.	<i>Expresses thoughts and understanding before/during and after reading/viewing.</i>
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: In anticipation of Earth Day and the school tree-planting project (every kindergarten class plants a tree on the playground as part of their legacy to the school), the teacher reads *The Giving Tree* by Shel Silverstein.

-  **Direct Support**
-  **Guided Support**
-  **Minimal Support**
-  **Without Support**

Linus listens quietly to the story. When asked what the story is about, he answers, incorrectly, "The earth." The teacher *directs* Linus to look at the cover of the book and says, "There is a clue in this picture. It tells what the book is about." With this direct support, Linus is able to respond, "A tree."

Katy is very excited about the tree-planting project. After hearing the story, she offers, "I brought my shovel to help plant!" Using guided support, the teacher *focuses* Katy on making a connection with the book by asking, "What do you think we should do to take care of our tree after we plant it?"

Jesse excitedly offers the comment, "Maybe I can come back and cut down the tree and get lots of money when I am grown up." Jesse has understood the basics of the story, but needs minimal support to realize that the man in the story used the tree without consideration of all it had given him. The teacher *prompts* Jesse to process this aspect of the story by asking, "What if all the kindergarten students who planted trees came back and cut them down, like the man in the story did?"

Ping puts her hand up after the story and says, "Maybe when I am old like you teacher, I will come to our tree to sit and visit the children at the school." Ping, without support, has extended the relevance of the story to the tree-planting project.



In order for students to acquire the skills of reading a variety of texts, teachers must model, coach, and support reading in the classroom. Students learn and apply strategies successful readers use by reading in a variety of classroom contexts. As they engage in reading, they explore and learn the skills, strategies, and competencies of the reading process and of shared learning in a group setting.