Student Name: _____

Kindergarten Reading and Viewing Development: Using Strategies

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.
Comprehension/Response				
Using strategies—use prior knowledge, predict and confirm meaning, ask questions, locate details, create mental images, make inferences	With direct support may use some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may be unrelated.	With guided support uses some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are related.	With minimal support uses the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are more detailed.	Uses the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may include evidence and/or some justification.
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: The teacher decides to model the use of predicting as a reading strategy using a big book about a cat called *Cookie's Week*. The teacher reads the first two pages of the book to the class and they discuss the text: "On Monday, Cookie fell in the toilet" (p. 1). "There was water everywhere" (p. 2). Then the teacher reads the first part of the pattern on the next page: "On Tuesday, Cookie knocked over the garbage can." Students are invited to turn to a partner and talk about their predictions for the second part of the pattern. The teacher asks them, " What do you predict the next part will say?" (*There was garbage everywhere.*) Students are sitting in pairs discussing their ideas.

Direct Support
The teacher observes that two partners are not talking. With the book in hand she goes over to the pair and asks, "What do you think happened when Cookie knocked over the garbage can?" The students are unable to respond. To give them direct support, the teacher rereads the previous two pages, *showing* them the pictures and giving them *explicit* verbal and visual information. She then rereads the first half of the next pattern (*On Tuesday…*) and asks, "What do you think the next page will say?" The students are still not able to respond, so the teacher *shows* them the next picture. She asks, "What do you see happening in the picture?" The students respond, "Garbage." The teacher *models* a more complete prediction, saying, "Yes! Cookie has knocked over the garbage can and now there is garbage everywhere!"

Guided Support
Next, the teacher reads to the class: "On Wednesday, Cookie went in the closet." When Braiden is asked to predict what will happen, he says, "Cookie got locked in the closet." Braiden has stayed on topic but has not followed the pattern. To provide him with guided support, the teacher *cues* Braiden to listen again as she rereads the previous two pages. Then she *guides* him through the beginning of the next pattern and shows him the picture on the second page of the pattern without reading the words. Braiden is able to say "clothes". The teacher encourages Braiden by complimenting him on his efforts, and then reads the next page of the book and the end of the pattern.

Minimal Support
After reading the beginning of the Thursday pattern ("On Thursday, Cookie knocked a plant off the windowsill"), the teacher asks students to turn and talk to one another about what they predict the next page of the book will say. The teacher hears Kai tell Jared that Cookie broke the plant. Jared then says, "Yes, so there will be stuff all over". Kai says, "Yeah, like dirt." Jared and Kai have given one another minimal support in order to make a reasonable prediction using their prior knowledge of the book's pattern.

Without Support
Without support, Quinn has quickly discovered the pattern of "Cookie's Week" and raises his hand to say, "I bet one of the pages will be Cookie climbing the curtains, because my cat always climbs the curtains!" Later in the day, Quinn instigates some acting out of Cookie's adventures in the House centre, using one of the toy kittens and the furniture in the centre.

Readers learn productive strategies in the context of real reading. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy and skills.