

### Kindergarten Emergent Literacy Continuum: Reading and Viewing

Developmental Aspects	Emerging With direct support...	Developing With guided support...	Applying With minimal support...	Extending
<b>The Child</b>	With direct support may draw on personal connections to make meaning while participating in a variety of reading/viewing experiences.	With guided support draws on and begins to develop strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences.	With minimal support draws on, and expands strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences.	Draws on, expands and begins to identify strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences.
<b>Thinking/Metacognition</b>				
Developing dispositions—awareness, attention, interest, participation, curiosity, engagement, perseverance	With direct support may attend to and may participate in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge).	With guided support engages in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge).	With minimal support purposefully engages in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge).	Purposefully engages in reading/viewing activities (e.g., makes meaning from text using emergent reading strategies).
Setting purposes	With direct support may participate in setting a purpose for reading/viewing.	With guided support sets a purpose for reading/viewing.	With minimal support chooses a purpose for reading/viewing.	Identifies a purpose for reading/viewing; participates in the reading/viewing process.
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.	Expresses thoughts and understanding before/during and after reading/viewing.
Reflecting	With direct support may participate in the reading/viewing process; may say something about reading/viewing experience.	With guided support participates in the reading/viewing process, says something about reading/viewing experience.	With minimal support participates in the reading/viewing process; reflects on learning—may include purpose, process, experience.	Participates in the reading/viewing process and reflects on learning—may include purpose, process, experience.
<b>Comprehension/Response</b>				
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.
Making connections	With direct support may attempt to make a connection to reading/viewing material; connection may seem unrelated to reading/viewing material.	With guided support makes some connection to reading/viewing material.	With minimal support makes connections to reading/viewing material.	Makes connections to simple and complex reading/viewing material.
Retelling	With direct support may retell; retelling may be unrelated to reading/viewing material.	With guided support retelling is related to reading/viewing material.	With minimal support retelling includes some elements of the reading/viewing material (e.g., character, main idea, interesting facts).	Retelling includes elements of the reading/viewing material (e.g., character, main idea, interesting facts); may include the 'gist' of the reading/viewing material.
<b>Features</b>				
Demonstrating concepts of print	With direct support may demonstrate concepts of print (e.g., front/back of book, directionality).	With guided support demonstrates some concepts of print (e.g., front/back of book, directionality, points to words on the page).	With minimal support demonstrates many concepts of print (e.g., front/back of book, directionality, points to words on the page).	Demonstrates many concepts of print (e.g., front/back of book, directionality, points to words on the page, tracks with finger using one to one matching).
Recognizing letter-sound relationships	With direct support may be able to name and recognize a few upper or lower case letter-sound relationships.	With guided support is able to name and recognize some upper and/or lower case letter-sound relationships.	With minimal support names and recognizes many upper and lower case letter-sound relationships.	Names and recognizes most upper and lower case letter-sound relationships.
Recognizing words	With direct support may be able to identify a word in the environment (e.g., points to a printed word rather than a picture).	With guided support recognizes a few words (e.g., own name, environmental print, class names, familiar words).	With minimal support recognizes words (e.g., own name, environmental print, class names, familiar words).	Recognizes many words; may begin to use decoding strategies for unfamiliar words (e.g., sight words, environmental print, class names).
<b>The Support/Scaffolding*</b>	<b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	<b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting	<b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration	<b>The Mentor:</b> extending, stretching, wondering aloud, exploring, "what if-ing"
<b>*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development</b>				

Date code: December

Comments: Most students enjoy book related activities. Some are just beginning to understand how to actively engage in a reading/viewing activity. Need more modeling of reading strategies, e.g., using picture clues.

At this stage, few students can set a purpose for reading without direct or guided support. We could do this as a group at story time.

I need to encourage more reflecting on the reading process – asking more questions about what they are doing to make sense of the text?