

Kindergarten Reading and Viewing Development: Making Connections

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	Making connections With direct support may attempt to make a connection to reading/viewing material; may appear to be 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.
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 this classroom, one student a week is chosen to be the Star Student. The Star Student brings items from home to share during the week, and chooses three items per day to share with classmates. After each item is presented, the teacher asks class members to contribute a compliment, connection, or question to the sharing. Today the children are practising making connections. To encourage metacognition (awareness of one's thinking), the teacher has shown the class how to use a hand signal to show that they are making a connection (fingers wiggling with hands over head), and the children are just learning to use this signal. She has also encouraged them to say aloud that they are making a connection. This week's Star Student, Sawyer, shares a picture of his baby brother with their grandparents, and tells the class that his brother's name is Dylan. Then he invites classmates to share a connection.



Direct Support

Sawyer chooses Lionel to share a connection. Lionel says, "I like your shoes." Seeing that he needs direct support to make a relevant connection to the picture, the teacher *directs* Lionel to look at Sawyer's picture and say something about the picture. Lionel is unable to verbalize a connection to the topic, so the teacher calls on Seneka, who *demonstrates* an on-topic connection by raising her hands above her head and saying, "I know a connection. I have a baby brother, too."



Guided Support

Next, Sawyer invites Caden to share a connection. Caden makes a connection of, "I was bald when I was a baby, too." Although Caden has stated a connection, he has not named it or used the hand signal. The teacher provides guided support by *cueing* Caden to show he has made a connection by using the hand signal. She says, "Thank you Caden. When we think of something that is the same, we are making a connection. You could wiggle your fingers above your head to show you are making a connection." With this *cue*, Caden gives the signal.



Minimal Support

Shalaya says, "I like to be with my grandparents, like your brother does." The teacher gives Shalaya minimal support by *prompting* her with a brief hand signal to show and say that she has made a connection. Shalaya raises her hands, wiggles her fingers and says, "Oh yeah. That was a connection."



Without Support

Joseph uses the hand signal to show that he wants to contribute a connection. When called upon to share his idea, Joseph begins by saying, "I have a connection," and continues with, "My baby cousin's name is also Dylan." Without support, he is able to make a relevant connection, to name it, and to give the signal.



Background knowledge and prior experience are critical to the reading process.