

Kindergarten Reading and Viewing Development: Developing Dispositions

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	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, pattern, memory, prior knowledge).	With guided support engages in reading/viewing activities (e.g., makes meaning from text using pictures, pattern, memory, prior knowledge).	With minimal support purposefully engages in reading/viewing activities (e.g., makes meaning from text using pictures, pattern, memory, prior knowledge).	Purposefully engages in reading/viewing activities (e.g., makes meaning from text using emergent reading strategies).
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: Each day the kindergarten children have opportunities to choose from a variety of learning centres. The teacher has developed a simple way to record students' choices over the course of a week. At the end of each week, he reviews students' choices. By February, he expects most students to engage in reading and viewing opportunities such as the book centre, word games centre, listening centre, and similar experiences at least once a week.



Direct Support

The teacher has noted that four students have not chosen a reading/viewing centre in the past two weeks. To provide direct support, he asks each of these students to spend five minutes with him during centre time. At this time he *directs* each of the students to choose a reading and viewing activity, and *gives them some examples*: reread a book, read a class chart, listen to a book on tape, read a book on their own or with a partner, etc. After five minutes, the teacher compliments the students and invites them to make another centre choice.



Guided Support

The teacher has noted that Marc and John are consistently choosing the same activities. John is an emergent reader, but Marc does not seem to be interested in books. John often chooses the book centre, and Marc follows John's lead. Marc sits beside John while he is engaged in a book, but does not look at any books himself. He would rather be playing with Lego, and waits patiently for a couple of minutes before asking John to change centres. The teacher offers guided support to Marc by *focusing* him on choosing a book that they can look at together while John finishes reading on his own. Marc chooses a book and the teacher *guides* him through reading the pictures.



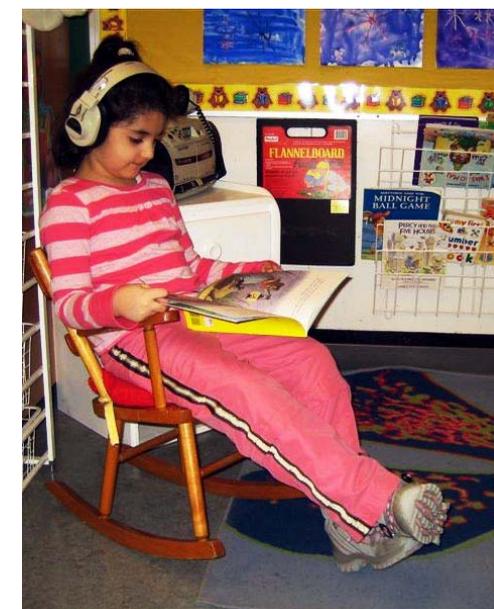
Minimal Support

Before centre time begins, the teacher *reminds* the children that the book centre is a choice for the week, and *prompts* them to look at some of the interesting new books about animals in the book display. Katya has not chosen the book centre yet this week, but with this minimal support, she decides to explore the new books.



Without Support

Without support, Nathan consistently chooses the book centre a couple of times a week. Nathan likes to share what he reads with his classmates and teacher, and asks to take books home to share with his family. The teacher *extends* on this interest by inviting Nathan to help him choose some interesting books from the school library to display in the science area.



It is essential for early learners to have positive experiences that make them feel successful and that motivate them to seek further involvement in listening, speaking, reading, and writing.