

Kindergarten Reading and Viewing Development: Recognizing Letter-Sound Relationships

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.
Features				
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.
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 children in this classroom participate in a "Morning Message" activity each day. The teacher varies the format, depending on her purposes. One important purpose of the morning message is to communicate meaningful information that is of interest to the children. Early in the year, the teacher composed the morning message on chart paper before the children arrived, and then used the text of the message to teach concepts of print, such as reading from left to right. As fall progressed, she focused more on the concept of words as units of speech, and on beginning sounds. Now it is the new year, and many of the children have begun to recognize and name letter-sound relationships, to recognize some sight words, and to use phonetic principles for emergent spelling in their writing. Sometimes the children participate in composing the message, suggesting news items that should be included on the chart for the day. Following the composing activity, the class reads the message together.



Direct Support

The children have suggested that the first sentence of the Morning Message should be "Today is Oliver's birthday." Oliver is a student with special needs who is learning to use a communication board. The teacher prints "Today is" with help from some of the students, and then asks the children how she should begin to spell Oliver's name. He has a name card with his picture on it, and when the teacher says his name, he points to his card and waves it about. The children know that Oliver will need direct support to participate in this activity, so Nabila goes to Oliver's wheelchair and brings it to face the message board. She smiles at Oliver, picks up his name card, and *shows* Oliver that she is going to copy his name into the space in the sentence. The other children call out the letters while Nabila writes them on the chart.



Guided Support

For the next sentence of their message, Rainn suggests, "We are going to celebrate..." and Daina adds, "with candles on a cake." Hearing the different 'c' sounds, the teacher decides to highlight the difference between the 'c' in "celebrate" and the 'c' in 'candles' and 'cake.' This is the first time the class has been introduced to one letter having two different sounds at the beginning of words, and she provides guided support by structuring a mini-lesson on the spot to explain the two sounds of 'c'.



Without Support

Paige says, "I know how to spell 'cake.' C-A-K-E! It's like 'take' and 'make.' They have different letters at the beginning, but the rest is the same." Without support, she has gone beyond letter-sound relationships to internalize the concept of letter patterns in words that have the same ending sounds. Jae *wonders aloud* whether they could list even more words with the same ending.



Minimal Support

Ella makes a connection between 'cake' and 'candy.' She says, "Candy starts with a 'c'. With minimal support in the form of a prompt from the teacher, she is able to say whether the 'c' sound in 'candy' is the same as in "celebrate' or in 'candles' and 'cake.'



Learning about language means becoming aware of the nature of written language, its functions and forms. In other words, learners develop metalinguistic awareness or concepts of print.