

Kindergarten Reading and Viewing Development: Demonstrating Concepts of Print

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				
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).
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: This teacher has organized a print-rich classroom in which students can practice applying concepts of print to different types of text. Each day, the children are invited to choose from a variety of centres. Some children choose the book centre. Others choose to “read around the room.” By late spring, most children are able to demonstrate concepts of print with minimal support. The teacher observes and provides support where needed.



Direct Support

The teacher observes that Jan is standing near a chart of Humpty Dumpty that the class has read together many times. The teacher offers Jan a pointer and asks if she would like to read the chart. Jan begins confidently. The teacher notes that the pointer moves along the picture cues rather than the words on the chart. The teacher encourages Jan’s picture reading, and then provides direct support to help her focus on the print. She suggests that they read the poem again. Hand over hand, the teacher *directs* Jan to point to the words as they say them together.



Guided Support

The teacher has suggested that some children might like to read the class big book of Humpty Dumpty during centre time. She knows that providing familiar materials with predictable patterns, combined with opportunities for repeated reading, offers guided support to her class. Shania and Meredith decide to read the big book together. They are able to point to the title and say it accurately before they open the book, and they begin the rhyme on the first page of text. Then they say two lines of the poem before turning the page, although only one line appears on the page. Using the *picture cues* as a scaffold, the children notice as they turn the page that the next picture does not match the line they were going to say, and that it matches the second line that they had said previously. They turn back and reread the first page correctly.



Minimal Support

A small group of children goes to the book centre. Some choose unfamiliar books from the display related to the class Science theme. While they are reading, the teacher notes that Ben asks Maddy a question about something he sees on the page. Maddy looks at the page with Ben and they discuss their observations. The teacher overhears them discussing the bean picture in the book and sees Ben point to the window where the class beans are sprouting. Ben decides the text reads, “This is a bean growing,” and demonstrates left to right directionality by pointing to the words on the page in a left to right motion as he says his sentence. With one another’s minimal support, these two children *monitor* their own understanding that print carries meaning, that text matches pictures, and that in English, reading moves from left to right.



Without Support

Carter and Toby are reviewing the individual pattern books provided by the teacher in their reading tool kit folders. In previous lessons she has modeled how children can share their reading strategies with one another. Now she notices that the two boys, without support, are stretching one another’s thinking by reading aloud and talking about how they know what words to say.



Learning about written language means becoming aware of the nature of written language, its functions and forms...Children develop these concepts primarily in the context of purposeful experiences, especially through independent explorations of reading and writing and through literate interactions with others.