

### Kindergarten Reading and Viewing Development: Setting Purposes

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 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.
<b>Thinking/Metacognition</b>				
Setting purpose	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.
<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"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

**Scenario:** This kindergarten classroom provides a rich environment for reading, where children are surrounded with examples of print having different purposes. Lists, charts, labels, poetry, posters and signs are visible around the room. Appealing books are displayed in the classroom library, along the ledges, on top of shelves, and in the learning centres. The teacher reads aloud several times a day, choosing her selections to introduce both formal and informal reading material in a wide range of genres. Each day, the children participate in a noisy reading time when they can read with a partner, share favourite books, or read around the room. At other times, they enjoy quiet reading on their own or with a buddy. It is the second half of the year, and the teacher wants to help her students think about their reading choices and say what their purposes are. She and the class have recently made a list of reasons why people read, including "to have a good laugh," "to learn something new," "to find out how to do something," "to practice new words," "to enjoy an old favourite," and several other ideas.



**Direct Support**

For several days in a row, the teacher provides direct support during group time to help the children think about their reading purposes and choices. She *directs* the children's attention to the list they have made, and *demonstrates* by thinking aloud how she would set a purpose for reading. "I'm going to look at the list and think about what I want to read today. Do I want to learn something new? Do I want to enjoy an old favourite? Hmm...I think I want to practice some new words. I'm going to read around the room today!"



**Guided Support**

When the class goes to library, both the teacher and school librarian offer guided support to help the children choose books that match their purposes and interests. The teacher *structures* the library visit ahead of time by *cueing* students to think about what kind of book they might be looking for. Mattie says she wants to read another Curious George book "...because he's so funny." Satnam wants to learn about dogs, because he's going to get a puppy for his birthday. Peter says he wants a book about dinosaurs "that has good pictures in it."



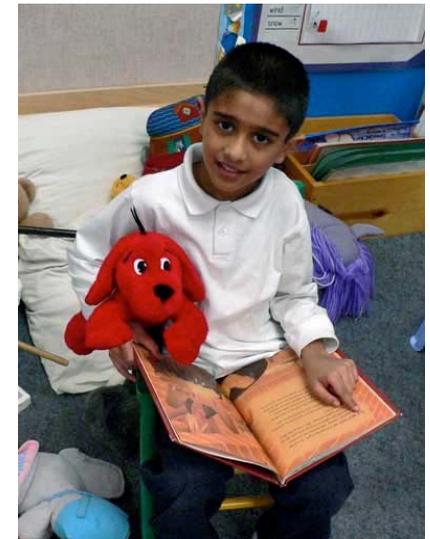
**Minimal Support**

As the children become more conscious of setting purposes for reading, the teacher moves into the role of advisor. She asks students about their choices, and listens to see if they have purposes in mind. Today, Dorian says he wants to show his friend Carly a book with pictures of wolves and polar bears in it that his Dad brought home from a trip north. "This book has pictures of real animals that my Dad saw. He told me I could learn lots just from the pictures." The teacher provides minimal support by *reminding* Dorian and Carly to think about what they are learning as they look through the book.



**Without Support**

Without support, children begin to suggest books to one another for different purposes. Noah says, "Joseph, I think you would like to read this book 'cause you love monsters." Miguel tells the group, "This is a really good book to put in our spider centre. We can learn about spiders from all around the world, and even which ones are poisonous." The teacher decides to *stretch* the students' development by introducing a "book talk" time where students can take turns recommending books to one another for different kinds of reading.



Metacognition is "thinking about thinking" which results in students' individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner.