








### Kindergarten Reading and Viewing Development: Reflecting

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>				
Reflecting	With direct support may participate in the reading/viewing process; may say something about reading/viewing experience.	With guided support participates in the reading/viewing process, says something about reading/viewing experience.	With minimal support participates in the reading/viewing process; reflects on learning—may include purpose, process, experience.	Participates in the reading/viewing process and reflects on learning—may include purpose, process, experience.
<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:** Since the early fall, this teacher has been focusing specifically on helping his students see themselves as readers and writers, even though they are not yet proficient at the decoding process. When he reads aloud, he talks about and models what good readers do before, during, and after they read. He regularly asks the students to predict, to make connections, and to summarize. Most children are developing confidence in predicting from the book cover, in reading pictures, and in talking afterwards about connections they have made with the text. The teacher has also introduced the children to some early emergent books with predictable patterned sentences. Many children are beginning to use print cues, and are learning to say what helps them understand the print. It is now early spring, and the children are engaged in a buddy reading and reflecting activity while the teacher assesses individual children on the “Reflecting” aspect of their reading and viewing development.



**Direct Support**

Rusty has chosen one of his favourite big books from the class library. It has large, colourful photographs of different kinds of insects, with a predictable pattern of short phrases on each page. Rusty and the teacher look at the cover of the book together. The teacher asks, “Rusty, can you show me how you read this book?” Rusty replies, “I don’t like bees. They can sting, you know.” The teacher understands that Rusty has made a connection with one of the illustrations in the book, but is unable to reflect on or explain this process. The teacher offers direct support by *making the connection explicit*, saying, “I think one of the pictures reminds you about bee stings. Why don’t you take me on a picture walk and tell me about the other pages?” When they finish, the teacher says, “Rusty, you are learning to make lots of connections!”



**Guided Support**

Parm brings a book that is beyond his comprehension. He thrusts it toward the teacher and asks, “Can you read it to me?” The teacher knows Parm is using this opportunity to seek adult closeness. He provides guided support to help Parm *focus* on the purpose of the activity. “This is a book that we could look at another time. It’s your turn to share a favourite book with me. Can you find one you already know and tell me about it?”



**Minimal Support**

Tasha-Lynn and Harlan are lying on the rug sharing the little teacher-made books they have been using to practice emergent reading. Tasha-Lynn tells her friend, “I’ve been practicing this book so I can take it home and read it to my little sister,” showing she understands how good readers have a purpose for reading. Harlan offers minimal support by *suggesting*, “If you want to read it to me, I’ll pretend to be your sister, OK?”



**Without Support**

A group of three children is sitting in the library shelter reading a variety of different books to one another. Without support, they have made a game of asking one another reflective questions at the end of each reading. “Josie, what was the hardest word in that book?” “Royce, how did you figure out the title?” “Why do you like that story, Sasha?” and so on.



*Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.*