

Kindergarten Reading and Viewing Development: Recognizing Words

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 words	With direct support may be able to identify a word in the environment (e.g., points to a printed word rather than a picture).	With guided support recognizes a few words (e.g., own name, environmental print, class names, familiar words).	With minimal support recognizes words (e.g., own name, environmental print, class names, familiar words).	Recognizes many words; may begin to use decoding strategies for unfamiliar words (e.g., sight words, environmental print, class names).
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 kindergarten classroom contains a wide variety of environmental print: charts, signs, labels, posters, everyday materials (e.g., boxes, cans and recipes in the play kitchen area), and several literacy centres. The children are encouraged to interact with print on their own, in small groups and during whole-class activities. At centre time, they may choose from a range of print-related activities.



Direct Support

The teacher observes that Deidre is using a "letter catcher"—an open plastic circle on a handle for placing over letters and words. She is playing with it in the air and randomly touching charts and pictures around the room. Seeing that she needs direct support to use this item, the teacher asks Deidre to catch a picture with the letter catcher. Deidre is able to do this. Then the teacher asks her to try to catch a word. Deidre catches a different picture. The teacher *shows* Deidre a word by framing the word with her hands, and *directs* Deidre to move her letter catcher over the word. They practice catching pictures and then words several times. The teacher *shows* Deidre *examples* of words and pictures, and *explains* how they are different.



Guided Support

At choosing time, the teacher notices that Brad confuses his own name card with those of other students in the class whose names begin with "B". The teacher provides guided support for Brad by selecting and *organizing* all of the "B" names for Brad to look at, and then *cueing* him to look at the second and third letters to be sure he has selected his own card.



Minimal Support

A group of children has been making crafts as gifts for one other at the Make It centre. They provide one another with minimal support as they work together to put names on their gifts. "Does your name have a 'y' at the end?" Devon asks Hailey. "Yes, and so does Bradley. But he's not here today," *reminds* Hailey. "I'm going to get his name card and make him a present for when he comes back."



Without Support

Without support, Keisha and Adonis have chosen letter catchers and have decided that they will challenge each other to catch words. Keisha asks Adonis to catch the word "is." Adonis looks around the room and quickly catches "is." Adonis then asks Keisha to try and catch "the." She, too, quickly scans the room and catches "the" on a chart. The teacher *extends* their activity by asking them how many different words they think they know around the room. They decide to make a list of all the words they know.



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.