

Kindergarten Writing and Representing Development: Understanding and Using a Variety of Forms

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support, may participate in writing/representing experiences to communicate a message. May understand writing/representing as thoughts written down.	With guided support, participates in writing/representing experiences by using approximations of emergent symbol systems (a combination of picture, oral description and symbols). More of the meaning is conveyed in picture and oral description.	With minimal support, participates in writing/representing experiences using an emergent symbol system (a combination of picture, oral description and conventional letters) to communicate ideas. Meaning is beginning to be conveyed in the writing.	Participates in writing/representing experiences using a mixture of emergent and conventional symbol systems. Meaning is conveyed in both the writing and the accompanying representations and oral description.
Purpose				
Understanding and using a variety of forms	With direct support may approximate a model to communicate in an oral/representational form (e.g., labels, signs, lists, journals, stories, letters).	With guided support approximates a model to communicate in an oral/representational form (e.g., labels, signs, lists, journals, stories, letters). Beginning to choose a written/representation form for expression of ideas.	With minimal support follows a model to communicate in an oral/representational form (e.g., labels, signs, lists, journals, stories, letters). Beginning to choose a written/representation form that aligns with purpose.	May follow a model or independently select a written/representational form to communicate (e.g., labels, signs, lists, journals, stories, letters).
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: It is late in the kindergarten year, and the teacher has just read a non-fiction book about butterflies to the class. It is one of the easy science books on display beside the terrarium containing a cocoon, and the children are eagerly waiting to see what might come out of the cocoon. After listening to the information in the book, they sit in small groups to talk about what they have learned. The teacher asks them to think of different ways they could show things they have learned about butterflies. First they make a list of what they have learned on a chart. Then the teacher invites them to show something they have learned about butterflies in a different way.

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Direct Support Sherman is interested in the part about how butterflies come in different colours. He is not sure how to show that information. The teacher provides direct support by *showing* him two pictures from the book and *directing* him to look at what is the same and what is different in each picture. Sherman decides that he can paint a picture of two different coloured butterflies side by side.
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Guided Support A small group of children is talking about the different ways they could show what they know about butterflies. They seem to be uncertain about how to get started. The teacher gathers them together and provides guided support by asking them to think of exactly what they want to show. Each child gives a different answer. Then she *structures their thinking* by asking each one the question, "What is one of the ways that you could show your information?" Two children choose to draw a diagram, and one decides to paint. She *encourages* them to add some written information to their work.
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Minimal Support Darcy makes a web of the things she has learned about butterflies, following the example on a chart that the class has made earlier. She shares it with her friend Samantha, and they talk about how they could add an illustration to the web. They decide to draw a diagram together, showing the parts of the butterfly. The teacher provides minimal support by suggesting that they label their diagram using words from the book she has read to them.
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Without Support Beth wants to write a book about butterflies. Without support, she makes a short list of what she would like to include in her book. The teacher *extends* her thinking by giving her three simple books about butterflies to look at for words and other ideas.



Elements of the writing process, especially prewriting strategies such as making lists, webs, or diagrams, enhance children's writing abilities.