

### Kindergarten Writing and Representing Development: Expressing Meaning Through Print

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
<b>The Child</b>	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.
<b>Meaning</b>	Expressing meaning through print			
	With direct support may express meaning using representational print forms.	With guided support expresses meaning using representational print forms.	With minimal support expresses meaning using representational print forms.	Expresses meaning using representational print forms.
<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:** During the fall, this kindergarten teacher wants her children to develop confidence as risk-takers in writing, even if they are not yet proficient at using representational print forms. She encourages the children to use a wide range of media, materials and forms to show their ideas and thinking. They are learning that print carries a message and has a purpose, and most children are starting to experiment with scribble writing, copying shapes and letters, and drawing combined with other forms to communicate meaning. It is now November, and Nyareath has been away from school for more than a week due to illness. At circle time his friend Makayla says, "I miss Nyareath. He hasn't been here for a long time." The teacher suggests that some people might like to make a 'Get Well' card or a gift for Nyareath during centre time the next day.



**Direct Support**

The next day the teacher provides direct support to help the children get started. She *shows several examples* of simple get well cards for children, helps the class list some gifts they could make in the arts centre, and puts some blank cards and paper, colourful markers, stickers, scissors, glue, glitter and other decorating materials in the writing centre. She *explicitly assures* the children that she will help put the words on their cards once they decide what they want to say.



**Guided Support**

Makayla goes to the writing centre and cuts out a heart shape. She is first to ask for help. She says, "I want to say, 'Get well soon.' Please print it for me. I can put my own name on it." The teacher knows that Makayla is not yet ready to copy letters or words with confidence, so she offers guided support by sitting next to Makayla and *focusing* her thinking on where she would like to put the words. They decide on a layout, the teacher prints the greeting, and Makayla moves on to decorate the card with confidence.



**Minimal Support**

Shalayah needs minimal support to decide on a message. She looks through the sample cards the teacher has brought, and chooses one that says, "I'm sad without you." She gathers the materials she wants to use, copies the message from the card to her paper, and decorates it with glitter and stickers. The teacher gently *prompts* her to add her name so Nyareath will know who the card is from.



**Without Support**

Without support, Ethan has decided to make a painting for Nyareath. It shows himself, Nyareath and their friend Logan at the swings on the playground. Once the painting is dry, Ethan goes to the choosing board, looks at the list of names, and copies 'Nyareath' and 'Logan' beneath their figures in the painting. Then he adds his own name from memory. The teacher *extends Ethan's thinking* by asking whether he would like to add a frame to the painting and make a card to go with it.



Children must come to understand the complexity of the written language system, not only how sounds relate to the graphic information (phonics) but how they both relate to meaning.