

Kindergarten Writing and Representing Development: Using Concepts of Print

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. 
Features				
Using concepts of print	With direct support may use some concepts of print to represent meaning.	With guided support uses some concepts of print to represent meaning.	With minimal support uses more complex concepts of print to represent meaning.	Uses complex concepts of print to represent meaning.
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 teacher encourages his students to use writing and representing for a wide variety of purposes. Opportunities for writing and representing are connected with many different activities and events across the curriculum—in fine arts, numeracy, science and outdoor pursuits. He has shown his students how to use a combination of drawing, scribble writing and emergent spelling to record their ideas, using what they know and trying the rest. Recently the children have been observing spiders in a terrarium. The teacher has placed some simple, well-illustrated beginning science books near the terrarium to help his students learn more about spiders, and has encouraged them to draw and write about spiders in the writing centre.



Direct Support

Riley is fascinated by spiders and has been making detailed observations of their appearance and behaviour, but he is reluctant to try any representing activities. One morning he says, "I wish my Dad could see this terrarium. It's amazing." Since Riley needs direct support to engage with concepts of print, the teacher suggests that they take a digital photograph of the terrarium using the class camera. The teacher prints the photo and brings it to the writing centre. He *shows* Riley how they can work together to put some words with the picture. The teacher *directs* Riley to tell something about spiders that his Dad would be interested in. As Riley speaks, the teacher scribes lightly in pencil, then *demonstrates* how Riley can trace the words with a marker so his Dad can read them. Riley dictates three sentences.



Guided Support

Richard is an emergent writer who sometimes gets frustrated because he wants to say more than he can represent with confidence. The teacher has encouraged him to look for places where he might find the words he wants, and to copy them. Today, Richard has brought one of the science books to the writing centre because he is drawing a house spider and wants to show its body correctly. The teacher joins him and offers guided support to help him add words to his picture. They read about spiders, Richard decides he wants to record how many legs they have, and the teacher frames the words "eight legs" with his fingers while Richard copies them onto his paper.



Minimal Support

Niamh is writing about spiders using emergent spelling. She is trying to spell the word 'terrarium' using what she knows about letters and their sounds. Her friend Gurveen is providing minimal support by *suggesting* which letters might go with each sound. With their combined efforts, they are able to represent the word in an understandable form.



Without Support

Jaden and Taylor are confident emergent writers. Without support, they have decided to write what they know about spiders. They have put the word "spidrs" in the centre of their page, and are taking turns printing words or short phrases around it, e.g., "cach flies in webs" [catch flies in webs]. The teacher encourages them to explore the science books to see what else they might add.



Students begin to understand writing and representing as "talk" written down and begin to communicate ideas and feelings through simple written representations that may take the form of pictures, symbols, and letters.