

### Kindergarten Writing and Representing Development: Processing

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>Thinking/Metacognition</b>				
Processing	With direct support may voice some thoughts before/during and after writing/representing (may be unrelated to topic). With direct support may participate in the writing/representing process.	With guided support voices some thoughts before/during and after writing/representing. With guided support participates in the writing/representing process.	With minimal support voices thoughts before/during and after writing/representing. With minimal support participates in the writing/representing process.	<i>Voices thoughts before/during and after writing/representing. Participates in the writing/representing process.</i>
<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:** The children in this class have daily opportunities to express their thoughts, ideas, information and feelings in written and picture form. They may speak and listen before they write or represent their ideas, while they are writing or representing, and after they have finished writing or representing. They may express their ideas with a visual image, with words written and/or spoken, and sometimes with movement and dance. The class has just returned from a field trip to a nearby pond and the children are now invited to think like biologists and record things to remember about what they saw and learned.



**Direct Support**

After the field trip, Joy is asked to describe something she noticed at the pond to her partner Toby. The teacher *directs* this process by *giving explicit instructions*. She asks Joy to tell the things she saw at the pond, and to listen to Toby's ideas. Joy listens to Toby, but does not add any of her own observations. Joy is then invited to make a drawing about the field trip, but when it is time to draw, Joy goes to the painting centre instead. Knowing that Joy is distracted by recent events in her family, the teacher sees that she needs direct support to process the field trip experience. The teacher *explains* that if Joy wishes to paint, she could make a painting about something she saw on the field trip, and *gives Joy several examples*. Joy says she will paint a picture of herself walking to the pond.



**Guided Support**

Louie shares his observations from the pond with his partner Jeredanna. He describes what he saw in simple language with few details. The teacher listens to Louie, and provides him with guided support. She knows that Louie will need a *cue* to help him start his drawing. She asks him, "What picture do you see in your head when you think of the pond?" Louie says, "I see the baby ducks swimming behind their Mama." The teacher *focuses* him on putting his ideas on paper with, "Good start! Think about how many baby ducks you will draw."



**Minimal Support**

Sherry has many ideas about the pond to share with her partner. She begins her drawing and quickly fills the page with details. The teacher asks Sherry about her picture, and notes that while Sherry talks enthusiastically about the pond, she does not refer to anything specific in her drawing. Giving minimal support, the teacher *prompts* her by asking her to "Tell me more about this part."



**Without Support**

Without support, Emmanuel completes a detailed drawing showing many of the things he has discussed with his partner, Zev. The teacher *extends* Emmanuel's processing by helping him choose some words to go with his picture. Emmanuel adds some print to his drawing, and agrees to share his drawing and writing with the class during circle time.



*Meaning, not sounds or letters, drives children's earliest experiences with print.*