

Kindergarten Writing and Representing Development: Understanding Purposes

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 purposes	With direct support may share personal experiences, feelings, ideas, or information in an oral or representational form.	With guided support shares personal experiences, feelings, ideas, or information in an oral/written/representational form. Beginning to recognize that writing/representing is talk written down.	With minimal support shares personal experiences, feelings, ideas, or information in a written/representational form. Recognizes that writing/representing is talk written down (e.g. mental image matches writing/representing).	Uses writing/representing to share personal experiences, feelings, ideas, or information.
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: Two students are seated side by side at a table with their journals open. The girls have discovered that they share a common experience—a trip to the petting zoo—and have decided to write about it today. Ruby has finished her journal illustration and written a message, and is now helping Emma.



Direct Support

Emma wants to write about the goat she saw at the petting zoo. She has drawn a goat, but she doesn't know how to make the word, so Ruby is providing direct support. Ruby *instructs* Emma by saying, "This is how to spell goat...g...o...a...t," while Emma attempts to print these letters in her journal. On a scrap of paper, Ruby *demonstrates* how to print the letters so Emma can copy them.



Guided Support

Emma notices Ruby's journal illustration and compliments her on the details in her drawing and the words she has written. Then she asks Ruby what she will say about her picture and story when it is time to share with the rest of the class at circle time. With this guided support, Ruby begins to *organize* her ideas so she can tell about them to the rest of the class.



Minimal Support

The teacher *observes* the girls choosing to write in their journals and conference with one another during centre time. He offers minimal support by *suggesting* that they practice what they want to say to the rest of the class before circle time.



Without Support

Both girls are excited about their work and decide they would like to turn their stories about the petting zoo into a puppet play that they could perform for the entire class. Without support, the girls move to the arts and crafts table and begin to work purposefully on their puppets.



Students use pictures, letters, and words to convey messages, express feelings, and describe events. They practise these skills in a variety of informal class contexts, both individually and in groups.

English Language Arts Integrated Resource Package, 2007, p. 74