

Kindergarten Emergent Literacy Continuum: Writing and Representing

| 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). Meaning is conveyed more in picture and oral description than in print. | 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. |
| Thinking/Metacognition | | | | |
| Developing dispositions—awareness, attention, interest, participation, curiosity, engagement, perseverance | With direct support may attend to and may participate in writing/representing activities.  | With guided support engages in writing/representing activities.  | With minimal support purposefully engages in writing/representing activities.  | Purposefully engages in writing/representing activities.  |
| 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.  | Voices thoughts before/during and after writing/representing. Participates in the writing/representing process. |
| Reflecting | With direct support may say something about writing/representing process.  | With guided support says something about writing/representing process.  | With minimal support reflects on writing/representing process and learning.  | Reflects on writing/representing process and learning. |
| 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.  |
| 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/representational 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/representational 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).  |
| Meaning | | | | |
| Expressing meaning through drawing | With direct support may draw random scribbles without recognizable forms in a picture. | With guided support attempts to draw a picture that is related to topic and contains some recognizable forms.  | With minimal support draws a recognizable picture with some detail that is related to topic.  | Draws a detailed picture that is related to topic.  |
| 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.  |
| Explaining writing/representing | With direct support may provide some simple oral detail about writing/representing.  | With guided support provides some oral detail about writing/representing.  | With minimal support shares ideas or gives information about writing/representing.  | Shares ideas or gives more complex information about writing/representing.  |
| 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 | | | | |

Date code: February

Comments: Class strengths in representing through drawing and painting. Children are confident in these forms of representation and may be avoiding print forms. I can see that I need to do more to scaffold children's conversations about their writing process and strategies. Could include regular pair-share opportunities, but will have to model and provide guided practice.

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