





# Kindergarten Emergent Literacy Continuum: Writing and Representing

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>				
<b>Developing dispositions—</b> 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.
<b>Processing</b>	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.
<b>Reflecting</b>	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.
<b>Purpose</b>				
<b>Understanding purposes</b>	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.
<b>Understanding and using a variety of forms</b>	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/representation 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/representation 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).

Developmental Aspects	Emerging With Direct Support . . .	Developing With Guided Support . . .	Applying With Minimal Support . . .	Extending
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<b>Meaning</b>				
<b>Expressing meaning through drawing</b>	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.
<b>Expressing meaning through print</b>	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>Explaining writing/representing</b>	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.
<b>Features</b>				
<b>Using concepts of print</b>	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.
<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 teacher, peer, and environmental supports can be provided at any stage of development.

Source: Kindergarten Learning Project (2008). Grateful acknowledgment to the Kindergarten Learning Project Team, the British Columbia Ministry of Education, and Qualicum British Columbia School District 69. Reprinted with permission.