Kindergarten Emergent Literacy Continuum: Reading and Viewing

| Developmental Aspects | Emerging
With direct support… | Developing
With guided support… | Applying
With minimal support… | Extending |
|---|---|---|---|---|
| **The Child** | With direct support may draw on personal connections to make meaning while participating in a variety of reading/viewing experiences. | With guided support draws on and begins to develop strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences. | With minimal support draws on, and expands strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences. | Draws on, expands and begins to identify strategies to make meaning (e.g., making connections, predicting, asking questions, and reflecting) while participating in a variety of reading/viewing experiences. |
| **Thinking/Metacognition** | | | | |
| Developing dispositions—awareness, attention, interest, participation, curiosity, engagement, perseverance | With direct support may attend to and may participate in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge). | With guided support engages in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge). | With minimal support purposefully engages in reading/viewing activities (e.g., makes meaning from text using pictures, patterns, memory, prior knowledge). | Purposefully engages in reading/viewing activities (e.g., makes meaning from text using emergent reading strategies). |
| Setting purposes | With direct support may participate in setting a purpose for reading/viewing. | With guided support sets a purpose for reading/viewing. | With minimal support chooses a purpose for reading/viewing. | Identifies a purpose for reading/viewing; participates in the reading/viewing process. |
| Processing | With direct support may express some thoughts and understanding before/during and after reading/viewing; may be unrelated to topic. | With guided support expresses some thoughts and understanding before/during and after reading/viewing. | With minimal support expresses thoughts and understanding before/during and after reading/viewing. | Expresses thoughts and understanding before/during and after reading/viewing. |
| Reflecting | With direct support may participate in the reading/viewing process; may say something about reading/viewing experience. | With guided support participates in the reading/viewing process, says something about reading/viewing experience. | With minimal support participates in the reading/viewing process; reflects on learning—may include purpose, process, experience. | Participates in the reading/viewing process and reflects on learning—may include purpose, process, experience. |
| **Comprehension/Response** | | | | |
| Using strategies—use prior knowledge, predict and confirm meaning, ask questions, locate details, create mental images, make inferences | With direct support may use some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may be unrelated. | With guided support uses some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are related. | With minimal support uses the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are more detailed. | Uses the text features—(e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may include evidence and/or some justification. |
| Making connections | With direct support may attempt to make a connection to reading/viewing material; connection may seem unrelated to reading/viewing material. | With guided support makes some connection to reading/viewing material. | With minimal support makes connections to reading/viewing material. | Makes connections to simple and complex reading/viewing material. |
| Retelling | With direct support may retell; retelling may be unrelated to reading/viewing material. | With guided support retelling is related to reading/viewing material. | With minimal support retelling includes some elements of the reading/viewing material (e.g., character, main idea, interesting facts). | Retelling includes elements of the reading/viewing material (e.g., character, main idea, interesting facts); may include the 'gist' of the reading/viewing material. |
| **Features** | | | | |
| Demonstrating concepts of print | With direct support may demonstrate concepts of print (e.g., front/back of book, directionality). | With guided support demonstrates some concepts of print (e.g., front/back of book, directionality, points to words on the page). | With minimal support demonstrates many concepts of print (e.g., front/back of book, directionality, points to words on the page). | Demonstrates many concepts of print (e.g., front/back of book, directionality, points to words on the page, tracks with finger using one to one matching). |
| Recognizing letter-sound relationships | With direct support may be able to name and recognize a few upper or lower case letter-sound relationships. | With guided support is able to name and recognize some upper and/or lower case letter-sound relationships. | With minimal support names and recognizes many upper and lower case letter-sound relationships. | Names and recognizes most upper and lower case letter-sound relationships. |
| Recognizing words | With direct support may be able to identify a word in the environment (e.g., points to a printed word rather than a picture). | With guided support recognizes a few words (e.g., own name, environmental print, class names, familiar words). | With minimal support recognizes words (e.g., own name, environmental print, class names, familiar words). | Recognizes many words; may begin to use decoding strategies for unfamiliar words (e.g., sight words, environmental print, class names). |
| **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: Comments: