

**Name of Material:** Kdg Scaffolded Writing master copies (including Scaffolded Writing Dynamic Assessment)

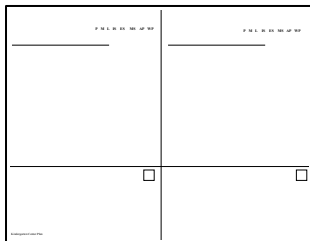
**Assembly/printing instructions:** Keep these as master copies of Scaffolded Writing paper and copy as many as needed for each child in the classroom. For lined paper, it may be necessary to print initially on a color copier in order to show the shading behind the white lines, or to show the darker lines. There is an option to have lines on both sides of the lined paper.

**Activities this material is used in:**

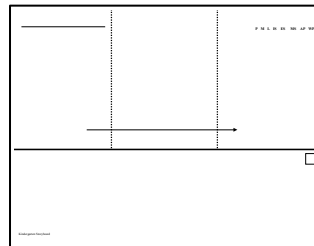
Center Planning  
Storyboards  
Read-Write-Learn

**Additional Information:** Tools advises that teachers not use the lined paper until after children have finished the Graphics Practice Levels 6 & 7 and have started penmanship exercises on this kind of paper at the Penmanship Literacy Center. Using penmanship paper earlier shifts the emphasis away from Scaffolded Writing and toward handwriting before children have reached SW level 6. Emphasizing sound-to-symbol correspondence is more important to the reading process than handwriting is.

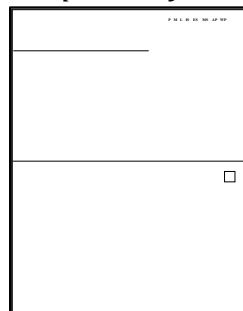
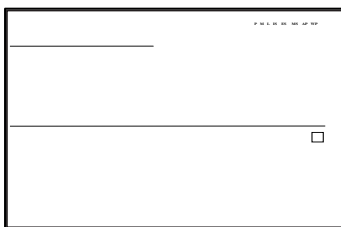
**Photo:**



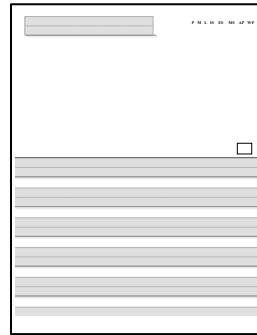
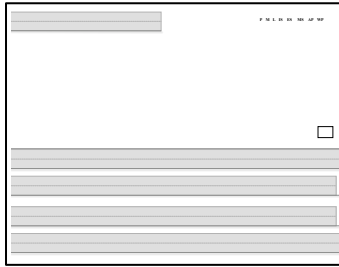
*Sample, Center Plan (2 sheets per page)*



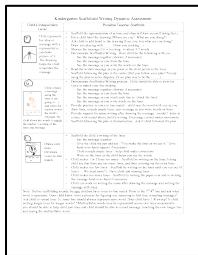
*Sample, Storyboard paper*



*Sample, Read-Write-Learn paper, landscape and portrait*



*Sample, Read-Write-Learn paper, lined, landscape and portrait*



*Sample, left, Scaffolded Writing Dynamic Assessment*

P M L IS ES MS AP WP

P M L IS ES MS AP WP



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P M L IS ES MS AP WP



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Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, spanning the width of the page.












P M L IS ES MS AP WP

7



Child Independent Level	Teacher Scaffolding Guidance
  <p>Child represents her idea or message with a symbolic picture. The drawing helps the child remember the message. The child “rereads” the picture or remembers the message.</p>	<ul style="list-style-type: none"> <li>• The drawing should represent the child’s plan or the story, and not an unrelated picture</li> <li>• Scaffold the representation of actions and objects so the picture helps the child remember the message (For example, draw Goldilocks doing that, or draw what Annie has in her hand)</li> <li>• Ask the child to add detail to the drawing to help remember the message (e.g., “I see <i>you</i>, but what role are you playing? Draw you playing the wolf)</li> <li>• Provide a stem to start the message (“Jack and Annie saw . . .”)</li> <li>• Shorten the message if it is too long, to 5–7 words</li> </ul>
<b>Ready for next level:</b> Child can look at the picture from the previous day and remember & say what it represents, even remembering the meaning of some specific details (e.g. “That line is the hammer in his hand for building the house”)	
  <p>Child creates a stable message that does not change when stated at different times. Child slows speech to match the teacher’s line making. Child has voice-to-line match. Later, when rereading the message, the child relies on the picture to remember.</p>	<ul style="list-style-type: none"> <li>• Make sure the child can say the message without changing it. If the child cannot repeat the message, have him use a stem.</li> <li>• Ask the child if the picture helps him remember the message. If it doesn’t, help the child add more detail to the drawing. Encourage the child to use a stem.</li> <li>• Shorten the message if it is too long (more than 5–6 words)</li> <li>• If the message is stable, demonstrate Scaffolded Writing:             <ul style="list-style-type: none"> <li>– Make the lines—Child slows his voice to match teacher’s line-making</li> <li>– Read the empty lines together pointing to the empty lines (V-to-L match)</li> <li>– Say the message together as you write the words on the lines. Reread the words with the child pointing to the lines (V-to-L match)</li> <li>– Fade out your voice to make sure that the child is actually developing V-to-L match</li> </ul> </li> <li>• Scaffold following the plan in dramatization. Ask if the child followed the plan.</li> </ul>
<b>Ready for next level:</b> Child has elements of v-to-l match when the teacher writes the message. Says one word at a time matching the teacher’s line making. When the child rereads the message by himself, he points to the correct lines, or words, as he rereads.	
  <p>Child draws own lines with voice-to-line match. Can identify the line that stands for a specific word. Can self-correct voice-to-line match errors. Draws long lines for long words and short lines for short words. Later, when rereading the message, the child relies on the picture to reconstruct the message, and points to the lines for each word, but may not read every word correctly.</p>  <p>Red Flag Week 10</p>	<ul style="list-style-type: none"> <li>• Scaffold the child’s writing of the lines if the child has not yet made them by himself:             <ul style="list-style-type: none"> <li>– Say the message together</li> <li>– Give the child the pen and say, “You make the lines as we say it.”</li> <li>– Read the empty lines together, pointing to the lines with V-to-L match</li> <li>– Write on the lines as the child helps with voice-to-line-to-word match</li> <li>– Reread the words as the child points to the words/lines with V-to-L match</li> <li>– Fade out your voice to make sure the child has V-to-L match</li> </ul> </li> <li>• If the child makes one or two lines too many—Scaffold by rereading the lines, supporting voice-to-line match. Have the child cross out unneeded lines.</li> <li>• If the child makes too few lines—Scaffold by rereading the lines, with V-to-L match. Have child add needed lines.</li> <li>• If the child has too many lines with no V-to-L match—Scaffold by turning the paper over or folding the paper up and rewriting message</li> <li>• Scaffold the child to make long lines for long words and short lines for short words. May not be consistent.</li> <li>• Pick a line in the middle of the sentence and ask the child “What word is this?” The child should know which word the line stands for from memory, or by using rereading and pointing to the lines as a strategy</li> </ul>
<b>Ready for next level when:</b> The child has voice-to-line match when writing and rereading his own messages. The child can self-correct errors in V-to-L match. The child can figure out which line stands for a specific word. The child writes longer lines for longer words <b>Note:</b> Multisyllabic words may occasionally be represented by two lines—you should be able to help children join lines. The child should be able to reread the message, touching the new longer line and say the multisyllabic word.	

Child Independent Level	Teacher Scaffolding Guidance
<p><b>IS</b></p>  <p>Child uses a line to stand for specific words and uses sound-to-symbol correspondence to represent the initial sound of each word. When rereading the message the next day, the child relies on the picture to remember the gist of the message, but uses the lines to reread the words.</p> <p> Red Flag Week 15</p>	<ul style="list-style-type: none"> <li>At the beginning, pick two words with a strong consonant sound, one to work on with you, and the other to work on independently after scaffolding. The words should not be part of a memorized stem or sight words. You can either write the message on the empty lines, leaving the two words you want the child to work on blank, or have the child identify the target word and then work on it             <ul style="list-style-type: none"> <li>Scaffold the child using the Consonant Sound Map</li> <li>Isolate the targeted initial consonant within the word (m-m-mommy), and ask the child to say it with you and then herself</li> <li>Isolate the targeted initial consonant and contrast the sound using a correct/ incorrect comparison</li> <li>Have the child repeat the word, emphasizing the correct initial sound and pointing to the correct sound on the Sound Map</li> </ul> </li> <li>Have the child write the letter on the line and reread the message, pointing to words</li> <li>Have the child work on a second word independently</li> <li>If children have some initial sounds, work on the missing initial sounds</li> <li>Leave errors in sound-to-symbol correspondence because they are due to insufficient experience with the Sound Map. These will self-correct</li> <li>Do not worry about sight words. Just write them on the line with no comment. If you point them out, children will mistake all words for sight words and stop writing</li> <li>Encourage children to help each other use the Sound Map</li> </ul>
<p><b>Ready for next level when:</b> The child can isolate the initial sounds consistently for all words with initial consonant sounds, on his own-- isolate the missing sound, and write the letter independently. The child can phonemically represent every initial consonant sound in all of the words in the message. Note: Writing the stem as a memorized chunk ("Jack and Annie") does not count as sounding out the word.</p>	
<p><b>ES</b></p>  <p>Child represents all initial sounds and ending sounds. May have familiar sound-to-symbol correspondences internalized. Uses Sound Maps for new sounds only. Relies on the picture to remember the message but uses the lines to reread the words. May use initial sounds during the reread.</p>	<ul style="list-style-type: none"> <li>Scaffold the ending sound in a word where the child has represented the initial sound. ("What other sound do you hear?")</li> <li>Say the word, emphasizing the ending sound and have the child say it</li> <li>Help the child to identify the correct sound on the Sound Map, if necessary</li> <li>Identify one other word the child could work on independently</li> <li>If the child doesn't know where to write the ending sound, show him</li> <li>Encourage children to help each other with the Sound Map</li> <li>Make sure the child writes messages that include new words</li> <li>Support the reread by talking about strategies to remember the message, discussing how to use the sounds and checking with the picture to make sure you are right</li> </ul>
<p><b>Ready for next level scaffolding when:</b> The child has represented initial and ending consonant sounds for almost every word in the message.</p>	
<p><b>MS</b></p>  <p>Child represents initial, ending, and medial sounds (including vowels). Child has internalized most consonants and some familiar digraphs. Child uses the Vowel Map to find phonetically correct representations. Later, when rereading the message, the child begins to decode the words based on the sounds and uses the picture to confirm when unsure.</p>	<ul style="list-style-type: none"> <li>Some children may still need picture support in some writing activities</li> <li>Child knows how to use the Vowel, Consonant, and Digraph Maps for new sounds</li> <li>Scaffold the medial consonant sound within a word that the child has represented with initial and ending sounds ("What other sound do you hear?")</li> <li>If the child cannot hear the sound, say the word emphasizing the medial sound. If the child still does not hear these, use Elkonin Box hand gestures for support</li> <li>Scaffold the use of the Vowel Map</li> <li>Identify a word for the child to find the medial sound in independently</li> <li>Encourage children to help each other with the Sound Map</li> <li>Make sure children are writing new words</li> <li>Child should be able to write more than one sentence</li> <li>When rereading, child should use of the initial sound in the word to decode and not the picture.</li> </ul>

Child Independent Level	Teacher Scaffolding Guidance
<b>Ready for next level when:</b> The child has represented the medial sounds, including vowels and consonants in almost every word in the message. The child writes messages that incorporate words from the Magic Tree House or Background information from texts.	
<div data-bbox="126 359 203 422">  </div> <div data-bbox="126 428 235 604">  </div> <p>Child represents all of the sounds in the word in the order in which they appear, using the alphabetic principle. Child has internalized familiar consonants, digraphs, and vowels. Child decodes her own message using symbol-to-sounds correspondences. Does not need the picture to decode.</p> <div data-bbox="126 688 203 787">  </div> <p>Red Flag Week 19</p>	<ul style="list-style-type: none"> <li>• At this level, some children prefer to write first and illustrate later. In addition, if you feel like drawing interferes with writing, encourage the child to write first.</li> <li>• Encourage internalization of symbol-to-sound correspondences and decreased use of the Sound Map, using it only for the sounds a child is unsure of</li> <li>• Scaffold sounding out the word in alphabetic principle order (the order in which the sounds appear in the word), using invented or approximate spelling. (“In the word ‘Princess,’ what do you hear first? What do you hear next? What do you hear after that?”)</li> <li>• Encourage the child to use Elkonin gestures to help hear all of the sounds in order if he becomes confused</li> <li>• When the child reads his writing, make sure he uses the letters and not the picture</li> <li>• Scaffold one word and encourage the child to find all the sounds in another word/more words</li> <li>• Ask the child to add more words to the sentence</li> <li>• Make sure the child is writing new words</li> <li>• Ask the child to write more than one sentence</li> <li>• Encourage children to help each other</li> </ul>
<b>Ready for next level when:</b> The child consistently represents almost all the sounds in any word. When observing the child writing, the child writes according to the alphabetic principle, representing the letters in order from first to last. The child has all of the Sound Maps memorized, but still uses them with novel words or for less familiar sound-to-symbol correspondences. The child reads, decoding his message. Cover the picture to find out if the child can read his own writing using the sounds he has represented.	
<div data-bbox="138 1033 203 1087">  </div> <div data-bbox="133 1098 289 1308">  </div> <p>Child uses word patterns spontaneously in writing, along with estimated spelling. Child can write several interconnected sentences. Writing can include descriptive language and dialogue. Child decodes own writing using symbol-to-sound correspondences. Does not rely on the picture for cues.</p>	<ul style="list-style-type: none"> <li>• If the child has used a familiar word pattern when writing, give her a highlighter to highlight it</li> <li>• Encourage the child to use word patterns covered in Word Building when writing. (“Is there a word pattern in there?”). Have Word Building cards available for support.</li> <li>• Encourage the child to write more sentences that are complex:             <ul style="list-style-type: none"> <li>– Encourage descriptive words. Have the child brainstorm more before writing</li> <li>– Encourage the child to write dialogue. Show her how to write the punctuation for dialogue</li> <li>– Encourage the child to write interconnected sentences in which the second sentence extends or explains the first</li> </ul> </li> <li>• If the child used a familiar sight word, give her a highlighter to highlight it after writing</li> <li>• Encourage the child to use capitalization and punctuation if he has forgotten to do it</li> <li>• Encourage the child to use decoding skills when reading his own writing. Children should fluently move back and forth between decoding to encoding</li> <li>• The child may be able to correct errors in estimated spellings, sight words, punctuation, and capitalization. Be careful that this does not stop her from initially putting her thoughts on paper, and that the child edits <i>after</i> writing everything she wants to say</li> <li>• The child may drop using the lines. Make sure that she is ready. If the child isn’t ready, tell her that she still needs the lines             <ul style="list-style-type: none"> <li>– Assess whether the child’s level of writing is really WP</li> <li>– Check to see if the spaces between the words remain without the lines. If they do not, tell the child that she still needs the lines</li> <li>– Check for a decrease in the complexity and richness of writing</li> </ul> </li> </ul>
<b>Ready for next level scaffolding when:</b> The child incorporates word patterns spontaneously into his writing, and can identify the sight words. The child spells almost all sight words covered in other activities correctly. The child writes interconnected sentences that are descriptive and rich, including details and dialogue. The next level is formal instruction in first grade spelling rules, such as “If two vowels go walking, the first one does the talking” or “When there is an ‘e’ at the end of a word, the vowel says its name and the ‘e’ is silent.” The child reads his own writing without looking at the picture; forms letters conventionally and consistently, follows writing conventions, and can read another child’s writing. Able to read text in books.	