An excerpt of the student’s draft, with Writing Center feedback:

The prominent early childhood cognitive-developmental theorist, Piaget (1952) theorized five conceptions of intelligence operations in his translated publication *The Origins of Intelligence in Children*: involving the inception of acquired habituation, association, and biological entities. Piaget posited that one can attribute intellectual progress to the influence of the extrinsic environment of which he termed associationist empiricism (p. 359). He further contended that when the aforementioned principle is applied to hereditary structures, habits are formulated that lead one to be under consideration for acquiring associations which are the source of intelligence. Therefore, it can be construed that Piaget believed that one's environment plays an intricate role interdependent with one's heredity and acquired associations (p. 257). In the context of the early childhood urban student, an example of associationist empiricism can be applied to a situation whereas the child may express interests based on acculturation aspects that...
may be culturally and/or linguistically different from pedagogical tradition. In addition, Piaget (1969) purported that the teacher should not try to impose knowledge on the child, but he or she should find materials that will interest and challenge the child and then permit the child to solve problems on his or her own (Piaget, 1969, pp. 151-153, 160). 

This is some interesting and useful information about Piaget’s theories, but I think that you could also include a sentence or two of your own analysis here to connect this evidence to the overall focus of your Breadth. For an example of a typical KAM Breadth, see this page: http://academicguides.waldenu.edu/writingcenter/assignments/kams/breadths

An example of constructing knowledge based on the child's interest and background information could entail an early childhood urban student who prefers (or relates more) to a story or song about the adventures of visiting Grandma in the city rather than the adventures of visiting Grandma in the woods. Another extended example would be an early childhood urban student relating to riding to Grandma's house on a city bus rather than riding to Grandma's house on a sleigh. One preference over the other is not better. However, the preferences derive from different experiences and associations that the child must not be accountable in respect to intelligence attainment.  

You seem to be shifting focus here, from the effect of children’s preferences on knowledge construction to the significance of active experience in Piaget’s theory. You could indicate this shift to your reader by making a new paragraph here (devoted to active experience). Piaget concluded this first theory, associationist empiricism, by reiterating that not only does experience become more active and comprehensive as intelligence matures, but also the 'things' on which it proceeds can never be conceived independently of the subject's activity... It is true that the more active experience is, the more the reality on which it bears becomes independent of the self and consequently 'objective' (p. 367). Consequently, it can be construed from the aforementioned examples that the premise of developmentally appropriateness for early childhood urban students must be considered in the context of individually appropriateness of the "whole child" (of which differentiated instruction and learning are fundamental components).
Lev Vygotsky (1934) in the online translated version of *Thought and Language*, Chapter 7, weighed in on Jean Piaget's (1923-1924) *Language and Child Thought*, Chapter 1, the Russian version of Piaget's theoretical work regarding egocentrism of child thinking being the link to child logic. Jean Piaget (1962) in his online translated (English from French) version *Comments on Vygotsky's critical Remarks concerning The Language and Thought of the Child, and Judgment and Reasoning in the Child, by Jean Piaget* presented critical remarks regarding Lev Vygotsky's aforementioned critique on cognitive egocentrism and speech.

*Comment [A9]:* I understand your point here, but you’ll need to tweak the tone of this sentence a little bit. Because scholarly writing should be as clear and accurate as possible, colloquial expressions or phrasing can confuse readers—especially readers from cultures other than your own—who might not be familiar with conversational phrases like “weighed in.”

*Comment [A10]:* You could also make this more concise by omitting the title of this book—if your readers want to know which book you’re relying on here, they can use your citation to find this source in your reference list.