

English Language Arts Kindergarten

Comprehend and Respond (CR)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student usually demonstrates an understanding of the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).	<ul style="list-style-type: none"> I rarely respond to texts that relate to identity and social responsibility. 	<ul style="list-style-type: none"> I can sometimes respond to texts that relate to identity and social responsibility. 	<ul style="list-style-type: none"> I can respond to a variety of texts related to identity and social responsibility 	<ul style="list-style-type: none"> I can respond and explain with examples how a text I view, listen to, and read relates to the theme of identity and social responsibility.
	<ul style="list-style-type: none"> I rarely use illustrations, photographs, video programs, objects and auditory clues to understand information and ideas. 	<ul style="list-style-type: none"> I can sometimes use illustrations, photographs, video programs, objects and auditory clues to understand information and ideas. 	<ul style="list-style-type: none"> I can use illustrations, photographs, video programs, objects and auditory clues to understand information and ideas. 	<ul style="list-style-type: none"> I can effectively use illustrations, photographs, video programs, objects and auditory clues to understand information and ideas and to extend my knowledge.
	<ul style="list-style-type: none"> I rarely connect situations portrayed in visual, oral, print, and multimedia texts to personal feelings and experiences. 	<ul style="list-style-type: none"> I can sometimes connect situations portrayed in visual, oral, print, and multimedia texts to personal feelings and experiences. 	<ul style="list-style-type: none"> I can connect situations portrayed in visual, oral, print, and multimedia texts to personal feelings and experiences. 	<ul style="list-style-type: none"> I can connect and compare situations portrayed in visual, oral, print, and multimedia texts to personal feelings and experiences.
	<ul style="list-style-type: none"> I rarely satisfy natural curiosity by engaging in inquiry. 	<ul style="list-style-type: none"> I can sometimes satisfy natural curiosity by engaging in inquiry. 	<ul style="list-style-type: none"> I can satisfy natural curiosity by engaging in inquiry. 	<ul style="list-style-type: none"> I can satisfy natural curiosity by engaging in inquiry to connect and expand my learning.

Comments

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CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.	<ul style="list-style-type: none"> I can connect visuals and objects from a few text sources (models, photographs, dramas, dance creations, OR videos) to myself. 	<ul style="list-style-type: none"> I can connect visuals and objects from several text sources (models, photographs, dramas, dance creations, OR videos) to myself AND some other texts. 	<ul style="list-style-type: none"> I can connect visuals and objects from the following text sources to myself, other texts AND the world: models, photographs, dramas, dance creations, AND videos. 	<ul style="list-style-type: none"> I can make detailed connections between visuals and objects from the following text sources to myself, other texts AND the world: models, photographs, dramas, dance creations, AND videos.
	<ul style="list-style-type: none"> I can identify the key idea (What?) OR purpose (Why?) of visuals and objects from a few text sources (models, photographs, dramas, dance creations, OR videos) when prompted. 	<ul style="list-style-type: none"> I can identify the key idea (What?) OR purpose (Why?) of visuals and objects from several text sources (models, photographs, dramas, dance creations, OR videos). 	<ul style="list-style-type: none"> I can identify the key idea (What?) AND purpose (Why?) of visuals and objects from several text sources, including models, photographs, dramas, dance creations, AND videos. 	<ul style="list-style-type: none"> I can identify the key idea (What?) AND purpose (Why?) of visuals and objects from a variety of texts sources, including models, photographs, dramas, dance creations, AND videos.
	<ul style="list-style-type: none"> I can identify a few supporting details in the visuals and objects from a few text sources (models, photographs, dramas, dance creations, OR videos) when prompted. 	<ul style="list-style-type: none"> I can identify a few supporting details in the visuals and objects from several text sources (models, photographs, dramas, dance creations, OR videos). 	<ul style="list-style-type: none"> I can identify a few supporting details in the visuals and objects in a variety of text sources, including models, photographs, dramas, dance creations, AND videos. 	<ul style="list-style-type: none"> I can identify many supporting details in the visuals and objects in a variety of text sources, including models, photographs, dramas, dance creations, AND videos.
Comments				

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Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exceeding The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CRK.3 Listen, comprehend, and respond to gain meaning in oral texts.	<ul style="list-style-type: none"> I can show some listening behaviours, as developed together in class with the teacher, with frequent reminders. 	<ul style="list-style-type: none"> I can show listening behaviours as developed together in class with the teacher, with occasional reminders. 	<ul style="list-style-type: none"> I can consistently show attentive listening behaviours as developed together in class with the teacher. 	<ul style="list-style-type: none"> I can consistently show attentive listening behaviours as developed in class with the teacher, in structured AND unstructured situations.
	<ul style="list-style-type: none"> I can follow simple directions with step by step support. 	<ul style="list-style-type: none"> I can follow simple directions correctly with some reminders. 	<ul style="list-style-type: none"> I can follow simple directions correctly. 	<ul style="list-style-type: none"> I can follow complex directions AND assist others.
	<ul style="list-style-type: none"> I can share my ideas non verbally during conversations. 	<ul style="list-style-type: none"> I can share my ideas with my friends or others during conversations when prompted. 	<ul style="list-style-type: none"> I can share my ideas with others during conversations. 	<ul style="list-style-type: none"> I can share my ideas with others in detail during conversations.
Comments				

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CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.	<ul style="list-style-type: none"> • With direct support, I can use pictures, letters or words, to explain information learned from texts that are read to me. 	<ul style="list-style-type: none"> • With prompting, I can use pictures, letters or words, to explain information and big ideas learned from texts that are read to me. 	<ul style="list-style-type: none"> • I can use pictures, letters OR words, to explain information and big ideas learned from texts that are read to me. 	<ul style="list-style-type: none"> • I can use pictures, letters AND words, to explain information, big ideas and details learned from texts that are read to me.
	<ul style="list-style-type: none"> • I can identify a rhyme with help. 	<ul style="list-style-type: none"> • I can identify a rhyme. 	<ul style="list-style-type: none"> • I can identify AND produce a rhyme. 	<ul style="list-style-type: none"> • I can identify AND produce rhymes and make a connection to word families.
	<ul style="list-style-type: none"> • With help, I can break a sentence into words 	<ul style="list-style-type: none"> • I can break a sentence into words. 	<ul style="list-style-type: none"> • I can break a sentence into words, AND I can break some words into syllables. 	<ul style="list-style-type: none"> • I can break a sentence into words AND syllables.
	<ul style="list-style-type: none"> • With help, I can identify a few beginning sounds of words. 	<ul style="list-style-type: none"> • I can identify some beginning sounds in a word. 	<ul style="list-style-type: none"> • I can identify beginning sounds of words AND some ending sounds. 	<ul style="list-style-type: none"> • I can identify beginning AND ending sounds of words.
	<ul style="list-style-type: none"> • I am learning how a book works and am starting to demonstrate some reading-like behaviors. 	<ul style="list-style-type: none"> • I demonstrate some reading like behaviors and usually use appropriate book handling skills. 	<ul style="list-style-type: none"> • I demonstrate reading-like behaviors (e.g. L-R, front to back, top to bottom) AND always use appropriate book handling skills. 	<ul style="list-style-type: none"> • I am starting to read some of the words in a book and understand how a book operates (e.g. where to look for the title and author/illustrator, records ideas permanently, L-R, front to back, top to bottom).
Comments				

English Language Arts Kindergarten

Compose and Create (CC)

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student usually demonstrates an understanding of the concept.	4 - Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.	<ul style="list-style-type: none"> I rarely create spoken, written, OR other representations that have a message. 	<ul style="list-style-type: none"> I can create spoken, written, OR other representations that have a message. 	<ul style="list-style-type: none"> I can create spoken, written, AND other representations that have a straightforward message with details related to the topic. 	<ul style="list-style-type: none"> I can create spoken, written, and other representations that have a straightforward message with thoughtful details that add interest to the topic.
	<ul style="list-style-type: none"> I rarely create spoken, written and other representations that relate to my own thoughts, ideas, and experiences. 	<ul style="list-style-type: none"> I can create spoken, written and other representations that sometimes relate to my own thoughts, ideas, and experiences. 	<ul style="list-style-type: none"> I can create spoken, written and other representations that relate to my own thoughts, ideas, and experiences. 	<ul style="list-style-type: none"> I can create clear spoken, written and other representations that relate my own thoughts, ideas, and experiences to my world.
Comments				

English Language Arts Kindergarten

<p>Outcome</p>	<p>1 – Beginning The student is having difficulty demonstrating an understanding of the concept.</p>	<p>2 – Approaching The student is developing an understanding of the concept.</p>	<p>3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p>4- Exceeding The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</p>	<ul style="list-style-type: none"> • With help, I can use symbols OR pictures to share my thoughts OR feelings 	<ul style="list-style-type: none"> • I can use symbols OR pictures to share my thoughts AND feelings. 	<ul style="list-style-type: none"> • I can use symbols AND pictures to share my thoughts AND feelings. 	<ul style="list-style-type: none"> • I can use symbols, pictures AND words to share my thoughts AND feelings
	<ul style="list-style-type: none"> • With help, I can tell a story about myself. 	<ul style="list-style-type: none"> • I can tell OR dramatize a story about myself using my own words. 	<ul style="list-style-type: none"> • I can tell OR dramatize a story, about myself AND others. 	<ul style="list-style-type: none"> • I can tell OR dramatize a story about myself AND others using lots of details.
	<ul style="list-style-type: none"> • With help I can see the difference between upper and lowercase letters. 	<ul style="list-style-type: none"> • I can identify some upper and lowercase letters. 	<ul style="list-style-type: none"> • I can identify most upper and lower case letters. 	<ul style="list-style-type: none"> • I can identify upper and lowercase letters and can identify the relationship between them.
	<ul style="list-style-type: none"> • With help and prompting I am aware of periods in a sentence. 	<ul style="list-style-type: none"> • I can identify a period in a sentence. 	<ul style="list-style-type: none"> • I can use periods while experimenting with writing. 	<ul style="list-style-type: none"> • I can correctly use periods in my writing.
	<ul style="list-style-type: none"> • I need help to be aware of upper case and lower case letters. 	<ul style="list-style-type: none"> • With guidance, I am aware of the first place position of a capital letter in a word. 	<ul style="list-style-type: none"> • I am aware of the first place position of a capital letter in a word. 	<ul style="list-style-type: none"> • I am aware of the first place position of a capital letter in many different words.
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CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.	<ul style="list-style-type: none"> I can sometimes tell others how I feel and what I am thinking about if asked. 	<ul style="list-style-type: none"> I can sometimes tell others how I feel and what I am thinking. 	<ul style="list-style-type: none"> I can tell others what I think and what I am feeling in an appropriate way. 	<ul style="list-style-type: none"> I can tell others my ideas and feelings with detail.
	<ul style="list-style-type: none"> I can participate in conversations if asked. 	<ul style="list-style-type: none"> I can participate in conversations with familiar people. 	<ul style="list-style-type: none"> I can actively participate in conversations with others about myself, what I like to do, and other interesting things. 	<ul style="list-style-type: none"> I can initiate and take turns in conversations with others about a variety of things.
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CCK.4 Create messages using a combination of pictures, symbols, and letters.	<ul style="list-style-type: none"> • With help, I can show my ideas using drawing OR scribbling. 	<ul style="list-style-type: none"> • I can show my ideas using drawing OR scribbling. 	<ul style="list-style-type: none"> • I can show my ideas using drawing, scribbling, letters, AND invented spelling. 	<ul style="list-style-type: none"> • I can show my ideas using drawing, letters and some conventional spelling.
	<ul style="list-style-type: none"> • I rarely use writing during play. 	<ul style="list-style-type: none"> • I sometimes experiment with writing during play. 	<ul style="list-style-type: none"> • I experiment with writing during play using words and letters from my environment. 	<ul style="list-style-type: none"> • I write during play using letters and familiar words from my environment.
	<ul style="list-style-type: none"> • With help, I can share my ideas in a one-on-one setting. 	<ul style="list-style-type: none"> • I can share, with prompting, the meaning of my drawings or writing. 	<ul style="list-style-type: none"> • I can share with others the meaning of my drawings and writing. 	<ul style="list-style-type: none"> • I can tell the meaning of my drawings and writing with great detail.
Comments				

English Language Arts Kindergarten

Assess and Reflect

Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exceeding The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
ARK.1 Reflect on viewing, listening, emerging “reading”, representing, speaking, and emerging “writing” experiences in the context of teacher-led discussions. ARK.2 Reflect and talk about new learning.	<ul style="list-style-type: none"> I can answer simple questions about my learning to a teacher. I sometimes listen to feedback from the teacher and, with guidance, use it to improve learning. 	<ul style="list-style-type: none"> I can answer questions about my learning to a familiar classmate or teacher. I will listen to feedback from a familiar classmate or teacher and sometimes use it to improve my learning. 	<ul style="list-style-type: none"> I can talk about my learning to a classmate and/ or teacher. I use feedback from my teachers and/or peers to improve my learning. 	<ul style="list-style-type: none"> I can have a detailed conversation about my learning to a classmate and/or teacher. I use feedback from my teachers and/or peers and use new strategies to improve my learning.
Comments				