



English Language Arts Kindergarten

Comprehend and Respond (CR)

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
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.



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Comments



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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).



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Compose and Create

Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.	<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 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
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. 	<ul style="list-style-type: none"> I can answer questions about my learning to a familiar classmate or teacher. 	<ul style="list-style-type: none"> I can talk about my learning to a classmate and/ or teacher. 	<ul style="list-style-type: none"> I can have a detailed conversation about my learning to a classmate and/or teacher.
	<ul style="list-style-type: none"> I sometimes listen to feedback from the teacher and, with guidance, use it to improve learning. 	<ul style="list-style-type: none"> 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 use feedback from my teachers and/or peers to improve my learning. 	<ul style="list-style-type: none"> I use feedback from my teachers and/or peers and use new strategies to improve my learning.
Comments				