

English Language Arts - K

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Speaking and Listening Standards: To be added in October

Reading and Writing Standards:

<https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Kindergarten>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Speaking and Listening - K	Speaking	Frequently shares thoughts, feelings and experiences. Listens to and builds on the ideas of others. Sustains a purposeful conversation, using cues and conventions to communicate ideas and feelings.	Usually shares thoughts, feelings and experiences. Usually listens to the ideas of others. Usually sustains a short small- and whole-group conversation, using gestures and tone to communicate ideas and feelings.	Sometimes shares thoughts, feelings and experiences. Sometimes listens to the ideas of others. May require prompting to sustain a conversation, and to use cues and conventions to communicate ideas and feelings.	Rarely shares thoughts, feelings and experiences. Rarely listens to the ideas of others. Unable to sustain a conversation. Struggles to communicate feelings.
	Listening Comprehension	Understands key ideas and overall message. Responds appropriately to instructions and questions. Focusses on speaker for short time spans, asks relevant questions.	Usually understands key ideas and overall message. Usually responds appropriately to most instructions and straightforward questions. Focusses on speaker for short time spans (5-6 minutes), asks related questions.	Somewhat understands the overall message, but misses key ideas. With prompting, responds appropriately to many instructions and directions. Partially focusses on speaker, may interrupt and/or ask unrelated questions.	Unable to grasp the overall message. Responds to very simple instructions and questions. Unable to focus on speaker even for very short time spans. Interrupts. Rarely asks questions.
Evidence: small-group conferences, observations of engagement (levels of participation and frequency), show and share, observations of think-pair-share and turn taking					

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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
		Reading and Viewing - K	Strategies & Behaviours	<p>Uses all cueing systems (sounds, language, word order, context) to monitor and self-correct.</p> <p>Knows many high frequency words and uses picture cues and initial sounds to decode and understand text.</p>	<p>Usually uses a combination of cues (sounds, language, word order, context) to begin to monitor reading.</p> <p>Recognizes some high-frequency words and uses picture cues and initial sounds to decode and understand text.</p>
Comprehension	<p>Responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Makes simple inferences about and personal connections to texts read aloud and independently.</p>		<p>Usually responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Often makes simple inferences about and personal connections to texts read aloud.</p>	<p>Accurately answers some literal questions.</p> <p>Recounts a few details and with prompting, sequences 3-4 main events of stories read aloud.</p> <p>With prompting, makes simple interpretations about and personal connections to texts read aloud.</p>	<p>Requires extensive support to respond to literal questions and to make simple inferences from texts read aloud.</p>
Text Complexity*	<p>Selects and reads texts at a complexity considered beyond target level.</p> <p>Knows letter-sound relationships, and has solid phonological awareness.</p>		<p>Generally selects and reads texts at a complexity considered at target level.</p> <p>Knows letter-sound relationships, and has minimal gaps in phonological awareness.</p>	<p>Has some difficulty reading texts at a complexity considered at target level.</p> <p>Reads straight-forward picture books and some short repetitive texts independently. Knows most letter-sound relationships but may have some gaps in phonological awareness.</p>	<p>Has a great deal of difficulty reading texts at target level.</p> <p>Knows few to no letter-sound relationships, has gaps in phonological awareness.</p>
<p>End-of-grade text complexity for kindergarten students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: highly familiar content, based on experiences with family, pets, friends, and school</p> <p>Themes: main ideas/ themes that are concrete and easy to understand</p>					

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	<p>Sentences: short, simple sentences; repeated sentence patterns, with one or two words changing per page</p> <p>Language: language commonly used by students; a few easy, high-frequency words</p> <p>Word complexity: mostly one-syllable words; some simple plurals and words ending with <i>s</i> and <i>ing</i></p> <p>Graphics/illustrations: illustrations/photographs match print and strongly support word-solving</p> <p>Layout: 1-2 lines of text per page; large clear font with ample spacing between words and lines; consistent layout with print clearly separated from pictures; line breaks at end of phrases or sentences</p>
	<p>Evidence: reading conferences, record of contributions during read alouds, observations of independent reading behaviours, reading records, phonological awareness screener, letter-naming records, concepts of print checklist</p>

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		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below	
		Writing and Representing - K	Strategies and Behaviours	<p>Uses grade-level strategies and writing tools to complete the process.</p> <p>Identifies beginning middle and ending sounds and a bank of sight words with automaticity.</p>	<p>Often uses grade-level strategies, repetitive patterns, and writing tools to complete the process.</p> <p>Identifies beginning and ending and most middle sounds with automaticity.</p>	<p>Needs support to use grade-level strategies and writing tools to complete a piece of writing.</p> <p>Identifies most beginning and some ending sounds with automaticity.</p>
		Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing/drawing as evidenced over time in a variety of pieces.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing/drawing as evidenced over time in a variety of pieces.</p>	<p>Demonstrates <u>some</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing/drawing as evidenced over time in a variety of pieces.</p>	<p>Demonstrates a limited grasp of the purpose of writing/representing.</p>
		Text Forms	<p>Writes/draws with purpose and a sense of audience.</p> <p>Uses detailed drawings and print to convey a message.</p> <p>Routinely includes features introduced in class.</p>	<p>Generally writes/draws with purpose and a sense of audience.</p> <p>Often uses detailed drawings and some print to communicate.</p> <p>May include features introduced in class.</p>	<p>With prompting, writes/draws with purpose and a sense of audience.</p> <p>Requires monitoring to include details in drawings and to use print to communicate messages.</p>	<p>Writes/draws, but only if guided.</p>
<p>Evidence: Evidence: Writing/drawing journal, writing/representing process checklist (information gathered from changes to writing pieces/drawings over time), record of writing/drawing conferences</p>						