









































Kindergarten Emergent Literacy Continuum: Social Responsibility

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support and teacher modeling is beginning to interact appropriately with others in individual and group learning contexts, and is beginning to take responsibility for materials and behaviour.	With guided support interacts appropriately with some independence and self-confidence in individual and group contexts, and is beginning to take responsibility for materials and behaviour.	With minimal support interacts appropriately with increasing independence and self-confidence in learning situations, and takes increasing responsibility for materials and behaviour.	Generally interacts with independence and self-confidence in learning situations, and takes responsibility for materials and behaviour.
Contributing to the Classroom and School Community				
Socializing—interacting with others	With direct support may interact positively with others (e.g., centres, circle, recess). 	With guided support interacts positively with others (e.g., centres, circle, recess). 	With minimal support interacts positively with others (e.g., centres, circle, recess). 	Interacts positively with others (e.g., centres, circle, recess). 
Socializing—playing with others	With direct support may play constructively with others. 	With guided support plays constructively with others. 	With minimal support plays constructively with others. 	Plays constructively with others (e.g., is inclusive, welcoming, friendly, kind and helpful to others). 
Participating/contributing/sharing	With direct support may participate, contribute, share. 	With guided support participates, contributes, shares. 	With minimal support participates, contributes, shares. 	Participates, contributes, shares. 
Caring for belongings/materials	With direct support may care for personal belongings and/or school materials. 	With guided support cares for personal belongings and/or school materials. 	With minimal support cares for personal and/or school materials. 	Cares for personal belongings and/or school materials; enjoys extra responsibilities (e.g., cleans up own work/play space and often assists others). 
Solving Problems in Peaceful Ways				
Expressing feelings/dealing with conflict	With direct support may acknowledge frustration (e.g., accepts personal responsibility); may express feelings (e.g., anger) in conflict situations. 	With guided support acknowledges frustration (e.g., accepts personal responsibility); expresses feelings, manages anger appropriately in conflict situations. 	With minimal support manages frustration and anger appropriately; expresses feelings by name and listens in conflict situations; may rely on adult intervention without considering alternatives. 	Manages frustration and anger appropriately; expresses feelings by name in conflict situations; often tries to solve problems independently but knows when to get adult help. 
Solving problems	With direct support may recognize problems; may suggest or attempt to use inappropriate strategies. 	With guided support may identify simple problems and generate appropriate strategies; may attempt to use strategies to solve problems. 	With minimal support identifies simple problems and generates appropriate strategies; attempts to use strategies to solve problems. 	Independently identifies simple problems, generates appropriate strategies and uses strategies to solve problems. 
Valuing Diversity and Defending Human Rights				
Respecting others	With direct support may treat others with respect; tends to focus on own needs and wants. 	With guided support may treat others with respect; may not notice when others are treated unfairly. 	With minimal support treats others with respect; may notice when others are treated unfairly. 	Treats others with respect; may stand up for others when perceiving injustice. 
Exercising Democratic Rights and Responsibilities				
Understanding and following classroom routines	With direct support may be aware of and follow some classroom routines (e.g., circle time, library visit). 	With guided support is aware of and follows some classroom routines (e.g., circle time, library visit). 	With minimal support follows classroom routines (e.g., circle time, library visit). 	Consistently follows classroom routines (e.g., circle time, library visit). 
Understanding, following and contributing to classroom rules	With direct support may follow some classroom rules (e.g., use quiet voice, walk in the classroom). 	With guided support follows some classroom rules (e.g., use quiet voice, walk in the classroom). 	With minimal support follows classroom rules (e.g., use quiet voice, walk in the classroom). 	Consistently follows classroom rules, shows an understanding of how rules make the classroom run more smoothly, contributes suggestions. 
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, “what if-ing”
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Date code: **December**

Comments: Most children are now able to play constructively with minimal support during centres time. Participating and sharing at circle time are improving. Most problems arise during transitions, especially at clean-up time and getting ready to go home. Is this a pattern for specific students? Lots of tattle-tales. Will concentrate on scaffolding in areas of caring for belongings, classroom routines, teamwork and respecting others.