

### Kindergarten Emergent Literacy Continuum: Social Responsibility

| Developmental aspects  | Emerging<br>With direct support...  | Developing<br>With guided support...  | Applying<br>With minimal support...   | Extending   |
|--|---|---|---|---|
| <b>The Child</b>   | 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.                                       |
| <b>Contributing to the Classroom and School Community</b>  |   |   |   |   |
| 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).                          |
| <b>Solving Problems in Peaceful Ways</b>   |   |   |   |   |
| 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.   |
| <b>Valuing Diversity and Defending Human Rights</b>  |   |   |   |   |
| 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.  |
| <b>Exercising Democratic Rights and Responsibilities</b>   |   |   |   |   |
| 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.                                      |
| <b>The Support/Scaffolding*</b>  | <b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples  | <b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting  | <b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration  | <b>The Mentor:</b> extending, stretching, wondering aloud, exploring, “what if-ing”   |
| <b>*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development</b> |   |   |   |   |

Date code:

Comments:

Final 03/09