*adapted from SD 69 Kindergarten Asmt Comm. *Building Student Success *Possible PM Benchmark Levels* *Possible Raz kids levels*	Curricular Competency: Comprehend and connect (reading, listening, viewing)			
	Emerging	**Beginning**	**Developed**	**Applying**
			1 | 1	2 | 2
			aa | A	B | C

Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning

- **reading, listening, and viewing strategies:** examples include distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, making connections to self, extending meaning to be inclusive of other cultures
- **reading strategies:** making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs)

	Emerging	Beginning	Developed	Applying
Comprehension/Response using prior knowledge, predict and confirm meaning, ask questions, locate details, create mental images, make inferences	-with direct support may use some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may be unrelated	-with guided support may use some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are related	-with minimal support may use some of the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions are more detailed	- uses the text features (e.g., pictures, patterns, clues from the text) to contribute to discussions before, during, and after reading/viewing; contributions may include evidence or some form of justification
Making Connections -Personal knowledge and traditions -Connections to community culture	with direct support: -makes a connection to reading/viewing materials; connection may seem unrelated to reading/viewing materials -shares personal knowledge and connects to own culture -shares personal knowledge and traditions and connects it to the culture of others	with guided support: -makes a connection to reading/viewing materials -shares personal knowledge and connects to own culture -shares personal knowledge and traditions and connects it to the culture of others	with minimal support: -makes a connection to reading/viewing materials -shares personal knowledge and connects to own culture -shares personal knowledge and traditions and connects it to the culture of others	independently: makes connections to simple/complex reading/viewing materials -shares personal knowledge and connects to own culture -shares personal knowledge and traditions and connects it to the culture of others
Retelling Oral Storytelling processes	-with direct support may retell; retelling may be unrelated to reading/viewing material -may use story to learn personal lessons	-with guided support retelling is related to reading/viewing material -retells a traditional oral story	-with minimum support retelling includes some elements of the reading/viewing material (e.g., character, main idea, interesting facts). -recreates oral stories and personalizes them	-retelling includes elements of the reading/viewing materials (e.g., character, main idea, interesting facts); may include the 'gist' of the reading/viewing material -recreates an oral story based on own cultures and values

- **foundational concepts of print, oral, and visual texts:** concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship
- **concepts of print:** the conventional features of written English
- **reading strategies:** recognizing familiar words/names and environmental print (e.g., street signs, food packaging)

	Emerging	Beginning	Developed	Applying
Demonstrating concepts of print	-with direct support may demonstrate concepts of print (e.g., front/back of book/directionality)	-with guided support demonstrates some concepts of print (e.g., front/back of back, directionality, points to words on the page)	-with minimal support demonstrates many concepts of print (e.g., front/back of back, directionality, points to words on the page)	-demonstrates many concepts of print (e.g., front/back of book, directionality, points to words on the page, tracks with finger using one to one matching
Recognizing letter-sound relationships	- with direct support may be able to name and recognize a few upper or lower case letter-sound relationships	- with guided support is able to name and recognize some upper and/or lower case letter-sound relationships	- with minimal support is able to name and recognize many upper and/or lower case letter-sound relationships	- names and recognizes most upper and lower case letter-sound relationships
Recognizing words	-with direct support may be able to identify a word in the environment (e.g., points to a printed word rather than a picture	-with guided support recognizes a few words (e.g., own name, environmental print, class names, familiar words)	-with minimal support recognizes words (e.g., own name, environmental print, class names, familiar words)	-Recognizes many words; may begin to use decoding strategies for unfamiliar words (e.g., sight words, environmental print, names.
Recognize and Identify letters in own name	-with direct support may be able to identify first letter in name	-with guided support can find own name on name tag	-with minimal support can find own name on personalized materials	-recognizes first and last name with no support

- **Phonemic awareness-** segment spoken words into phonemes (e.g., *c / a / t*) and to blend phonemes into words
- **Phonological awareness-** hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.

	Emerging	Beginning	Developed	Applying
Discriminating/Alliterating -making a distinction between sounds; two words that end or begin with the same sound (end/initial sound)	-with direct support makes distinction between words' endings and beginnings	-with guided support makes distinction between words' endings and beginnings	-with minimal support makes distinction between words' endings and beginnings	-independently makes distinctions between words' ending and beginnings
Rhymes -noticing words end with the same sound	-with direct support recognizes and generates rhymes	-with guided support recognizes and generates rhymes	-with minimal support recognizes and generates rhymes	-independently recognizes and generates rhymes
Sentence and Syllable segmenting (elements of sentence or word)	-with direct support can clap: -words in a sentence -syllables in words -sounds in words	-with guided support can clap: -words in a sentence -syllables in words -sounds in words	-with minimal support can clap: -words in a sentence -syllables in words -sounds in words	-independently can clap: -words in a sentence -syllables in words -sounds in words
Segmenting -words into individual sounds	-with direct support can separate the individual sounds in a word (f-u-n)	-with guided support can separate the individual sounds in a word (f-u-n)	-with minimal support can separate the individual sounds in a word (f-u-n)	-independently can separate the individual sounds in a word (f-u-n)
Blending -combines individual sounds to make words	-with direct support can combine individual sounds to make words	-with guided support can combine individual sounds to make words	-with minimal support can combine individual sounds to make words	-independently can combine individual sounds to make words