



School District 72

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Kindergarten Learning Progressions

Note to Parents: The following represents the areas of learning which will be a focus for your child during this school year. We know all students come to school at different starting points in their learning. Together with your support, our job will be to start where your child is at in their learning and move them forward....to the right... in the direction of the arrow. In this way, the learning journey for each child will be individualized.

Social and Personal Behaviour

Aspect	→			
Interactions <ul style="list-style-type: none"> • While Playing • During Instruction for example: helpful, kind, friendly, welcoming, respectful, cooperative	Needs support (modeling, reinforcement of expectations, practice..) to interact respectfully	More often demonstrates respect	Often demonstrates respect	Consistently demonstrates respect
Solving Problems in Peaceful Ways <ul style="list-style-type: none"> • expressing strong feelings (e.g. hurt, anger, frustration) in appropriate ways • trying to solve conflict respectfully • knowing when to get adult help 	Needs support (modeling, instruction...) to identify strong feelings and express these feelings in appropriate ways	Is beginning to express feelings appropriately, think of a respectful way to solve a problem and give it a try; some support may be needed	Often expresses feelings appropriately and can think of a way to solve a problem and give it a try; at times needs support	Consistently expresses feelings appropriately, can think of a way to solve a problem and give it a try; knows when to get adult help
Following School Routines and Rules	Needs support and reinforcement of expectations to be aware of and follow routines and rules	Is beginning to be aware of and follow some routines and rules	Often follows routines and rules	Consistently follows routines and rules
Personal Responsibility <p>For example, Independently</p> <ul style="list-style-type: none"> • putting on and taking off shoes and coats • eating • opening lunch containers • using the bathroom • taking care of personal and school belongings 	Needs support and reinforcement of expectations to demonstrate personal responsibility	Often communicates ideas clearly in sentences and with more precise vocabulary and correct grammar	Often demonstrates personal responsibility	Consistently demonstrates personal responsibility

Oral Language (Listening and Speaking)

Aspect	→			
Active Listening and Thinking Understanding ideas and directions	Needs support and redirection to understand ideas and follow directions	Is beginning to understand ideas and follow directions; may need some redirection and support	Often understands ideas and follows directions; ask related questions and makes relevant connections	Consistently understands ideas and follows directions; asks related questions, makes relevant connections
Speaking and Thinking Interacting and Sharing Ideas	Needs encouragement to express ideas while engaged in exploratory and imaginative play and other class activities	Is beginning to use language to express ideas while engaged in exploratory and imaginative play and other class activities	Often uses language to express and exchange ideas while engaged in exploratory and imaginative play and other class activities	Often uses language to express, exchange and extend ideas while engaged in exploratory and imaginative play and other class activities
Clarity of Language <ul style="list-style-type: none"> • when telling stories and experiences, explaining, asking questions,... 	Needs support, modeling and practice to communicate thoughts clearly and develop vocabulary and grammar	Is beginning to communicate ideas more clearly using an increasing number of words and sentences correctly; may need some modeling of correct vocabulary and grammar	Often communicates ideas clearly in sentences and with more precise vocabulary and correct grammar	Often communicates ideas clearly in sentences and with more precise vocabulary and correct grammar; elaborates with more information and detail
Hearing and Saying Sounds in Words <ul style="list-style-type: none"> • letter sounds • rhyming words • syllables 	Needs more time, experience and support to hear and say sounds, rhymes and syllables	Is beginning to hear and say sounds, rhymes and syllables	Often hears, says and plays with sounds and rhymes; is beginning to break apart and put together the syllables in words	Consistently hears, says, and plays with sounds and rhymes; is able to break apart and put together syllables in words

Reading

Aspect	→			
<p>Engaging in Reading Like Behaviors</p> <p>While, for example,</p> <ul style="list-style-type: none"> • looking at books • playing with class name cards • chanting poems and song • playing with alphabet puzzles and word games 	<p>With more supported opportunities to hear and look at books, is learning</p> <ul style="list-style-type: none"> • how a book works from front to back, top to bottom, left to right • that print is 'talk written down' • to look at the pictures for information • is learning to recite the alphabet 	<p>Is beginning to</p> <ul style="list-style-type: none"> • understand how a book works and that print goes from left to right • understand that print is 'talk written down' • look at pictures for information • pretend to read • recognize that letters represent sounds 	<p>Often</p> <ul style="list-style-type: none"> • shows an understanding of how a book works and that print goes from left to right • understands that print is 'talk written down' • looks at pictures for more information • pretends to 'read' from memory and track words with finger 	<p>Consistently</p> <ul style="list-style-type: none"> • shows an understanding of how a book works and that print goes from left to right • understands that print is 'talk written down' • looks at pictures for more information • pretends to 'read' from memory and track words with finger
<p>Recognizing Letters, Sounds, and Words</p>	<p>Is not yet able to</p> <ul style="list-style-type: none"> • name letters and their sounds • recognize own name 	<ul style="list-style-type: none"> • names some letters of the alphabet and identifies some of their sounds; can recite the full alphabet • recognizes own name 	<ul style="list-style-type: none"> • understands that letters represent sounds, that a series of letters are words, and that there are spaces between the words • names most letters of the alphabet and identifies most of their sounds; can recite the full alphabet • recognizes a few familiar words, including their name and the names of significant others 	<ul style="list-style-type: none"> • understands that letters represent sounds, a series of letters are words, and there are spaces between the words • names almost all letters of the alphabet and identifies their sounds; can recite the full alphabet • recognizes a growing number of familiar words • is beginning to use letter-sound knowledge to figure out some words • is beginning to read simple books
<p>Comprehension</p> <p>Understanding oral stories, books, dramatizations...by e.g.</p> <ul style="list-style-type: none"> • drawing pictures, dramatizing, constructing... • retelling • observing • identifying favorite parts, sharing thoughts 	<p>With support is able to make simple responses</p>	<p>Responses demonstrate some understanding of the main events or information; is able to make simple connections</p>	<p>Responses demonstrate an understanding of the main events; makes relevant connections to personal experiences, asks related questions, and makes simple predictions</p>	<p>Responses are more detailed, including attention to main events or information, setting and characters; makes relevant connections, asks thoughtful questions, and makes reasonable predictions</p>

Writing

Aspect	→			
Meaning Drawing Stories and Ideas	Is beginning to make marks to represent ideas	Draws a recognizable picture (stick figures, shapes...) to represent ideas	Draws a picture that includes more detail (e.g. car, house, animals, people...) to represent ideas	Draws a detailed picture that tells a story and shows their growing observations (e.g. adding fingers, toes, clothes, setting...)
Telling the Story or Information Behind the Drawing	Through conversation is beginning to tell a simple story to match the picture	Orally tells a simple story or information that matches the drawing; with prompting, gives more detail	Orally tells the story or information that matches the drawing	Orally tells a detailed story or information that matches the drawing
'Writing' Ideas Writing ideas to match drawings	Demonstrates curiosity and willingness to experiment with letters (e.g. making them with clay, tracing in the sand...)	Is beginning to write a string of random letters and/or squiggles to represent words and ideas	Is beginning to record some key sounds that represent words to match the ideas in their pictures; writes prominent sounds when words are stretched by the teacher (e.g. happ -y - hp; spi-der - sd)	Adds letters, labels, and some familiar words to match the ideas in their pictures; independently stretches words for invented spelling (e.g. boat - bot; jump - jp)
Writing Letters and Sounds	Does not yet print letters	Prints some letters of the alphabet and can identify some of their sounds	Prints most letters of the alphabet and can identify their sounds	Prints almost all letters of the alphabet and recognizes their sounds
Writing Familiar Words	Cannot yet copy own name	Most of the time can copy own name	Prints own name and a few familiar words (e.g. Mom, Dad)	Prints an increasing number of familiar words
Copying words	Does not yet copy words	May at times copy a familiar word (e.g. from word wall)	Copies some words (e.g. from books, word wall, charts, etc.)	Purposefully searches for print in the classroom to copy words

Math

Aspect				
<p>Exploring and Understanding Math Ideas</p> <ul style="list-style-type: none"> • patterns • shapes and spaces <p>Numbers through</p> <ul style="list-style-type: none"> • play and exploration with materials • drawing • acting out • constructing 	Needs more opportunities and support to play with materials in order to make discoveries and develop the math ideas being explored	Through play with materials is beginning to make math discoveries and show some understanding of the ideas being explored	Enjoys exploring with materials and making math discoveries; understands the math ideas being explored	Enjoys playing with materials and making math discoveries, often wanting to explore and learn more; understands and extends the math ideas being explored

Social Studies

Aspect				
<p>Exploring and Understands Thinking Critically</p> <ul style="list-style-type: none"> • using senses to observe and compare • making connections, asking questions ... while <p>e.g. on field trips, listening to stories and experts, observing photographs...</p>	With encouragement and support is beginning to participate with greater interest in S.S. activities in order to learn the ideas being explored	Is beginning to participate more fully in S.S. activities and shows a growing understanding of ideas being explored	Participates fully and thoughtfully in S.S. activities; understands the ideas being explored	Participates fully and thoughtfully in S.S. activities; understands and often extends the ideas being explored with relevant questions and thoughts

Science

Aspect				
<p>Exploring and Understands Thinking Critically</p> <ul style="list-style-type: none"> • observing • comparing • sorting and classifying • hypothesizing (What if...? I wonder...) • asking questions • describing, drawing, constructing, dramatizing to show understanding 	Needs more opportunities to explore, play with materials, and investigate scientific ideas	Is beginning to explore, play with materials and make discoveries while investigating scientific ideas	Often enjoys exploring, playing with materials and making discoveries while investigating scientific ideas	Often initiates and enjoys exploring, playing with materials and making discoveries while investigating scientific ideas; demonstrates a sustained interest and is eager to share discoveries

Physical Development

Aspect	→			
Participation and Safe Play	Needs encouragement and support to participate happily and safely in gym, playground and outdoor activities	Is beginning to play happily and safely in gym, playground and outdoor activities	Plays happily, fully, cooperatively and safely in gym, playground and outdoor activities	Plays happily, fully, cooperatively and safely in gym, playground and outdoor activities; is a role model to others
Physical Development <ul style="list-style-type: none"> • loco motor skills e.g. walking running, hopping, skipping... • manipulative skills e.g. rolling, throwing, catching, bouncing balls; skipping; using hula hoops... 	Needs continued opportunities to develop balance, coordination, loco motor skills and manipulative skills	With continued experience balance, coordination, loco motor skills and manipulative skills are developing	Demonstrates the balance, co-ordination, loco motor skills and manipulative skills expected of a child of this age	Balance, coordination, loco motor skills and manipulative skills are well-developed for a child of this age

Dance

Aspect	→			
Moving <ul style="list-style-type: none"> • safely in personal and general space • in response to various sounds and music • in a variety of pathways and directions • in time to a steady beat • using a variety of body shapes • creating sequences that tell a story, express feelings... 	Needs support and encouragement to participate in dance activities and to apply new ideas to create movement sequences	Is beginning to join in dance activities and to apply new ideas to create movement sequences	Enjoys participating in dance activities and readily applies new ideas to create movement sequences	Enthusiastic, expressive and creative participation in dance activities; readily applies new ideas to create movement sequences

Drama

Aspect	→			
Engagement in Dramatic Play <ul style="list-style-type: none"> • taking on roles while acting out stories and experiences • using voice and movement to explore ideas and feelings 	Needs support and encouragement to join in on drama activities to act out stories and experiences cooperatively with others	Is beginning to join in drama activities to act out stories and experiences cooperatively with others	Happy, cooperative participation in dramatic play; enjoys acting out stories and experiences	Enthusiastic, cooperative, expressive and creative participation in dramatic play

Music

Aspect				
<p>Engagement and Application</p> <ul style="list-style-type: none"> • singing songs, playing singing games, playing percussive instruments • exploring tempo (faster, slower), dynamics (loud, soft), articulation (smooth, choppy), timbre (different sounds, voices and instruments) • creating sounds and music to accompany stories, poems, songs... • responding to beat and melody through clapping, marching, moving... 	Needs support and encouragement to participate in music activities and to try out new ideas	Usually enjoys participating in music activities and is beginning to apply new ideas	Enjoys and participates fully in music activities; successfully applies new ideas	Enjoys and participates fully in music activities; effectively applies new ideas and makes connections to other musical experiences

Visual Arts

Aspect				
<p>Creating art</p> <ul style="list-style-type: none"> • using observations, imagination, and stories as sources of inspiration • using a variety of materials, tools and techniques • exploring with color, line, shapes, patterns, adding objects to enhance a picture... 	Needs encouragement to explore with art materials and tools and to try out new ideas and techniques	Willingly plays and explores with art materials and tools and is beginning to apply new ideas and techniques to create art	Enjoys playing and exploring with a variety of art materials and tools and successfully applies new ideas and techniques to create art	Enjoys playing and exploring with a variety of materials and tools, and skillfully applies new ideas and techniques to create art; demonstrates a sustained interest



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