



Observables Included With Learner Profile 3

Appendix

Your *Learner Profile 3.0* CD-ROM contains over seven hundred observables which have been divided into eighteen observable sets. Each observable set is an ASCII tab-delineated text document containing the set's observables and default qualifier set ("D/M/I"—developing, mastered, integrating).

The Observables in each file are listed below. Prior to importing the file, a word processor may be used to edit or change the observable or qualifier set so the observables are more appropriate for your organization.

DANCE

- Participates in dance-making
- Participates with enthusiasm in movement
- Shares personal dance work with others
- Explores body awareness through movement
- Describes similarities, differences, and relationships in dance
- Imitates and repeats observed movement patterns
- Creates moods through movement
- Expresses feelings or personal images through movement
- Explores and observes form in dance

DRAMA

- Participates in collaborative classroom drama
- Works cooperatively with others in drama
- Concentrates on the drama activities
- Responds to own works and to drama performances
- Expresses personal reactions about a drama
- Assumes a role by responding as if another person
- Accepts a role by listening and responding to others in role
- Discriminates between being in role and out of role
- Expresses ideas and emotions through body movement
- Thinks about own experience within the drama activity
- Uses dance, music and visual elements in drama
- Accepts and supports others in a role
- Participates in building the context for a role in the drama
- Changes language in a role
- Uses language appropriate to a role
- Shares ideas and emotions through body movement and images

Reflects on feelings, ideas, and issues raised in the drama
Integrates learning from dance, music, visual art or previous dramatic work

LANGUAGE ARTS

Demonstrates a widening vocabulary as interests and activities expand
Demonstrates growth in language usage and structure
Manipulates language and experiments with words
Asks for clarification and explanation of ideas and concepts
Asks about words or ideas not understood
Asks many fact-finding questions leading to more how and why questions
Focuses on whole (content) rather than on part (detail) when retelling a story
Retells a story in a proper sequence
Uses original expressions
Uses language for different purposes
Uses language in a variety of ways
Follows rules for conversation
Takes turns or stays on a topic when telling or responding
Initiates dialogue
Responds confidently with language when approached
Needs a listener but does not consider a listener's needs
Is aware of listener's needs
Shows interest in aspects of spoken language
Shows interest in comparing or contrasting words
Shows interest in playing with words or sounds in words
Creates new words
Vocabulary reflects a growing range of interest and knowledge
Uses clear and specific language
Connects ideas together
Develops ideas from a variety of sources
Adapts ideas from a variety of sources
Uses questions to seek explanation
Uses complex sentence structures with conjunctions, prepositions or connectives
Refines own grammar
Expands own grammar
Uses the passive form
Uses exceptions to grammatical rules for tenses and plurals
Hypothesizes or expresses doubt in language
Adapts language to suit the needs of the listener or situation
Sensitive to the need to modulate voice to the environment
Uses language to express feelings
Uses abstract terms
Uses language in a variety of social situations

Shows curiosity about the spoken language
Shows curiosity about word meanings

LISTENING

Demonstrates an interest in what others say
Attends with interest to orally presented activities such as stories, rhymes, drama, music
Considers thoughts or ideas of others
Looks at the speaker
Listens to ideas of others in conversations and discussions
Asks for repetitions, restatement or general explanation when meaning is unclear
Pinpoints own source of confusion and asks for help
Follows simple directions
Listens for the general
Listens for specific detail for a longer period of time
Distinguishes between types of speech such as informal chat, warning or joke
Is easily distracted
Demonstrates an increasing awareness of facts, details, feelings and values
Focuses on whole (content) rather than part (detail) when listening to a story
Demonstrates an understanding that ideas and information may be gained through listening
Demonstrates confidence
Demonstrates active listening
Demonstrates an interest in another person's point of view
Listens to ensure mutual understanding and to sustain conversation
Listens critically for the main idea, sequences, directions or critical detail
Recognizes unfamiliar words and asks for meaning
Follows complex directions
Demonstrates sensitivity to detail in content and to sounds within words
Demonstrates attentiveness and less distractibility
Finds and compares relationships in stories, poems or conversations
Demonstrates an ability to use facts, details, or feelings
Demonstrates an increase in vocabulary in a wide variety of areas

LIFE-LONG LIVING

Demonstrates personal growth in self-confidence and motivation
Applies previous knowledge to new situations
Expresses own point of view
Responds positively to encouragement
Demonstrates compassion, empathy, honesty, or respect in dealing with others

Demonstrates care and concern for others in need
Demonstrates respect for the environment
Sets attainable personal short-term goals
Experiences satisfaction in attaining goals
Demonstrates the ability to persevere
Demonstrates the ability to solve problems
Recognizes when a problem exists
Seeks help when necessary
Identifies alternate solutions
Recognizes that there are consequences of actions
Practices effective communication
Expresses thoughts, feelings, and opinions in appropriate ways
Listens attentively to other points of view
Responds appropriately in a variety of social situations
Practices good health and safety habits
Understands change
Effects change
Adjusts to change
Demonstrates an awareness of change within themselves
Demonstrates an awareness of change in their environment
Demonstrates an awareness of change within themselves and in their environment
Demonstrates an understanding that everyone needs to give and receive love
Accepts and plays a variety of roles
Demonstrates self-confidence and motivation
Adapts to new situations with confidence
Expresses and defends own personal view
Considers input from others
Recognizes the connection between a healthy environment and human health
Identifies the specific steps to achieve short-term goals
Demonstrates an understanding of role and impact of non-verbal communication
Listens attentively and considers others' points of view
Solves problems using a variety of strategies
Recognizes the consequences of decisions
Identifies opportunities for personal growth when change occurs
Relates consequences to actions
Demonstrates an understanding that human relationships develop and change
Demonstrates an awareness of situations in which individuals show caring or loving behavior
Demonstrates caring or loving behavior
Accepts responsibility for own behavior and decisions
Acts responsibly in a variety of situations
Identifies a variety of information sources
Describes self in a positive realistic manner

MATH-EARLY PRIMARY

Demonstrates confidence in using mathematics
Recognizes mathematics in the world
Enjoys participating in mathematics activities
Relates concrete materials to mathematical ideas
Relates diagrams to mathematical concepts
Relates pictures to mathematical ideas
Relates everyday language to mathematical language and symbols
Connects early mathematical knowledge to new ideas
Uses mathematics in daily life
Uses mathematics in other curriculum areas
Recognizes, describes or creates patterns
Recognizes common characters of a set of objects
Orders objects according to a variety of different characteristics
Classifies by single attribute
Describes criteria when classifying by single attribute
Formulates problems from everyday situations
Recognizes and restates problem using objects, pictures, or words
Reads, discusses and interprets displayed data
Displays information using graphs
Describes information displayed in a graph
Interprets information displayed in a graph
Verbalizes the concept of odd and even
Clarifies problem by asking questions
Solves problem by constructing model or diagram
Solves problem by “acting out”
Relates numerals to numbers
Demonstrates place value by concrete material
Estimates number and checks by counting and grouping
Demonstrates addition process by using objects
Demonstrates subtraction process by using objects
Demonstrates addition process by using symbols
Demonstrates subtraction process by using symbols
Finds addition facts by applying strategies or patterns
Finds subtraction facts by applying strategies or patterns
Solves problems involving addition
Solves problems involving subtraction
Classifies 3-D shapes informally
Sees parts or whole in isolation
Identifies plane figures
Describes plane figures
Models or draws plane figures
Recognizes geometry in the world
Measures standard units

Estimates using standard units of measure
Estimates using arbitrary units of measure
Counts and describes quantities of money (penny, nickel, dime)
Compares two or more objects
Describes time of day
Sequences events according to time
Collects first-hand information data by counting
Sorts information
Develops ideas from a variety of sources
Adapts ideas from a variety of sources
Uses questions to seek explanation
Follows rules for conversation
Takes turns or stays on a topic when responding
Initiates questions or dialogue
Responds confidently with language when approached
Needs a listener but does not consider a listener's needs
Is aware of listener's needs
Connects ideas together
Widens vocabulary as interests and activities begin to expand
Asks for clarification and explanation of ideas and concepts
Asks about words or ideas not understood

MATH-PRIMARY

Demonstrates confidence in using mathematics
Recognizes mathematics in the world
Enjoys participating in mathematical activities
Relates pictures to mathematical ideas through oral language
Relates everyday language to mathematical language and symbols
Connects concrete mathematics to symbolic mathematics
Relates thinking about mathematical ideas through writing
Relates thinking about mathematical ideas through language
Demonstrates confidence in ability to justify thinking
Sees logic in mathematics
Connects own knowledge with new mathematical concepts
Uses mathematics in daily life
Uses mathematics in other curriculum areas
Explores estimation strategies
Recognizes when an estimate is appropriate
Determines reasonableness of results
Uses estimation when working with quantities
Uses estimation when working with computations
Uses estimation when working with measurement

Uses estimation when working with problem solving
Uses estimation when working with quantities, computations, measurements or problem solving
Identifies patterns with numbers
Describes and extends patterns with numbers
Creates patterns using numbers
Describes common characteristics of a set of objects
Classifies by several attributes recognizing class inclusion
Describes patterns with numbers
Relates patterns with numbers
Formulates problems from everyday situations
Recognizes and restates problems using objects
Formulates problems from mathematical situations
Recognizes and restates problems with pictures
Clarifies problems by exploring alternate interpretations
Solves problems by making a pattern
Solves problems by guess and check
Solves problems by writing and solving number sentences
Describes common 3-D shapes
Classifies common 3-D shapes
Identifies common 3-D shapes
Sees things from another point of view
Recognizes and restates problems using number sentences
Verifies results of problem solving
Uses a calculator to solve problems
Refines estimates and checks by counting and grouping
Uses concrete materials or symbols to demonstrate understanding of place value
Applies the use of numbers to everyday situations
Demonstrates multiplication process by using objects or symbols
Demonstrates division process by using objects or symbols
Uses addition algorithms
Uses subtraction algorithms
Finds multiplication facts by applying strategies or patterns
Uses a variety of mental computation or estimation techniques
Solves problems involving addition
Solves problems involving subtraction
Relates the language of sharing whole objects or groups of objects to common fractions
Represents common fractions using models or diagrams
Represents common fractions using correct notation
Recognizes and restates problems by using words and techniques
Compares common fractions by using models or diagrams
Identifies polygons
Describes polygons
Classifies polygons

Creates symmetrical figures
Graphs on a horizontal or vertical number line
Recognizes geometry in the world
Estimates, measures, and records using standard units
Estimates using standard units
Renames fractions as decimal fractions
Renames decimals as common fractions
Uses models and diagrams to represent decimal fractions
Adds decimal fractions
Subtracts decimal fractions
Sees relationship between plane figures and 3-D shapes
Solves problems involving capacity
Measures with standard units
Solves problems involving money
Measures mass using standard units
Estimates area using concrete material
Measures area using concrete material
Solves problems involving mass resources
Extracts data from sources such as tables, lists, visuals, printed resources
Sorts, classifies and displays information using graphs
Reads, discusses and interprets displayed data
Solves problems involving diagrams, tables or graphs
Connects ideas together
Develops ideas from a variety of sources
Adapts ideas from a variety of sources
Uses questions to seek explanation
Follows rules for conversation
Takes turns or stays on a topic when telling or responding
Initiates dialogue
Estimates capacity using standard units
Measures capacity using standard units
Reads temperature using degrees in Celsius
Reads temperature using degrees in Fahrenheit
Responds confidently with language when approached
Needs a listener but does not consider a listener's needs
Is aware of listener's needs
Widens vocabulary as interests and activities begin to expand
Asks about words or ideas not understood
Asks many fact-finding questions leading to more how and why questions
Focuses on whole (content) rather than on part (detail) when retelling an event
Estimates mass using standard units
Tells time using a clock
Collects information by counting and measuring
Solves problems involving capacity
Extracts data from sources such as tables, lists, visuals, printed resources

Music

Responds to different cultural traditions and celebrations through music
Uses repeated pitch, and gains an awareness of own accuracy in pitch
Performs simple songs, rhythm chants, or finger plays
Maintains beat using simple percussion instruments
Demonstrates an awareness of beat and rhythmic and melodic concepts in music
Responds to musical phrase, tempo or dynamics through body movements
Observes patterns and beginning/endings in music
Represents music through simple notation
Responds to mood contrast through movement, verbal or visual images
Recognizes that music can express different emotions and moods
Responds to similarities, differences and relationships in music
Sings in tune within a comfortable range
Contributes to musical activities as an individual
Contributes to musical activities in a group
Uses mood, tempo, timbre, dynamics, rhythm and melody in music
Uses percussion instruments in music
Uses movement and voice in music
Uses different instruments and voice to create music
Uses different instruments and voice to create and perform rhythmic and melodic ostinato
Uses repeated rhythmic or melodic patterns to accompany known songs
Expresses musical phrases, variation in tempo and dynamics through contrast
Expresses images through music and sound
Uses voice and selected instruments to develop musical images
Expresses musical elements through parallels in other art forms
Dramatizes musical sequence
Transforms musical contour as dance
Transforms musical form as visual art design
Expresses personal preferences in music

PHYSICAL EDUCATION

Seeks teacher attention
Accepts own efforts
Demonstrates an awareness of space
Demonstrates large and small muscle control and coordination
Displays confidence in own physical ability
Demonstrates an appreciation for the quality and effort of others
Works individually and independently
Works effectively in partner and small group activities
Combines movement into complex sequences
Demonstrates movement to a variety of rhythms
Expresses ideas and feelings through movement
Develops sequences that incorporate jumps and landings

Demonstrates hand-eye coordination using a variety of materials
Creates partner and small group games/play situations
Demonstrates an awareness of safety in relation to others
Practices appropriate behavior
Practices fair play
Adapts to different physical environments or situations
Demonstrates locomotor and non-locomotor movements
Combines movements into simple sequences
Moves to simple rhythms
Explores simple action words through movement
Demonstrates jumping safely in a variety of ways
Demonstrates balance using different body parts
Demonstrates hand-eye coordination
Creates individual game and play situations
Recognizes personal space and safety
Recognizes that games have rules
Demonstrates joy and excitement for moving
Participates willingly in all activities
Enjoys interactive play
Cooperates in partner and small group activities
Accepts diverse physical abilities of others

READING

Shows curiosity about print in the environment
Enjoys being read to
Demonstrates an interest in reading by playing with books, paper and pencil
Role-plays self as a reader relying on memory
Reads for a variety of purposes
Demonstrates persistence with text that goes beyond immediate knowledge and linguistic development
Uses pictures or illustrations to assist in reading
Actively seeks to link meaning with print in the environment
Recognizes some environmental print such as signs or logos
Uses books to gain information
Reads from left to right
Recognizes that authors or illustrators have individual voices and styles
Searches for connections between prior knowledge and new information encountered in texts
Monitors comprehension throughout the reading process
Retells a story in proper sequence
Demonstrates growth in language usage and structure
Manipulates language and experiments with words

Reads and often rereads a favorite book
Explores new books
Chooses to read independently
Makes reading choices from a wide range of material
Shows an interest in word forms and spellings
Chooses short books with simple narratives and with illustrations
Reads silently for short periods of time when encouraged to do so
Shows interest in words encountered in print
Reads avidly and independently
Demonstrates an interest in characters or events and asks questions for clarification
Demonstrates a broadening of interests in literature
Reads silently without prompting
Approaches unfamiliar texts with confidence
Demonstrates the ability to read maps, charts, graphs, etc.
Demonstrates an understanding that books contain stories
Demonstrates an understanding that books are sources of information
Gains some meaning from print when environment cues are absent
Uses prediction to unfold the story
Actively using pictures or illustrations to unfold the story
Uses all cueing systems to get meaning
Demonstrates an ability to read more demanding texts including children's novels
Uses background knowledge to get meaning from reading
Demonstrates an awareness of print conventions such as directionality, capital letters, periods, etc.
Takes risks in reading
Knows a reservoir of sight words for reading
Demonstrates an enlarged vocabulary

SCIENCE

Demonstrates curiosity about and interest in the nature of science
Asks questions of a scientific nature
Brings objects to class that are related to science
Demonstrates an awareness of the patterns found in nature
Demonstrates safety measures when handling materials and equipment
Demonstrates a positive attitude toward the environment
Shows care and concern for the immediate environment
Observes scientific change in the real world
Describes the basic needs of plants and animals
Describes the relationships between and among living things
Describes scientific concepts evident in the immediate environment
Uses simple terms to describe properties of common materials and phenomena

Uses simple terms to describe immediate environment
Uses appropriate scientific vocabulary related to topics being explored
Demonstrates awareness of the relationships among the science disciplines
Demonstrates knowledge of the nature of science
Sorts materials, events or phenomena according to criteria
Measures using traditional units
Measures using non-traditional units
Communicates information by talking
Communicates information by drawing, modeling, or building
Communicates information by dramatization
Communicates information in a variety of ways
Presents information using charts, graphs, models, text, etc.
Describes the differences between length, area, volume, mass, temperature and time
Draws inferences from prior knowledge and experiences
Makes predictions or explanations based upon direct observation and concrete experience
Hypothesizes from experiences and observations
Evaluates evidences, draws conclusions, and takes appropriate actions
Demonstrates creativity when exploring science problems
Demonstrates critical thinking when exploring science problems
Generates a variety of unique ideas and solutions when exploring science problems
Perseveres in seeking solutions to questions of a scientific nature
Observes and questions the on-going changes of scientific events
Investigates and applies knowledge of patterns to new situations
Demonstrates an appreciation of the patterns of the natural world
Demonstrates an appreciation of the diversity of the natural world
Observes characteristics, similarities, differences, or changes in materials, events or phenomena
Verbalizes or records characteristics, similarities, differences or changes in materials, events or phenomena
Classifies materials, events, or phenomena according to standard criteria
Quantifies according to length
Quantifies according to area
Quantifies according to volume
Quantifies according to mass
Quantifies according to temperature
Quantifies according to time
Measures and records using standard metric units
Connects ideas together
Develops ideas from a variety of sources
Adapts ideas from a variety of sources
Uses questions to seek explanation
Follows rules for conversation
Takes turns or stays on a topic when telling or responding
Initiates dialogue

Responds confidently with language when approached
Needs a listener but does not consider a listener's needs
Is aware of listener's needs
Widens vocabulary as interests and activities begin to expand
Asks for clarification and explanation of ideas and concepts
Asks about words or ideas not understood
Asks many fact-finding questions leading to more how and why questions
Focuses on whole (content) rather than on part (detail) when retelling a story

SOCIAL AWARENESS

Demonstrates an understanding of the purpose of rules
Identifies safety rules in a variety of everyday situations
Applies safety rules in a variety of everyday situations
Participates cooperatively in social groups
Recognizes own uniqueness
Recognizes uniqueness in others
Demonstrates an awareness that some irresponsible behavior is intolerable
Demonstrates an awareness that abusive behavior is intolerable
Demonstrates an awareness that abusive and irresponsible behavior is intolerable
Demonstrates an awareness of social rules
Demonstrates an awareness of how peers and family affect interests and choices
Demonstrates a respect for personal and societal rights and responsibilities
Demonstrates social responsibility in caring for personal and public property
Demonstrates social responsibility in caring for the environment
Demonstrates an awareness of the similarities and differences among individuals and among groups
Demonstrates a respect for the similarities and differences among individuals and among groups
Identifies options for dealing with a problematic, dangerous or unsafe situation
Uses options for dealing with a problematic, dangerous or unsafe situation
Identifies social rules in a variety of situations
Applies social rules in a variety of situations
Demonstrates an awareness of how the community affects interests and choices
Demonstrates an awareness of how the media affect interests and choices
Explores how significant social figures influence personal goals and choices

SOCIAL STUDIES

Recognizes the ways in which all people are alike or different
Accepts responsibility for own behavior
Participates in a variety of activities

- Demonstrates responsible behavior in caring for the school environment
- Demonstrates responsible behavior in caring for the community environment
- Responds with interest to exploration of the school and community environments
- Identifies a problem or issue
- Locates and acquires information through text sources
- Locates and acquires information through pictorial sources
- Locates and acquires information through real-life interactions
- Locates and acquires information through several sources
- Organizes information through a variety of concrete representations
- Compares objects, pictures or ideas using concrete attributes
- Can represent real objects by a map
- Identifies own unique characteristics
- Recognizes own personal needs
- Identifies important person changes
- Investigates various social units
- Investigates structure of social units
- Recognizes that members of a social unit satisfy one another's needs
- Recognizes that members of a social unit have different roles
- Recognizes that all social units change over time
- Recognizes that changes in a social unit affect its members
- Recognizes cultural similarities and differences
- Recognizes and can anticipate consequences of own actions
- Demonstrates responsible behavior with respect to a more global environment
- Demonstrates an interest in an expanding world environment
- Organizes information through a variety of concrete and symbolic representations
- Evaluates whether information is fact or opinion
- Compares objects, pictures or ideas using a variety of concrete and abstract attributes
- Locates specific information on maps or globes
- Represents specific information on maps or globes
- Demonstrates an ability to interact cooperatively with others
- Copes with or controls personal change
- Describes connections among various social units
- Compares or contrasts structures of differing social units
- Investigates how social units change
- Makes predictions about change in social units
- Widens vocabulary as interests and activities begin to expand
- Asks for clarification and explanation of ideas and concepts
- Asks about words or ideas not understood
- Asks many fact-finding questions leading to more how and why questions
- Focuses on whole (content) rather than on part (detail) when retelling a story
- Retells a story or event in proper sequence
- Follows rules for conversation
- Takes turns or stays on a topic when telling or responding
- Initiates dialogue

Responds confidently with language when approached
Needs a listener but does not consider a listener's needs
Is aware of listener's needs
Vocabulary reflects a growing range of interest and knowledge
Uses clear and specific language
Connects ideas together
Develops ideas from a variety of sources
Adapts ideas from a variety of sources
Uses questions to seek explanation

TECHNOLOGY

Describes the ethical issues involved in information technology
Provides examples of the moral and social issues related to information technologies
Uses information technology to create, edit documents
Uses information technology to make presentations
Uses information technology to organize data
Uses information technology to retrieve information from distant data bases
Uses information technology to create and revise information with different purposes such as newsletters, letters, reports, research, etc.
Uses information technology to create and revise reports
Uses information technology to create and revise newsletters
Uses information technology to create and revise letters
Uses information technology to create and revise research
Uses information technology to control the movement of a robot
Uses computer-generated graphics and symbols to communicate meaning
Demonstrates the ability to select from the most appropriate software tool (word processor, database, graphics, desktop presentation, spreadsheet, combination, etc.) when solving a problem
Uses information technology to explore patterns and relationships
Uses information technology to form and test simple hypotheses
Uses information technology to generate graphs or charts
Uses information technology to collect or measure information

VISUAL ART

Expresses own feelings about an image
Demonstrates sensitivity to a variety of art forms from their own and other cultures
Communicates a willingness to view and discuss a variety of art work
Evaluates images by stating personal preferences
Evaluates images by stating personal preferences and giving reasons
Creates images through the use of visual symbols

- Expresses ideas and feelings in visual form
- Creates images inspired by other art forms like a theme of a poem
- Uses a variety of techniques (drawing, modeling, painting, etc.) to create images
- Uses a variety of simple art-making tools and materials
- Describes images by attending to the subject
- Creates images from a variety of sources such as observation, memory, or imagination
- Displays sophistication in using simple materials and processes (chooses paper to suit image)
- Describes images by sensory and formed qualities (elements and design), method and technique
- Describes images by discussing different elements and principles of design

VISUAL REPRESENTATION

- Values visual representation for enjoyment
- Constructs and conveys meaning through a variety of forms of visual representation such as drawing or dramatic play
- Takes risks in attempting to represent ideas in a variety of visual forms
- Uses visual representation for different purposes such as expressing feeling, enjoyment or communication
- Uses visual representation in a variety of ways: to maintain self, to project, to direct, to predict, etc.
- Uses oral language to support visual representations
- Manipulates and experiments with a variety of forms of visual representation
- Represents ideas visually in a variety of forms
- Represents ideas with confidence when representations involve other physical action and/or concrete materials
- Demonstrates an awareness of a variety of forms of visual representation
- Uses the names of some forms of visual representation such as drawing, picture, or model
- Demonstrates confidence and independence in representing ideas in a variety of visual forms
- Uses visual representation as a tool for clarifying thinking as well as for enjoyment
- Demonstrates subjectivity in use of visual representation
- Demonstrates objectivity in use of visual representation
- Demonstrates an ability to integrate parts (details) with the whole when representing visually
- Constructs and conveys meaning through an increasing variety of forms of visual representations such as webs, patterns, diagrams, etc.
- Demonstrates the ability to integrate and differentiate various forms of visual representation in the construction of meaning
- Manipulates and experiments with an increasing variety of forms of visual representation

Represents ideas visually in more complex and sophisticated ways
Represents ideas in abstract-symbolic forms
Demonstrates an understanding of a range of forms of visual representation across the curriculum

WRITING

Takes risks when playing with letter or letter-like forms
Demonstrates curiosity about letters and words
Takes risks in representing “talk written down”
Shows interest in the names of some letters
Shows interest in how to represent specific speech sounds
Enjoys representing “talk written down”
Enjoys sharing own writing with others
Enjoys receiving feedback from peers about own writing
Enjoys receiving feedback from teacher about own writing
Enjoys receiving feedback from others about own writing
Enjoys playing with words and ideas in writing
Values and seeks out feedback on writing
Writes for a wide range of audiences
Drawing or model of writing conveys most of the meaning
Makes strings of marks or letter-like forms, or letters
Uses letters or letter-like forms to depict meaning
Practices alphabet or letters
Places words or letters in random order
Shows linearity or directionality
Combines drawing and writing
Writes a caption or label to accompany drawing
Reads the “gist” rather than exact words when reading own writing
Matches some letters to sounds of speech
Includes functional spellings in own writing
Writes initial consonants in words
Uses a letter to represent a whole word or syllable
Uses no spacing between words
Shows sense of conventional direction
Writing can stand alone to convey meaning
Writes for different purposes
Chooses own topics about which to write when encouraged
Writes connected ideas
Sequences ideas logically
Writes in journal on personal topics
Writes in journal
Writing uses a sense of beginning, middle and end

Writes stories with one character
Demonstrates ability to apply knowledge of sound-symbol correspondences
Uses vowel and consonant combinations in syllables
Represents most consonant sounds
Spells words conventionally
Uses functional spelling where standard form is not known
Uses conventional spacing between known word
Shows evidence of use of upper- and lowercase letters and periods
Writes stories that are a full page or more
Writes stories with two or more characters
Elaborates and supports topic or idea with relevant details
Writes relevant ideas in a connected way
Writes relevant ideas in a complete and logical sequence
Selects words to use in writing that create a particular effect
Demonstrates ability to edit and proofread
Uses language conventions of spelling in writing
Uses language conventions of punctuation in writing
Uses language conventions of capitalization in writing
Uses most of the language conventions of writing
Spells a larger number of words conventionally
Uses classroom aides to assist or check spelling
Uses a variety of sentence structures and lengths
Writes sentences containing more than one thought
Confidently chooses own writing topics
Ideas flow fluently and language is not restricted or stilted
Writes in an organized fashion
Writes a sequenced story with setting and character detail
Writes in complex narrative and non-narrative forms
Writes using a poetic style
Writes in a personal and expressive mode
Writing is unified, well-organized and elaborated
Shows development of a “voice” as a writer
Arranges words and sentences to obtain an effect
Demonstrates an awareness of conventional print
Demonstrates an awareness that print “tells the story”
Knows the names of letters
Demonstrates an awareness of forms of writing
Demonstrates knowledge of terms used in writing
Understands writing as “talk written down”
Understands writing as “ideas written down”
Aware of a range of forms and genres