

Kindergarten Objectives at a Glance

Listening	Speaking
<ul style="list-style-type: none"> • Make connections between oral language and personal experiences • Listen attentively to others • Listen to a variety of stories, nursery rhymes, poetry, and informational texts for enjoyment and information • Make connections between story events and own experiences • Demonstrate increased awareness of rhymes and various forms of alliteration when listening to stories, poems, and songs • Follow simple directions • Recognize environmental sounds • Show awareness of sound qualities (e.g., loud/soft) • Use the language cueing systems (including the phonemic) in oral text to construct meaning by: <ul style="list-style-type: none"> ◦ identifying separate words ◦ recognizing and generating rhyming words ◦ recognizing word families (e.g., cat to fat) ◦ identifying sounds in words 	<ul style="list-style-type: none"> • Engage in imaginative play - talking to self and others • Incorporate words and phrases from books into their play • Repeat short sentences with varying forms • Join in and contribute to shared language experiences, songs, action verses, and rhymes • Talk about personal experiences, preferences, and topics of interest • Make relevant comments and ask questions about topics of interest • Answer questions related to personal experiences and text • Recall some details about personal experiences and about stories • Talk about new learning • Share feelings prompted by texts and talk about favourite stories and books • Experiment with rhythm, rhymes, and sounds
Reading	Writing
<ul style="list-style-type: none"> • Participate in shared reading of big books, charts, and co-operative class stories • Connect own experiences with print and pictures • Anticipate that stories and informational texts will have meaning • Begin to predict what text is about during shared reading • Use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning • Demonstrate reading-like behaviours and book handling skills • Recognize signs, symbols, and print in the environment • Recognize own name in print • Recognize that print and pictures are related • Explore the alphabet, and letter names and shapes • Know some letters and a few words by sight • Begin to track print with finger and eyes • Recognize some letters and words 	<ul style="list-style-type: none"> • Contribute ideas for experience chart stories, class books, captions, and titles • Contribute to collaboratively written communication such as messages, letters, and notes • Experiment with drawing, scribbling, letters, and temporary spelling • Share drawing and own or scribed writing with others by explaining message and meaning • Begin to develop an understanding of written language conventions including to: <ul style="list-style-type: none"> ◦ develop a sense of sentence ◦ demonstrate curiosity about visual features of letters and familiar words ◦ use some sound-letter correspondence in writing ◦ print own name and copy environmental print and familiar words ◦ recognize capital letters and periods in print texts • Explore the alphabet, and letter names and shapes • Make letter-like shapes or actual letters and numbers
Viewing	Representing
<ul style="list-style-type: none"> • Participate in shared viewing experiences • Discuss pictures/illustrations • Become aware that pictures, photographs, graphics, and illustrations convey meaning • Distinguish print from illustrations • Recognize shapes in the environment and in printed materials • Share personal experiences and feelings prompted by various visuals • Talk about visuals they like 	<ul style="list-style-type: none"> • Share ideas and experiences in a variety of ways including dramatizations, role playing, art, and movement • Respond to stories through drawing • Communicate through and about their drawings • Dictate short stories to accompany their drawings • Incorporate story elements into their play • Contribute ideas for group creations such as drawings, dioramas, and puppet plays • Experiment with sound, movement, and other forms of representing to share ideas and experiences

Note: For additional objectives related to Kindergarten, teachers should refer to the Kindergarten curriculum. In addition, the Early Literacy resource provides detailed guidance for addressing early literacy needs.

Language Cues and Conventions

Most students in kindergarten are expected to understand the following concepts about the language cues and conventions.

Pragmatic Cues and Conventions (Kindergarten)	
	Recognize the variations in language use at home, on the playground, and in the classroom.
	Interact with peers and teachers using appropriate volume, tone, and vocabulary.
	Use language to satisfy social needs and tell about past events.
	Know how to take turns when speaking.
	Cease activity to listen or view.
	Pay attention when another person is speaking.
	Participate in activities willingly.
	Demonstrate attentiveness in group activities.
	Find ways to be helpful to others.
Textual Cues and Conventions (Kindergarten)	
	Describe what is seen and heard in a logical way.
	Use illustrations, photographs, objects, and other visual and auditory cues to understand ideas.
	Have a sense of story and know familiar tunes, nursery rhymes, or songs in full or part.
	Tell and dramatize stories using own words and appropriate gestures.
	Express ideas using drawing and approximations of letters or words.
	Present information using objects, photographs, drawings to tell whom they belong to, how they were acquired, how they were used, or why they are special.
Syntactical Cues and Conventions (Kindergarten)	
	Use simple phrasing to inform, make requests, and meet social and emotional demands.
	Speak in complete sentences.
	Understand use prepositions such as under, over, in, beside.
	Use connectors such as and, so, because, if.
	Recognize capital letters and periods.
Semantic Cues and Conventions (Kindergarten)	
	Show interest (curiosity) in words and sounds.
	Name colours, numbers, and familiar objects.
	Recognize that print and pictures are related.
	Recognize signs, symbols, and print (words) in the environment.
	Use simple vocabulary to communicate needs and express likes and dislikes.
	Use appropriate vocabulary to situate objects (under, on top, beside) or persons (teacher, friend, mom) in relation to one another.
	Talk about familiar topics using simple vocabulary and expressions
	Recognize own name in print.
	Realize that speech can be recorded in words.
	Realize what a printed "word" is.
	Realize that words are made up of letters.
	Identify similarities in beginning of words.
	Identify similar endings.
	Track letters and words.
	Play "writing".
	Copy letters and words.
	Form letters independently.
	Spell and print own first name.
	Copy environmental print and familiar words.
Graphophonic Cues and Conventions (Kindergarten)	
	Speak clearly.
	Articulate speech sounds clearly.
	Pronounce familiar words correctly.
	Recognize environmental sounds.
	Show awareness of sound qualities (e.g., loud/soft).
	Identify separate words.
	Recognize and generate rhyming words.
	Identify sounds in words.
	Hear, identify, and manipulate sounds in spoken words.
	Recognize own name in print.

	Realize what a printed "word" is.
	Explore the alphabet, letter names, and letter shapes.
	Track letters and words.
	Use familiar letters to express ideas.
	Known some letters and words by sight.
	Make letter-like shapes or actual letters and numbers.
	Pretend reading and writing.
Other Cues and Conventions (Kindergarten)	
	Use gestures and voice volume to communicate needs and express feelings.
	Imitate modelled gestures willingly.
	Recognize and interpret visual and verbal cues (e.g., gesture, facial expressions, tone of voice) to aid understanding.
	Use pictures, models, sounds, simple charts or graphs, and drama to illustrate and communicate.
	Scribble, paint, draw, colour, cut, and construct.