

Kindergarten At A Glance

Receiving Language	Essential Outcome statements	What it might look like in the classroom
Reading Mechanics	<p>Recognizes own name, environmental print, and familiar words with personal significance, in context</p> <p>Identifies some letters and some beginning and ending consonant sounds</p> <p>Recognizes that print has meaning</p> <p>Recognizes that letters go together to make words and word to make sentences</p>	<p>Picks out own name in a variety of places in the classroom, school, at home, and in the community. Environmental print might include such things as the school name (in context on the school or on a newsletter), things like McDonald's golden arches, Spiderman logo, Dora the Explorer, or other pop culture material. Environmental print also includes things like stop signs and store names (when on the store). Familiar words often include "mom", "dad", "love", "I", and family member names.</p> <p>Can identify and name some letters in text (upper and lower case). Some students are better at identifying rather than naming); can tell what letter and sound are at the beginning of own name and those of some classmates, as well as familiar words in context of stories poems, chants, etc.; begins to match words that begin with the same sound</p> <p>Can tell that words can tell a story n a book; understands that writing words down can tell as story. Expresses interest in what words say.</p> <p>Begins to string letters to make words when writing (journals, free choice, centre time); may reassemble words into a sentence based on familiar text. Can recognize letters and words as being different. Can isolate letters within words and words within sentences. Can identify and create rhyming words by changing initial consonant</p>
Comprehension	<p>Talks about connections between prior knowledge, self, and new information</p> <p>Recognizes that print and pictures are connected and have meaning</p> <p>Begins to make inferences about text</p>	<p>Can identify and talk about the connections between own experiences and those represented in texts (<i>Flour Sack Flora</i> and going shopping in Edmonton; <i>Peter's Moccasins</i> and having different clothes; <i>The Very Hungry Caterpillar</i> and having a stomach ache after a birthday party)</p> <p>Uses pictures to predict what text might say; looks for details in picture after listening to text.</p> <p>Uses the connections between own experiences and text to deepen understanding by making inferences about characters and events in text (books, videos, plays, etc.)</p>
Text Elements	Tells about realistic and imaginary texts	Can differentiate between stories that could be true ( <i>Peter's Moccasins</i> , <i>Red is Best</i> , <i>My Truck is Stuck</i> <i>The New Baby Calf</i> ) and

<p>Text Selection, Interactions, and Classroom Community</p>	<p>Talks about simple text elements (eg beginning, middle, end; repetition) and techniques (eg type size)</p> <p>See attached list of text elements and techniques common to Kindergarten level text</p> <p>Demonstrates appropriate active listening and viewing behaviours</p> <p>Begins to choose appropriate text</p>	<p>those that are imaginary (<i>The Very Hungry Caterpillar, The Enormous Egg, One Fish, Two Fish, Red Fish, Blue Fish</i>). Can identify basic aspects of real and imaginary text (could really happen, has animals that talk, tells facts that can be checked, uses made up characters, settings, or language)</p> <p>Can identify beginning, middle, and end in a simple story; can order pictures from a story to tell beginning, middle, and end; comments on type size and fonts in books like <i>David's Father</i> and <i>Alligator Baby</i>.</p> <p>Sits quietly, watches attentively for ten to fifteen minute periods; makes connections between prior knowledge and new information</p> <p>Picks books based on interest, familiar stories, or patterns</p>
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Synthesizing Language	Essential Outcome statements	What it might look like in the classroom
Gathering Ideas and Information	<p>Begins to talk about personal knowledge of a topic and uses it to ask and answer questions</p> <p>Begins to seek information from other sources (texts and people)</p> <p>Represents ideas and information</p> <p>Begins to evaluate usefulness of information</p>	<p>Tells about experiences that connect to discussion topic ("My grandpa drives the loader. It doesn't have a steering wheel like a truck – you steer it with those sticks." "Sam's boat has a steering wheel, but ours doesn't." "Why do some machines have steering wheels and others don't?" "Why do some loaders have wheels and others have those track things?" "My dad says the tracks helps the bulldozer work in mud. The loader wheels would get stuck")</p> <p>Uses pictures to find information in texts (books, magazines, computer sites, etc.). Identifies people at home, in the school, and in the community to ask for information about questions related to discussion topic.</p> <p>Draws pictures, may label independently or with a scribe. May use scribble writing. Can explain the representation to others.</p> <p>Understands if response answers the question asked, or if the question needs to be asked again. May ask an adult if the information received from another student is correct ("Marcie says that there are dinosaurs alive today. That's not right, is it?")</p>
Processing	<p>Begins to talk about connections between prior/personal knowledge and new information</p> <p>Sorts concrete objects and pictures according to similarities and differences</p> <p>Explains personal opinions and concepts, and begins to acknowledge others' ideas</p>	<p>Talks about connections between text and self ("I ate lots and lots of candy at Hallowe'en and then I had a stomach ache, just like <i>The Very Hungry Caterpillar</i>") and between two texts ("This story, <i>Polar Bear, Polar Bear</i> is just like <i>Brown Bear, Brown Bear!</i>")</p> <p>Can sort concrete items such as blocks, buttons, keys, counters, etc into two piles. Sometimes the "rule" is of opposites (big/little, long/short). Sometimes the "rule" is that one pile has the characteristic while the other doesn't (shiny/not shiny, pet/not pet) and sometimes it is based on specific characteristics (green/blue, 2 holes/4 holes). Can also sort pictures and can begin to differentiate between letters and words as well as doing some sorting based on initial sounds in words.</p> <p>Often seen in the dramatic play centre as the play develops through sharing of ideas and taking turns. Some children are able to incorporate others' ideas into a group activity in the classroom or on the playground. Is able to give ideas during shared writing and accept that others may have good ideas, too. Still often states</p>

<p>Organization</p>	<p>Begins to talk about forms and genres</p> <p>Begins to talk about the connection between forms of expression, purpose, and audience</p> <p>Organizes ideas and information with guidance</p>	<p>opinions as fact.</p> <p>Can identify poems and nursery rhymes (such as “Jack and Jill” or “The More it Snows”) and can tell how they are different from stories (shorter, rhyming, written down differently). Can tell the difference between real and imaginary text based on such things as story line, information content, and text features (including pictures, labels, diagrams, bold print, etc.)</p> <p>Understands the need to go to informational text sources to get facts (looks for book on butterflies after reading <i>The Very Hungry Caterpillar</i>, to find out more about cocoons). Begins to talk about why an author chose to write his/her ideas in a certain way (“I think the person who wrote “Susie’s Galoshes” wanted us to hear the rain in words like ‘splishes and splashes’.” “This book tells us real stuff about machines. It’s for helping us learn more.”)</p> <p>Can add information to a T-chart (with support for recording the ideas). Can sequence beginning/middle/end pictures. Can sequence a simple retelling of a story with pictures or prompts. Can make lists with support for recording information.</p>
<p>Participation and Classroom Community</p>	<p>Begins to collaborate with a peer to accomplish tasks and to choose to participate in a variety of partnerships</p> <p>Begins to speak and listen respectfully to others</p> <p>Begins to ask for and offer help</p>	<p>Works with another student to clean up an area or to collect free-reading books. Plays collaboratively at centres. Chooses to work with another student on a floor puzzle or in the building block or puppet area.</p> <p>Listens to others without interrupting. Speaks in a friendly tone. Uses please and thank-you. Understands that there are some words that are not appropriate for school and makes an effort to not use them in the classroom and on the playground.</p> <p>Asks for help with tasks when unsure of what to do or how to proceed. Offers to help classmates with work, or with tasks such as tying shoes or zipping up jackets.</p>
<p>Reflection and Metacognition</p>	<p>Begins to reflect on learning experiences</p> <p>Talks about own and others’ creations and stories</p>	<p>Recognizes the benefit of certain learning experiences (“I like going dogsledding. I learned how to put the harness on.” “That was the best book ever. I LOVE Lily. She’s just like me!”)</p> <p>May ask for help with ideas for a story or opinion on a piece of artwork. Makes suggestions to others for their work. (“Why don’t you put your dog in this picture of your family?” “You could tell about how the fish tried to bite you when you took it out of the net.”)</p>

Expressing Language	Essential Outcome Statements	What it might look like in the classroom
Content and Ideas	<p>Draws and begins to writes about self and family</p> <p>Content contains personal experiences</p>	<p>In journal writing, dramatic play, art activities, share time or show and tell; writing may include scribbles, random letters, letter chunks emergent invented spelling, and words from the classroom (word wall, classmates' names, lists, other text items).</p> <p>Stories and information tend to focused around immediate experiences. Some students may also "model" a story based on classroom experience (if one student tells about going hunting, another may repeat the same story with different detail ("Me and my dad went hunting last night and shot 3 polar bears!"). This often happens when the teacher has responded positively to the first story.</p>
Forms and Organization	<p>Creates original text; see list of possible text forms for specific examples</p> <p>Begins to model different forms of expression for a specific audience and purpose</p> <p>Begins to tell stories with beginning, middle, and end</p>	<p>Expresses own ideas in pictures, stories, poems, letters, etc.</p> <p>Deliberately chooses certain forms – a grocery list when playing in the house centre, a thank you letter or letter of request for the principal, a song to share with other students.</p> <p>Stories have a discernable flow. Be aware that not all traditional cultural stories use the same organizational format; some are more circular in their plot development, and the beginning and end may not be as clearly defined.</p>
Words and Language	<p>Begins to talk about new vocabulary; begins to respond to the rhythm, sounds, and images created through effective word choice</p>	<p>Uses new words and expressions from thematic studies and other texts. Applies new words in different situation ("That boy is curious, just like <i>Curious George!</i>" "The pump handle works like a lever." "Could other animals go extinct like dinosaurs?"). Indicates enjoyment of poems, songs, stories, and chants that use rhythm and sounds by choral reading, moving to the rhythm, chiming in, etc. in stories such as <i>Chicka, Chicka, Boom, Boom</i>, <i>Five Little Pumpkins</i>, or <i>The Gingerbread Boy</i>).</p>
Revision	<p>Begins to evaluate the usefulness of ideas or information in a representation</p>	<p>With support, can consider which ideas or details would help the "reader" more clearly understand the story or information. ("I should make sure to make the caribou big so people will know how hard it was to carry the meat to the camp." "Put our 'do not touch' sign in big letters so people will see it.")</p>

	<p>Begins to explain ideas by adding detail</p> <p>Begins to check for completeness and adds words and labels to pictures</p> <p>Begins to revisit ideas</p>	<p>Will add details to pictures and writing after a conference to help make the meaning clearer to the audience (“What could you add to this to help me really see how big the caribou was?”)</p> <p>Will reread or relook at picture to make sure it contains enough details to make the message clear. With support, can add labels to pictures to further clarify. This often starts with journal pictures, especially if the class has been reading text containing labeled diagrams and pictures.</p> <p>May choose to write about the same topic a number of times. This often allows a student to try out new writing options with something that’s familiar. It should be the student’s choice to revisit an idea.</p>
Presentation	<p>Shares personal interests with a familiar audience; speaks clearly and faces audience</p>	<p>Will speak about favourite toys, people, etc. in front of the class during share time or show and tell. Will tell visitors about the classroom activities or special things about the school or the playground or the students.</p>
	<p>Forms some recognizable letters and numbers; begins to locate specific letter and number keys on keyboard; begins to use paint and drawing tools on computer</p>	<p>Begins to print familiar letters (name, mom, dad, etc.) using a standard letter formation (ball and stick, D’Nealian, etc.). Can print some numbers 0 – 5. While extended paper and pencil practice on letter formation is not the best choice in Kindergarten, it is important that students gain the necessary fine motor skills for printing. Can use the arrow keys on the computer and has some awareness of where the letters are on the keyboard. Uses programs such as KidPix to draw and paint pictures</p>
Conventions	<p>Matches sounds with letters</p> <p>Begins to identify periods in familiar text</p>	<p>Can find other words that start with the same sound as... someone’s name, another familiar words. Begins to identify particular sounds with letters (That’s “duh” like the “D” in David’s name.”). The ability to identify sounds stems from phonemic awareness</p> <p>Points to periods in big books, environmental print, poems on charts, etc.</p>