

KINDERGARTEN

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES

Oral Language Learning and Extending Thinking

- A1 use speaking and listening when engaging in exploratory and imaginative play to
 - express themselves
 - ask for assistance
 - exchange ideas
 - experiment with new ideas or materials
- A2 engage in speaking and listening activities to share ideas about pictures, stories, information **text**, and experiences
- A3 demonstrate use of social language to interact co-operatively with others and to solve problems
- A4 demonstrate being a good listener for a sustained period of time
- A5 demonstrate being a good speaker (including sustaining conversation on a familiar topic)
- A6 use oral language to explain, inquire, and compare
- A7 experiment with language and demonstrate enhanced vocabulary usage

Strategies for Oral Language

- A8 connect what is already known with new experiences during speaking and listening activities
- A9 ask questions to construct and clarify meaning

Features of Oral Language

- A10 use meaningful **syntax** when speaking (e.g., include a subject and verb, and simple connecting words when needed)
- A11 speak clearly enough to be understood by peers and adults
- A12 demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use **phonological awareness**)

DEVELOPING READING AND VIEWING ABILITIES

Learning Reading (and Viewing) and Extending Thinking

- B1 demonstrate awareness of the connection between reading, writing, and oral language
- B2 respond to literature through a variety of activities (e.g., role playing, art, music, **choral reading**, talking)
- B3 engage in reading or reading-like behaviour

Strategies for Learning to Read and View

- B4 in discussions, use **strategies** before reading and viewing to enhance comprehension, including
 - accessing prior knowledge
 - predicting
 - making connections
 - asking questions
- B5 in discussions, use **strategies** during reading and viewing to monitor comprehension, including
 - predicting and confirming unknown words and events by using language patterns and pictures
 - making pictures in their heads (visualizing)
 - asking the question, “Does that make sense?”
- B6 engage in discussions and create representations after reading and viewing to reflect on the **text** to confirm meaning

KINDERGARTEN, CONTINUED

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Features of Reading and Viewing

- B7 demonstrate understanding of **concepts about print** and **concepts about books** (e.g., there is a directionality to print; books are for reading)
- B8 identify most of the letters of the alphabet and their sounds, and a few **high-frequency words**, including their name and names of significant others

DEVELOPING WRITING AND REPRESENTING ABILITIES

Learning Writing (and Representing) and Extending Thinking

- C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
- C2 recognize that writing can be “talk written down” and that print carries a constant message
- C3 show an interest in, and a positive attitude toward, writing and representing

Strategies for Learning to Write and Represent

- C4 engage in discussions before writing and representing to generate ideas when responding to **text** and classroom experiences (e.g., observing, listening, using the other senses, drawing, brainstorming, listing, webbing, partner-talk)
- C5 express meaning during writing and representing by using **invented spelling** and copying existing words/representations
- C6 engage in discussions after writing or representing about the experience of writing or representing and share work with others

Features of Writing and Representing

- C7 print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word