

 UPPER GRAND DISTRICT SCHOOL BOARD CHECKLIST OF KINDERGARTEN OBJECTIVES				
ORAL COMMUNICATION		November	January	June
A. Listening:				
Listens to other people appropriately in a variety of contexts:				
Pays attention to speaker				
Looks at the speaker				
Waits for turns				
Takes turns in conversation and activities				
Understands a variety of questions, including Yes/No, Who, What, When, Which, Where and Why				
Follows 2 -3 step sequential instructions				
Listens to and is aware of the language patterns in stories, poems, songs, and chants				
Listens to stories, poems and nonfictional materials for enjoyment and information				
B. Speaking:				
requests assistance from peers and adults				
Responds appropriately to others in a variety of contexts				
Asks and responds to questions for specific purposes including Yes/No, Who, What, When, Which, Where and Why questions				
Retells familiar stories and relates experiences with basic story structure, including details of who, what where and when				
Creates / generates stories with appropriate structure and detail				
Grasps most grammatical rules but may still over generalize (<i>swimmed, goed, mouses</i>)				
Uses complete sentences with appropriate word order				
Demonstrates emerging use of complex sentences				
Contributes appropriately to classroom interactions, including conversations with peers				
Recognizes and uses polite social conventions such as please, thank you, excuse me, I'm sorry				
Uses language to describe objects, events and feelings clearly and accurately				
Speaks clearly and can be easily understood				
READING				
C. Oral				
Repeats short books, poems, chants, etc. to "sound like reading"				
Recognizes and generates rhymes				
Recites the alphabet in sequence				
C. Oral (cont.)				
Recognizes that words often consist of beginning, middle and final sounds				



UPPER GRAND DISTRICT SCHOOL BOARD CHECKLIST OF KINDERGARTEN OBJECTIVES

Blends syllables to generate familiar words			
Blends sounds to generate short words			
Shows awareness of the concepts of sentence, word, syllable and sound			
Identifies and produces words that start with given sounds			
Describes the main idea from a story or text			
Recalls details from a story or text			
Predicts what will happen next (outcomes)			
Describes / explains inferences, conclusions, cause and effect			
D. Visual			
Shows / tells that print moves left to right top to bottom			
Recognizes environmental print such as Zehrs, STOP, breakfast cereals			
Uses finger to track print			
Points to a letter versus a word			
Sorts letters and numerals			
Matches letters and numerals			
Has a core vocabulary of sight words such as student names, colours, days of the week, numbers, special interest words			
Tells / shows that words have boundaries that are separated by spaces			
E. Oral/ Visual Connection			
Pretends to read while looking at pictures or print			
Points to a short word or a long word based on sound length			
Recites memorized text based on pattern books such as <u>Brown Bear</u> etc			
Selects specific words in charts, etc. using a rote / matching strategy			
Points to the upper and lower case letters of the alphabet in and out of sequence			
Demonstrates letter / sound match			
Identifies features of books and other written materials (title, illustration, author)			
Matches pictures to known sight words			
Uses language patterns (word orders, etc.) and sound patterns (rhyme, etc) to identify words and to predict the next			
F. Understanding of Media Materials			
Chooses independently to read more frequently			
Describes information from a variety of contexts (visual or oral: media, pictures, print, etc.)			
Identifies fact / fiction / fantasy / non-fiction materials			
Shows interest / desire for reading outside of school			
Describes / explains personal likes / dislikes in a wide range of reading materials			



UPPER GRAND DISTRICT SCHOOL BOARD CHECKLIST OF KINDERGARTEN OBJECTIVES

Selects material from a previously perused book			
Identifies the Library / Resource Centre as a place where many kinds of information are collected			
Describes the arrangement of the Library / Resource Centre, special shelves, and collections			
Chooses books / materials by pictures, authors and subjects			
WRITING			
G. Written Output			
Expresses ideas in pictures: charts, graphs, diagrams, paintings, drawings, booklets			
Keeps a picture diary with captions dictated			
Demonstrates interest in having ideas written down			
Traces or prints individual letters or groups of letters			
Prints own name, sighs, labels, captions			
Copies a "story" which has been printed from his / her dictation			
Demonstrates a personal interest in printing to convey messages			
Uses a variety of media (e.g. computer software, tapes, filmstrips)			
Responds to media materials non-verbally (e.g. paint pictures in response to a filmstrip)			
H. Spelling			
Recognizes that marks, symbols, etc. represent print			
Recognizes that drawing and writing are different tasks			
Reproduces letters and numerals by copying			
Attempts to spell familiar words or words of interest (inventive spelling): Uses initial sounds (e.g. b = ball) Uses distinct sounds (e.g. bl = ball) Adds letters to make words "longer" (e.g. bll = ball) Starts using some vowels in words (may or may not be correct)			
Learns to spell special or 'theme' words or words from content area			
I. Handwriting			
Uses proper grip			
Positions paper properly			
Uses spacing appropriately			
Prints upper and lower cases letters			
Prints using the letter formation used by the teacher			



UPPER GRAND DISTRICT SCHOOL BOARD CHECKLIST OF KINDERGARTEN OBJECTIVES

MATHEMATICS			
A. Number Senses and Numeration:			
Sorts and classifies objects into sets according to specific characteristics			
Describes sorting characteristics (colour,, size, shape)			
Matches objects by one-to-one correspondence			
Estimates and counts to identify stes with more, fewer, or same number of objects			
Counts orally to 30			
Uses cardinal and ordinal numbers during play and daily classroom routines			
Recognizes and writes numerals from 1 to 30			
Demonstrates awareness of addition and subtraction in everyday activities			
B. Measurement:			
Uses simple measurement terms correctly			
Orders three or more objects according to size or mass			
Uses non-standard measuring devices appropriately			
Identifies the value of some coins			
C. Spatial Sense and Geometry			
Uses language to accurately describe basic spatial relationships			
Identifies and sorts tree-dimensional objeccts			
D. Problem-solving			
Uses a variety of problem -solving strategies			
Explains mathematical reasoning			