

Oral Language Development Checklist (Kindergarten)

Language for Social Relationships

• listens when someone speaks	
• initiates conversations with classmates and the teacher	
• joins in with conversations started by others	
• takes turns in conversations, although may interrupt at times and make some turn-taking mistakes	
• begins to recognize when something heard does not make sense	
• uses generally appropriate behaviours during conversations, although needs support at times (e.g., looks at the speaker, waits for a speaker to finish, and says, “Excuse me” when seeking to gain access to talk to others)	
• is learning how to join in with discussions in a whole-class setting	
• is learning how to join in with discussions in small groups	
• beginning to sustain extended conversations with teacher support; topic may change frequently	
• is learning how to disagree appropriately (may make mistakes at times and raise his/her voice or make a statement that affirms, “I’m doing it my way”)	
• uses appropriate social registers (tone, intonation, and volume) for the playground and classroom (may make mistakes at times)	
• expresses feelings in words; begins to use language rather than actions to solve social conflicts	
• uses social conventions (e.g., <i>please</i> and <i>thank you</i>); may need reminders	
• is becoming aware of language that is hurtful or unfair to others	

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Language for Learning

• listens attentively when books are read aloud	
• enjoys favourite stories and joins in with repeated refrains	
• enjoys listening to informational text read aloud	
• pretends to read books (uses the lyrical rhythm of book language)	
• uses phrases and vocabulary from books read aloud or used in shared reading	
• uses ideas from books and links them to personal experiences	
• retells stories by including three to four ideas	
• relates own ideas to concepts learned in class	
• asks simple questions; may not always be on topic	
• asks relevant questions	
• responds to simple questions	
• listens attentively for short periods in familiar whole-class and small-group settings	
• explains a school experience that has happened recently	
• explains an event or object that is distant in time and place	
• tries to solve problems with talk (e.g., repeats the steps for making something as he or she follows through with the steps)	
• is beginning to understand humour and jokes	

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Language for Learning (cont'd)

• often interprets figurative language literally	
• understands and follows brief directions	
• provides directions for others to follow, although all steps may not be included, clear, or in order	

Language Structures

• uses speech that is understood by most children and adults	
• has clear articulation, although some later developing sounds may still need to refine (e.g., <i>s, z, th, sh, ch, j, r, l</i>)	
• uses simple sentences • uses compound and some complex sentences, although may over-rely on connecting ideas with <i>and</i> and <i>then</i>	
• uses appropriate vocabulary, although may overuse words (e.g., <i>big</i> and <i>got</i>)	
• controls regular past tenses but irregular past tenses are still developing (e.g., “She knowed it.”)	
• uses personal pronouns appropriately (e.g., <i>he, she, I, me, they, we</i>)	
• understands and uses appropriate relational concepts (e.g., <i>over, under, next to, behind, in front of</i>)	