

# Kindergarten Oral Language/Phonological and Phonemic Awareness Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Language for Social Relationships</b>	
• 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 the 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., "please" and "thank you"); may need reminders	
• is becoming aware of language that is hurtful or unfair to others	
• Is aware of language that is hurtful to others	
<b>Language for Learning</b>	
• listens attentively when books are read aloud	

## Kindergarten Oral Language/Phonological and Phonemic Awareness Checklist (continued)

<ul style="list-style-type: none"> <li>enjoys favourite stories and joins in with repeated refrains</li> </ul>	
<ul style="list-style-type: none"> <li>enjoys listening to informational text read aloud</li> </ul>	
<ul style="list-style-type: none"> <li>pretends to read books (uses the lyrical rhythm of book language)</li> </ul>	
<ul style="list-style-type: none"> <li>uses phrases and vocabulary (including specialized vocabulary) from books read aloud or used in shared reading</li> </ul>	
<ul style="list-style-type: none"> <li>uses ideas from books and links them to personal experiences</li> </ul>	
<ul style="list-style-type: none"> <li>retells stories by including three to four ideas</li> </ul>	
<ul style="list-style-type: none"> <li>relates own ideas to concepts learned in class</li> </ul>	
<ul style="list-style-type: none"> <li>asks simple questions; may not always be on topic</li> </ul>	
<ul style="list-style-type: none"> <li>responds to simple questions</li> </ul>	
<ul style="list-style-type: none"> <li>listens attentively for short periods in familiar whole-class and small-group settings</li> </ul>	
<ul style="list-style-type: none"> <li>explains a school experience that has happened recently</li> </ul>	
<ul style="list-style-type: none"> <li>explains an event or object that is distant in time and place</li> </ul>	
<ul style="list-style-type: none"> <li>tries to solve problems with talk (e.g., repeats the steps for making something as he or she follows through with the steps)</li> </ul>	
<ul style="list-style-type: none"> <li>is beginning to use language to talk about thinking and to reflect</li> </ul>	
<ul style="list-style-type: none"> <li>is beginning to understand humour and jokes</li> </ul>	
<ul style="list-style-type: none"> <li>often interprets figurative language literally</li> </ul>	
<ul style="list-style-type: none"> <li>understands and follows brief one and two-step directions</li> </ul>	
<ul style="list-style-type: none"> <li>provides directions for others to follow, although all steps may not be included, clear, or in order</li> </ul>	

# Kindergarten Oral Language/Phonological and Phonemic Awareness Checklist (continued)

<b>Phonological and Phonemic Awareness</b> (From the Working with Words Continuum)	
• joins in with rhythmic poems and songs	
• recognizes rhymes	
• generates rhymes orally	
• claps/chants/sings syllables in familiar names and objects	
• orally segments some one-vowel words into onsets and rimes (e.g., b-ake)	
• orally slows down speech to segment sentences into words (e.g., I-can-see-my-house); may be inconsistent	
• orally stretches some words into phonemes (e.g., d-o-g)	
• Orally blends some phonemes into words (e.g. d-o-g = dog)	
<b>Language Structures</b>	
• uses speech that is understood by most children and adults	
• has clear articulation, although some later developing sounds may still need to be refined (e.g., 's,' 'z,' 'th,' 'sh,' 'ch,' 'j,' 'r,' 'l')	
• uses simple sentences	
• uses compound and some complex sentences, although may over-rely on connecting ideas with 'and' and 'then'	
• uses appropriate vocabulary, although may overuse words (e.g., 'big' and 'got')	
• controls regular past tenses but irregular past tenses are still developing (e.g., "She knowed it.")	
• uses personal pronouns appropriately (e.g., 'he,' 'she,' 'I,' 'me,' 'they,' 'we')	
• understands and uses appropriate relational concepts (e.g., 'over,' 'under,' 'next to,' 'behind,' 'in front of')	