

# Key Language Cues and Conventions

*Details are provided regarding the key language cues and conventions for Kindergarten English Language Arts.*

Supporting Kindergarten

March 2011

Language Cue or Convention	Comprehend and Respond When viewing, listening, or “reading”, Kindergarten students:	Compose and Create When speaking, “writing”, or using other forms of representing, Kindergarten students:
<b>Pragmatic</b>		
Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.	Make connections between stories and information and personal experiences. Recognize the variations of language use at home, on the playground, and in the classroom. Use appropriate volume, tone, and vocabulary. Take turns sharing information and ideas. Cease activity to listen or view. Pay attention when another person is speaking.	Recognize the different functions of language (more formal language used in the classroom than on the playground), use language in all types of play. Tell or dramatize a story using own words and appropriate gestures.
<b>Textual</b>		
Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.	Describe characteristics of fictional texts (from the writer’s imagination, plot, characters, setting, theme/message) and some of their structures and features (front, back, title, author, illustrator). Demonstrate reading-like behaviours (holds book correctly, turn pages, “read” a story based upon the pictures). Explain main idea and some supporting details of a story in sequence.	Experiment with drawing, scribbling, letters, and temporary spellings (by the end of June, uses letters and letter-like symbols, correctly forms letters in familiar words such as their name, copy letters or words from the environment, and begins to experiment with upper and lower case letters). Write as part of play. Explain intended meaning of drawings and writing. Use left to right progression when “writing”. Tell or “write” an original story with a beginning, middle, and end.

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<b>Language Cue or Convention</b>	<b>Comprehend and Respond</b>	<b>Compose and Create</b>
	When viewing, listening, or “reading”, Kindergarten students:	When speaking, “writing”, or using other forms of representing, Kindergarten students:
<b>Syntactic</b>		
Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).	Develop a sense of a sentence (notice sentences begin with a capital letter, end with punctuation/period/question mark), and make sense when telling a complete thought. Recognize spaces separate words.	Use simple, complete sentences when speaking. Use a variety of sentence patterns when “writing” (a combination of pictures, symbols, and letters) and creating messages. Use past tense correctly.
<b>Semantic/Lexical/Morphological</b>		
The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.	Demonstrate curiosity in words and their meanings (ask what words mean, orally experiment with new vocabulary words), use illustrations to help with vocabulary and comprehension, recognize/“read” some familiar environmental print. Know some words by sight. Name colours and familiar objects.	Spell own name correctly and some familiar words (i.e., stop, dog).
<b>Phonological/Graphophonic</b>		
Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationship patterns.	Develop phonological awareness (identifies the beginning sound in words frequently used in the classroom, count syllables, recognize rhyme, alliteration, and are able to match phonemes). Recognize some, not all, upper and lower case letters in the alphabet and their sounds.	Manipulate sounds, rhymes, and words (i.e., creates rhymes, identifies initial and final consonant sounds). Use correct pronouns for familiar words.
<b>Other Cues and Conventions</b>		
Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.	Recognize how volume, gestures and body language are part of the message. Compare colour, type of visual, and object placement between various texts. View and interpret key aspects of visual texts (including arrangement and facial expressions).	Use various tools and techniques to represent ideas (i.e., clay, movement), hold pencils, crayons, and markers with a correct grip. Use correct letter formation (both upper and lower case letters) for first name and frequently written words). Use pictures, dictation, physical movement, play, and “writing” to communicate.