

Communication – Kindergarten

In kindergarten, students learn how to listen attentively and observe carefully. They understand and follow simple directions and answer simple questions about auditory or verbal information. Students demonstrate their expanding oral language skills by sharing their own ideas and speaking clearly and distinctly in complete sentences.

EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.
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NOTES: Listening behavior will vary according to culture, learning style, and situation. Verbal and nonverbal cues must be taught explicitly. Do not assume they are universal.

1.1.1 Understands how to adapt attentive behavior to accommodate the listening situation.

- With teacher prompt, adapts listening behavior to attend to a task (e.g., teacher instruction, one-on-one discussion with teacher, listening to a story).
- Attends to the task in group activities (e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt).
- Responds to verbal and nonverbal cues associated with the situation (e.g., classroom routine and/or teacher/peer interaction).

1.1.2 Applies listening and observation skills to recall and interpret information.

- Follows two-step oral directions for routines.
- Answers a variety of questions: who, what, when, where, why, whose, yes/no.
- Identifies and describes pictures, signs, sounds, symbols (e.g., restroom, in and out doors, exit, stop signs, and other important symbols specific to the school environment).

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

1.2.1 Understands how to infer and make personal connections to auditory and visual information.

- Makes simple inferences (e.g., why the child in the story takes his umbrella to school, why we do not run indoors).
- Listens for, identifies, and explains personal connections to events (e.g., events in a personal story told by peer, a video).

- Identifies and expresses one’s own feelings related to an event with teacher support (feeling scared when the auditorium lights went out and the music was loud during the performance).

1.2.2 Proficiency in this GLE is not expected until grade 1.

EALR 2: The student uses communication skills and strategies to interact/work effectively with others.

Component 2.1: Uses language to interact effectively and responsibly in a multicultural context.

2.1.1 Understands that language is adjusted to the needs of the audience, situation, and setting.

- Selects language that is courteous (e.g., please, thank you, excuse me) and explains why it is appropriate.

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.2.1 Understands how to show respect for others’ input.

- Expresses support and acceptance by allowing others to speak without interrupting.

2.2.2 Understands how to contribute responsibly in a one-to-one conversation or group setting.

- Shares own ideas.
- Demonstrates conversation skills (e.g., greeting people, taking turns).

Component 2.3: Uses skills and strategies to communicate interculturally.

2.3.1 Recognizes that each person is unique.

- Describes individual similarities and differences in a nonjudgmental or stereotypical manner (e.g., “My hair is straight and Lauren’s hair is curly.”; “I am quiet; Lee likes to talk.”).

2.3.2 Recognizes that there are different languages.

- Identifies different languages and recalls greetings or phrases (e.g., from cultures in the classroom, community, and country, including sign language).

EALR 3: The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.

Component 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Understands how to plan effective oral communication and presentation.

- Demonstrates an awareness that an audience exists outside of one’s self (e.g., faces the audience and speaks loudly enough to be heard from the back of the room).
- Chooses content that matches topic (e.g., Given a topic such as “favorite things,” the child chooses to talk about a favorite personal item, food, person, place, story, or pet.).

Component 3.2: Uses media and other resources to support presentations.

3.2.1 Understands how to use media and resources in oral presentations.

- Uses visual aids with teacher guidance (e.g., illustrations, photos, and other items).

Component 3.3: Uses effective delivery.

3.3.1 Applies skills for delivery of effective oral communication and presentations.

- Faces audience while speaking, with teacher guidance.
- Shows that there is recognition of different volumes for voice (e.g., yelling, inside/outside voices, whisper).
- Speaks in complete five- or six-word sentences to describe people, places, things, locations, and actions.
- Speaks clearly and distinctly.
- Produces correct speech patterns.

EALR 4: The student analyzes and evaluates the effectiveness of communication.

Component 4.1: Assesses effectiveness of one’s own and others’ communication.

4.1.1 Proficiency in this GLE is not expected until grade 2.

4.1.2 Proficiency in this GLE is not expected until grade 1.

Component 4.2: Sets goals for improvement.

4.2.1 Proficiency in this GLE is not expected until grade 1.