North Vancouver School District
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Kindergarten English Language Arts Foundational Learning

Adapted from the BC Ministry of Education and Child Care's End-of-Year Proficiency Descriptors 2025

Sample Year at a Glance:
Kindergarten Foundational ELA Skills

	Term 1	Term 2	Term 3
Oral Language	• using Tier 1 (basic-familiar) vocabulary words • using simple sentences to express ideas and needs (e.g., "She wears boots.") • using basic vocabulary to express needs and describe objects, may include descriptive words (e.g., "The apple is red and shiny." or "I need the blue pen, please")	• using Tier 2 (high-frequency) vocabulary words • asking and answering questions using simple sentences • using common nouns and verbs when orally describing visual texts • retelling a simple story or event in sequential order using basic vocabulary and key details	• using Tier 3 (content-specific) vocabulary words • using conjunctions (e.g., "and", "but", "because") to orally form compound sentences • recognizing sentence types, including statements or questions • telling simple stories, orally, using different story frameworks
Reading & Spelling	• identifying the initial phoneme of a given word • identifying uppercase and lowercase letter sounds • orally blending 2 and 3 phonemes into spoken words (e.g., teacher says /c/ /a/ /t/ and student says "cat") • segmenting and blending compound words (e.g., rain + bow = rainbow, snowman = snow + man)	• orally segmenting simple CVC words into individual consonant and vowel sounds (e.g., /c/ /a/ /t/ = "cat") • decoding and encoding CVC words with short vowel sounds (e.g., /a/, /i/, /o/, /u/, /e/ as in "bat", "sun") • identifying plural endings for nouns (e.g., "cats") • spelling personally significant words (e.g., names), CV, VC, CVC and high frequency words • using graphemes to represent phonemes in writing with initial and final graphemes present	• producing more than one sound for letters that represent multiple sounds (e.g., Two sounds for "s" as in dogs /z/ and cats /s/) • decoding and encoding common consonant digraphs ('ch', 'ck', 'sh', 'th', 'wh') (e.g., "with", "chip", "wish") • using stored vocabulary (known words) to correct mispronunciation of a decoded word • understanding the meaning behind inflectional suffixes (e.g., the difference in meaning between "walked" (past tense) and "walking" (present tense) • applying phonological, grapheme-phoneme correspondence, orthographic and morphological knowledge to decode and encode words with irregularities
Fluency	• recognizing uppercase and lowercase letter names • recognizing own name	• reading consonant-vowel-consonant (CVC) words in isolation (e.g., "man", "cat", "dog", "sit", "got" • reading personally significant words (e.g., names, school subjects, etc.) and high frequency words	• recognizing punctuation marks (e.g., period) • reading simple texts with CVC and high frequency words with accuracy and growing automaticity (e.g.,"I am a dog.", "The cat can sit.")
Comprehension	• understanding that print carries meaning • using personal experiences and knowledge to connect to stories	• answering who, what, when, where, and how questions about a simple story, retelling the main events or central ideas of a text	• making predictions based on evidence from the text • formulating simple questions based on text that they have heard
Writing	• using an appropriate tripod pencil grip • uppercase and lowercase letter printing (as names and sounds are introduced) • drawing and using loose parts to convey meaning • using graphemes to label pictures (initial phoneme)	• using graphemes to represent words (initial and final phonemes) • completing sentence starters (whole class - I do, we do, you do) • writing familiar words (e.g., names and high frequency words)	• using appropriate spacing between words • capitalizing letters at the beginning of names and sentences • using simple punctuation (periods) • writing 1-2 sentences including high frequency words taught as well as invented spelling for new or multisyllabic words

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** This is a suggested timeline to start teaching the different concepts of the foundational learning. It is not expected that students master these concepts within the given term.*

Term 1 Example

Big Ideas
Learning Standards

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
Playing with language helps us discover how language works.
Through listening and speaking, we connect with others and share our world.

Curricular Competencies
Learning Standards

Students are expected to be able to do the following:

- Exchange ideas and perspectives to build shared understanding.
- Use language to identify, create, and share ideas, feelings, opinions, and preferences.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.

Content
Learning Standards

Students are expected to know the following:

- Reading
  - Phonemic (isolating and blending) and phonological awareness (compound words)
  - Literary elements (rhyming)
  - Letter knowledge (uppercase and lowercase names and sounds)
  - Reading strategies
    - making meaning using connections
- Writing
  - Letter formation (uppercase and lowercase)
  - Drawing to convey meaning, labeling the inital phoneme
- Listening & Speaking
  - Oral language strategies
    - making personal connections
  - Active listening

Foundational Skills (Kindergarten Learning Progressions)

Oral Language

- using Tier 1 (basic-familiar) vocabulary words
- using simple sentences to express ideas and needs (e.g., “She wears boots.”)
- using basic vocabulary to express needs and describe objects, may include descriptive words (e.g., "The apple is red and shiny." or “I need the blue pen, please”)

Fluency

- recognizing uppercase and lowercase letter names
- recognizing own name

Comprehension

- understanding that print carries meaning
- using personal experiences and knowledge to connect to stories

Reading & Spelling

- identifying the initial phoneme of a given word
- identifying uppercase and lowercase letter sounds
- orally blending 2 and 3 phonemes into spoken words (e.g., teacher says /c/ /a/ /t/ and student says "cat")
- segmenting and blending compound words (e.g., rain + bow = rainbow, snowman = snow + man)

Writing

- using an appropriate tripod pencil grip
- uppercase and lowercase letter printing (as names and sounds are introduced)
- drawing and using loose parts to convey meaning
- using graphemes to label pictures (initial phoneme)

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