

Language Curriculum – Reception 1

Standard 1: Apply reading skills and strategies to comprehend a variety of texts.

Benchmarks	The student will:
1.1 Apply concepts of words and print.	<p>R1.1.1a Realize that print has meaning.</p> <p>R1.1.1b Demonstrate awareness of the distinction between upper and lower case letters.</p> <p>R1.1.1c Understand that symbols convey meaning.</p> <p>R1.1.1d Demonstrate phonemic awareness.</p> <p>R1.1.1e Show an awareness of sounds and names of the alphabet.</p> <p>R1.1.1f Identify the letter and sound that begins first name.</p> <p>R1.1.1g Recognize hard consonant and short vowel sounds of all letters in the alphabet.</p>
1.2 Apply strategies to derive meaning from words and develop vocabulary.	<p>R1.1.2a Identify at least 20 letters upper case and/or lower case in 1 of 3 ways: name, sound, or a word which begins with that letter.</p> <p>R1.1.2b Recognize their own and friend's name in written form.</p> <p>R1.1.2c Begin to identify familiar words from units of Inquiry and other subject areas.</p> <p>R1.1.2d Recognize and understand some signs and labels.</p> <p>R1.1.2e Begin to identify frequently used sight words.</p>
1.3 Read fluently for meaning.	<p>R1.1.3a Respond appropriately to specific questions about stories, including illustrations.</p> <p>R1.1.3b Retell a story or experience.</p> <p>R1.1.3c Recall events of familiar stories and make personal connections to characters.</p> <p>R1.1.3d Make predictions about a story.</p> <p>R1.1.3e Begin to demonstrate expression during rehearsed reading (e.g. choral reading, class poems).</p>

	R1.1.3f Begin to apply various reading strategies (e.g. phonics, context clues) to gain meanings from text.
1.4 Use strategies before, during and after reading to construct meaning.	<p>R1.1.4a Begin to make predictions on title, cover, illustrations and text before and during reading.</p> <p>R1.1.4b Begin to make text to self connections.</p> <p>R1.1.4c Begin to make connections to previously heard text.</p> <p>R1.1.4d Begin to know the elements that compose a story (e.g. characters, sequence of events)</p> <p>R1.1.4e Begin to know the difference between fact and fiction, real and make-believe.</p> <p>R1.1.4f Relate stories to his/her own life experience.</p> <p>R1.1.4g Retell text through illustrations.</p>
1.5 Apply appropriate skills and strategies to understand different genre.	<p>R1.1.5a Explore and enjoy a variety of genre.</p> <p>R1.1.5b Begin to recognize the difference between a story and information book.</p> <p>R1.1.5c Focus on the meaning of a story listened to or read</p> <p>R1.1.5d Retell a story using illustrations.</p> <p>R1.1.5e Recall details from listening to a story.</p> <p>R1.1.5f Demonstrate awareness that reading materials are a source of new information.</p>
1.6 Demonstrate effective reading behaviors.	<p>R1.1.6a Exhibit positive attitude and interest in reading.</p> <p>R1.1.6b Elect to spend time with books and reading related activities.</p> <p>R1.1.6c Play at reading (e.g. pretend to read to self and others).</p> <p>R1.1.6d Ask “What does it say”?</p> <p>R1.1.6e Show awareness that there are authors and illustrators.</p> <p>R1.1.6f Begin to use phonetic and sight word knowledge to decipher text.</p>

Standard 2: Apply writing skills and strategies to create a variety of texts.

Benchmarks	The student will:
2.1 Plan writing effectively.	R1.2.1a Begin to use simple prewriting strategies. R1.2.1b Talk about and brainstorm what to draw.
2.2 Develop drafts.	R1.2.2a Use pictures to share ideas (e.g. in journal writing). R1.2.2b Begin incorporating letter-like scribbles in drawings. R1.2.2c Use pretend writing in play (e.g. write notes and signs to post in play area/dramatic play). R1.2.2d Begin to use phonetic knowledge to try to write words. R1.2.2e Take part in dictating labels, messages, stories, news and captions.
2.3 Revise to improve quality of writing.	Not appropriate at this level.
2.4 Edit writing to enhance readability.	Not appropriate at this level.
2.5 Publish writing selectively and effectively.	R1.2.5a Begin to publish pieces for others to read. R1.2.5b Contribute to making class books for others to read.
2.6 Apply appropriate strategies and understanding of texts to write a variety of genres.	R1.2.6a Begin to know there are different kinds of writing. R1.2.6b Begin to create own stories. R1.2.6c Retell stories through pictures, scribbles and invented spelling.
2.7 Demonstrate effective writing behaviors.	R1.2.7a Begin to show interest in forming letters correctly.

Standard 3: Use conventions to communicate effectively.

Benchmarks	The student will:
3.1 Use capitalization and punctuation conventions to clarify and convey meaning.	R1.3.1a Recognize lower case letters. R1.3.1b Begin to recognize capital letters. R1.3.1c Demonstrate an awareness of the difference between upper and lower case letters.
3.2 Apply grammar and usage conventions.	Not appropriate at this level.
3.3 Use correct and varied sentence structure.	R1.3.3a Speak in complete sentences.
3.4 Spell accurately.	Not appropriate at this level.
3.5 Apply formatting conventions to enhance communication.	R1.3.5a Begin to present ideas for others to read. R1.3.5b Draw and dictate ideas. R1.3.5c Begin to develop proper pencil grip.

Standard 4: Apply listening and speaking skills and strategies to communicate effectively.

Benchmarks	The student will:
4.1 Listen actively in a variety of contexts.	R1.4.1a Listen for understanding. R1.4.1b Listen to books, songs, conversations and student sharing and presentations. R1.4.1c Listen to and follow 1-2 step directions.
4.2 Speak clearly and confidently for a variety of purposes.	R1.4.2a Express experiences, ideas and responses through speech and sound. R1.4.2b Tell or retell a personal experience. R1.4.2c Repeat parts of stories and poems in play. R1.4.2d Recite nursery rhymes, poems or songs. R1.4.2e Begin to report on ideas and personal knowledge of topic. R1.4.2f Speak clearly in small groups and in front of the whole group.
4.3 Demonstrate effective listening and speaking behaviors.	R1.4.3a Begin to interact appropriately through listening and speaking. R1.4.3b Begin to follow rules of conversation (e.g.

	<p>taking turns, raise hand to speak when in a group, stay on topic, focus attention on speaker).</p> <p>R1.4.3c Begin to listen to each other with attention, without distraction and interruption.</p> <p>R1.4.3d Make class contributions in class and group discussions.</p> <p>R1.4.3e Begin to engage peers in conversation (e.g. through dramatic play).</p> <p>R1.4.3f Ask questions to obtain information.</p>
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Standard 5: Use viewing and presenting skills and strategies to understand and interpret visual media.

Benchmarks	The student will:
5.1 Use language to interpret various forms of media.	<p>R1.5.1a Recognize, name and label a range of familiar media (e.g. advertising, logos, labels, signs).</p> <p>R1.5.1b View and listen to media works and talk about what they mean.</p> <p>R1.5.1c Make predictions when viewing a television programme, film or video.</p> <p>R1.5.1d Construct meaning from visual texts with familiar content by using pictorial and visual cues.</p> <p>R1.5.1e Compare media representations to real and/or story versions by drawing on personal experience or knowledge.</p> <p>R1.5.1f Tell the difference between real and animated objects or images and notice illustrations in texts.</p>
5.2 Understands the characteristics and components of the media.	Not appropriate for this level.