



Practicum

SECOND LANGUAGE

SEMPER ALTIUS
SCHOOL NETWORK

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SECOND LANGUAGE



Infants come into the world with the means to acquire the language to which they are exposed through their environment. Children are exposed to language through play and meaningful social interaction (BICS). A more substantial and ongoing language exposure will also help children learn the language. This intensive exposure can be defined as a type of immersion, in which children receive most of the instruction in a second language (CLIL). Content, communication, and culture interact to maximize exposure and facilitate both acquisition and learning.

The following practicum is based on the Comprehensive Literacy Model:

FOUNDATIONAL SKILLS

- Phonological awareness
- Print concept
- Phonics
- Word recognition
- Fluency

SOCIAL AND COMMUNICATIVE SKILLS

- Speaking
- Listening
- Comprehension
- Presentation of knowledge and ideas

LANGUAGE

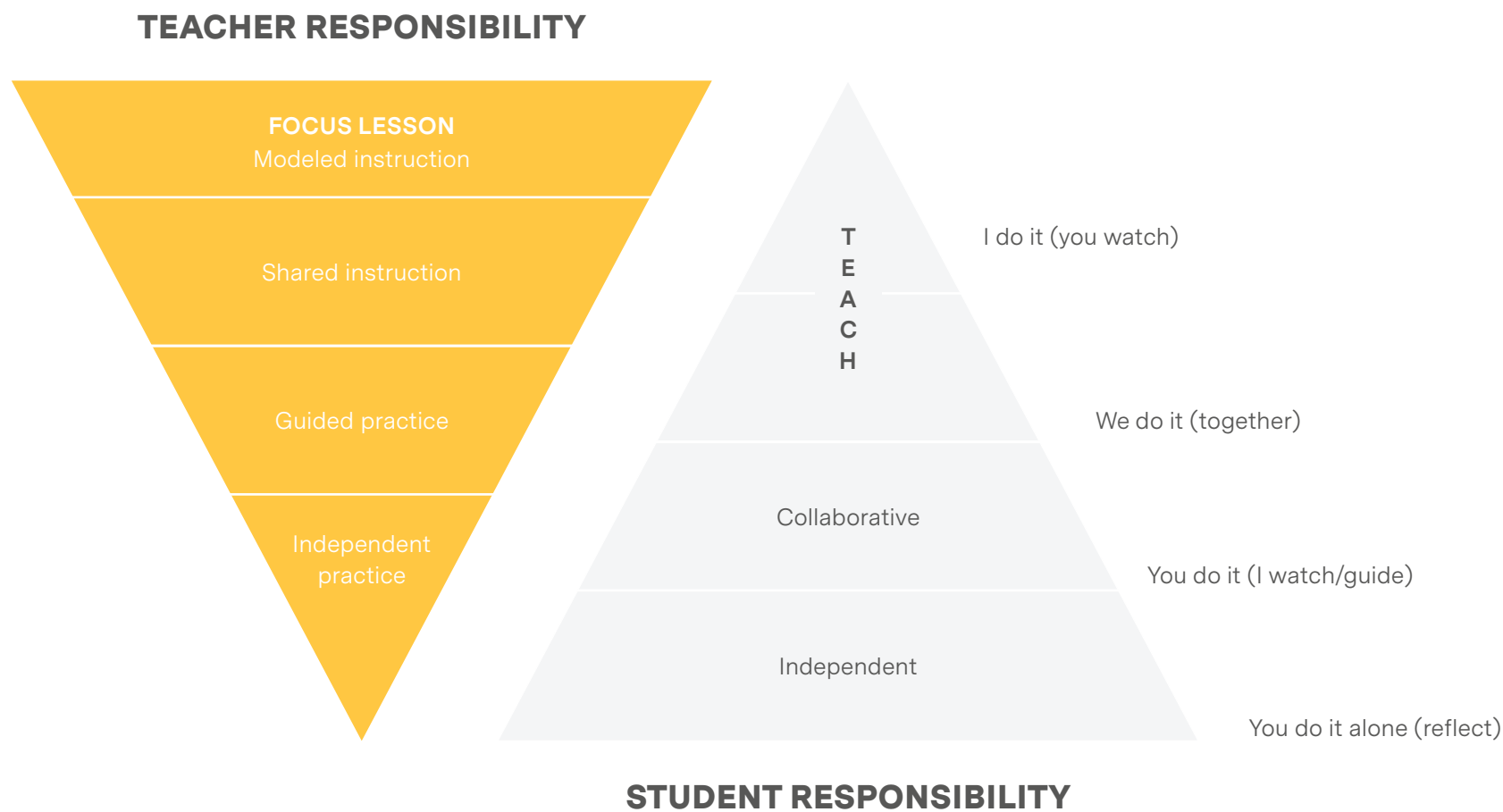
- Conventions
- Vocabulary acquisition development and use
- Word study
- Grammar in context

READING & WRITING BASED ON LITERATURE

- Integration of knowledge and ideas
- Text variety
- Writing: diverse texts and types and purposes (age-appropriate)



This Comprehensive Literacy Model requires scaffolded instruction. Teachers gradually release responsibility for language usage, transferring the cognitive load of language production as students develop their communicative skills. Teachers provide varying levels of support based on students' needs.





To deliver this practicum, it is important to consider these minimum time requirements and periods according to the given curriculum map:

Grade	Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
Weekly periods		6	8	9	9
Time per period		20 minutes	30 minutes	30 minutes	30 minutes

In this practicum you will find the following strands, sub-strands and standards:

STRANDS	SUB-STRANDS	STANDARDS
FOUNDATIONAL SKILLS	Print awareness	A1.S1.E1. Demonstrate knowledge of basic features of printed and written texts (concept of print).
	Phonological awareness	A1.S2.E2. Demonstrate the ability to listen, discriminate and identify words, syllables and sounds (phonemes) in spoken language.
	Alphabetic principle, phonics and word recognition	A1.S3.E3. Apply letter sound correspondence in decoding words.
	Reading fluency	A1.S4.E4. Read age-appropriate texts with purpose and understanding.



SPEAKING AND LISTENING	Comprehension and collaboration	A2.S1.E1. Use language to participate in conversations and share ideas and thoughts.
		A2.S1.E2. Respond to questions, comments or directions to confirm or gather information.
		A2.S1.E3. Confirm understanding and request help or clarification.
	Presentation of knowledge and ideas	A2.S2.E4. Report on familiar topics, people, places, things and events and include key details.
		A2.S2.E5. Demonstrate emergent use of spoken language through communicative tasks.
READING	Key ideas and details	A3.S1.E1. Identify key ideas and details in texts.
		A3.S1.E2. Retell familiar stories and events, including relevant details.
		A3.S1.E3. Determine key story elements and possible connections between stories, ideas and events.
	Technique and structure	A3.S2.E4. Identify main words and phrases in a text and attempt to determine their meaning.
		A3.S2.E5. Explore text structure and different text types.
	Integration of knowl- edge and ideas	A3.S3.E6. Describe the relationship between texts and illustrations in different media types (print or digital).
		A3.S3.E7. Compare and contrast information and stories found in different texts.
	Range of reading	A3.S4.E8. Attempt to read independently and effectively.



WRITING	Text types and purposes	A4.S1.E1. Write using a combination of means to share preferences, ideas, opinions and information.
		A4.S1.E2. Write about real or imagined events following a logical sequence.
	Production and distribution of writing	A4.S2.E3. Develop writing by planning, revising, editing and rewriting. A4.S2.E4. Explore a variety of print products and digital tools to produce writing.
	Research to build and present knowledge	A4.S3.E5. Collaborate in short research projects based on focused questions.
LANGUAGE	Vocabulary acquisition and use	A5.S1.E1. Understand the meaning of unknown words and phrases based on reading and interaction. A5.S1.E2. Apply words and phrases acquired through interaction or exposure and response to text.
	English language conventions	A5.S2.E3. Develop control of grade level conventions of standard English grammar when speaking or writing.

DIDACTIC QUESTIONS



WHAT WILL THE STUDENT LEARN?

To develop the fundamental linguistic competencies (listening, speaking, reading, and writing) required to communicate in a range of situations and contexts.

WHY WILL THE STUDENT LEARN IT?

Because it will enable him/her to communicate assertively in different cultural contexts, to various audiences and for diverse purposes. In addition, it will enhance his/her intellectual development and critical thinking.

HOW WILL THE STUDENT LEARN IT?

Through the communicative interactions that occur during pre-comprehension, comprehension, interpretation, analysis, synthesis, and personal and social evaluation phases; using the language in a simple, logical, practical, and natural way, respecting its standards and structures.

WHAT MATERIAL WILL BE USED TO TEACH IT?

Oral and written, linear and non-linear, literary, and non-literary linguistic productions, with different styles, genres, and purposes.

HOW WILL THE STUDENT'S LEARNING BE EVALUATED?

Through an ongoing assessment process with a formative approach that will provide feedback for improvement of the comprehension, interpretation, and creation abilities, thus, allowing the delivery of oral and written productions with clarity, order, fluency, and linguistic coherence.

RECOMMENDATIONS FOR THE TEACHER

To achieve the standards listed in this practicum, teachers need to:

- ✓ Support fine motor skills development through drawing, painting, sculpting and cutting.
- ✓ Support gross-motor skills through indoor and outdoor activities such as balancing, running, jumping, and other vigorous movement activities.
- ✓ Foster creative expression through dramatic play, music and drawing.
- ✓ Develop creativity by planning activities for children to seek solutions to concrete problems, construct with blocks, observe and record changes in the environment, classify objects, explore animals and plants and use different media to represent what they understand.
- ✓ Support literacy by reading stories and poems, taking field trips, dictating stories, using classroom charts and other print types, participating in dramatic play, talking informally with peers and adults, and experimenting with copying and drawing.
- ✓ Draw on children's previous knowledge, experiences and interests to achieve learning goals.
- ✓ Facilitate the development of social skills (self-control, self-regulation) using positive guidance such as modeling and encouraging expected behaviors, redirecting and setting clear limits.
- ✓ Stimulate children's engagement in learning by posing problems, asking questions, making suggestions and providing information, materials and support as needed.
- ✓ Encourage language development by talking to children throughout the day and provide opportunities for them to talk to each other. Help them describe their products and ideas and provide positive feedback and reinforcement.



RESOURCES AND EQUIPMENT

Textbooks with CLIL approach, reading / literature-based textbooks.

Reading materials

Books
Catalogs
Junk Mail
Children's Dictionary
Magazines
Recipes
Maps
Newspapers
Store Fliers
Daily Schedule
Grocery List
Cookbooks
Calendars
Alphabet
Posters
Labels
Take-Out Menus
Nursery Rhyme Posters

Writing materials

Pencils
Markers
Crayons
Paint Brushes
Dry-Erase
Markers
Chalk
Letter Stamps
Ink pads
Easel
Variety of Paper
Dry-erase board
Chalkboard
Envelopes
Clipboards
Index cards
Notebooks

Literacy materials

MP3/CD Players
Headphones
Recorded Music
Books
Computers with Keyboards
Tablets

Literacy props

Story Pieces
Paper Clips
Magnetic Letters
Brass Paper Fasteners
Modeling Clay or Play
Dough
Hole Punch
Alphabet Blocks
Scissors
Dolls
Glue/Paste
Puppets
Stickers
Tape
Rulers
Stapler and Staples
Empty containers with
labels/logos

FOR THE LEARNING SPACE

Plan for spaces where children can move back and forth between shelves, tables, and large open floor areas for free work; individual spaces where they can settle and focus, a reading corner, and spaces to gather in small and large groups. Avoid long narrows which may encourage running and may become a safety hazard (break up these long expanses with furniture or plants). Arrange child-sized tables and chairs, as well as shelves and cubbies that they can reach.

KNOWLEDGE TABLE



FOUNDATIONAL SKILLS	CONCEPTS	ATTITUDES	PROCEDURES
	<ul style="list-style-type: none"> • High-frequency words • Letters and words • Sequence of letters • Upper and lowercase letters • Letter sound correspondence • Syllables in spoken and written words • Consonants and vowels • Blend and segment sounds • Onset and rime • Phonemes • Rhyming words • Pictures • Sounds • Symbols 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • show interest in manipulating and playing with sounds, letters, symbols and word segments (phonemes and syllables). 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • know the difference between individual letters and printed words; • understand that words are separated by spaces; • identify and use letter sound correspondence to decode words; • understand that spoken language is composed of a sequence of sounds; • use high frequency words.



Print awareness

A1.S1.E1.

Demonstrate knowledge of basic features of printed and written texts (concept of print).

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	1. Will <u>show interest</u> in images and letters.	1. Will <u>identify</u> some basic features of print and will <u>recognize</u> the difference between print and pictures, with guidance and support.	1. Will <u>identify</u> basic features of print and will <u>recognize and name</u> some letters in the alphabet, with guidance and support.	1. Will <u>understand</u> a wider range of features and purposes of print; they will <u>recognize and name</u> all upper- and lower-case letters in the alphabet, with guidance and support.
	1.1 Holds book upright.	1.1 Turns pages of a book pretending to read.	1.1 Follows print from left to right and top to bottom.	1.1 Understands how print is read -left to right, top to bottom, front to back.
	—	1.2 Distinguishes print from pictures.	1.2 Differentiates among pictures, shapes, letters and numerals.	1.2 Comprehends that spoken words are represented in written language by specific sequences of letters.
	—	1.3 Becomes aware of letters.	1.3 Identifies letters in his name.	1.3 Distinguishes the difference between letters, words and sentences.

Print awareness

A1.S1.E1.

Demonstrate knowledge of basic features of printed and written texts (concept of print).

	—	1.4 Recognizes familiar logos, signs and symbols in the environment.	1.4 Identifies some printed words and /or common symbols in their surroundings.	1.4 Recognizes a word as a unit of print.
	—	—	1.5 Understands that words are separated by spaces.	1.5 Comprehends that letters are grouped to form words.
	—	1.6 Recognizes and names some letters.	1.6 Recognizes and names most upper- and lowercase letters of the alphabet.	1.6 Recognizes and names all upper- and lowercase letters of the alphabet.

Phonological awareness

A1.S2.E2.

Demonstrate the ability to listen, discriminate and identify words, syllables and sounds (phonemes) in spoken language.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	2. Will <u>show interest</u> in the sounds all around.	2. Will <u>show awareness</u> of different sounds and phonemes.	2. Will <u>recognize</u> syllables and sounds, with guidance and support.	2. Will <u>recognize</u> a range of sounds, phonemes, and syllables, with guidance and support.
	2.1 Distinguishes environmental sounds such as vehicles, animals or people.	2.1 Repeats familiar rhyming verses or songs.	2.1 Identifies rhyming words and alliteration in songs, chants and poems.	2.1 Recognizes and produces rhyming words and words with the same initial sound, with guidance and support.
	—	2.2 Completes missing syllables in familiar words.	2.2 Counts the number of syllables in a variety of words.	2.2 Counts, pronounces, and blends syllables (& phonemes) in familiar words.
	—	2.3 Distinguishes individual words in sentences, with guidance and support.	2.3 Blends onset and rime of single-syllable words.	2.3 Blends and segment onset and rime of single-syllable words.
	—	—	2.4 Isolates and repeats the initial, and final sounds (phonemes) in consonant-vowel-consonant words.	2.4 Isolates and pronounces the initial, medial vowel, and final phonemes in three-phoneme in CVC words.



Phonological awareness

A1.S2.E2.

Demonstrate the ability to listen, discriminate and identify words, syllables and sounds (phonemes) in spoken language.

	-	-	2.5 Recognizes which words in a set of words begin with the same sound when prompted.	2.5 Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words, with prompting.



Alphabetic principle, phonics and word recognition

A1.S3.E3.

Apply letter sound correspondence in decoding words.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			3. Will <u>recognize</u> that spoken words are represented in written language by specific sequences of letters, with guidance and support.	3. Will <u>use</u> one to-one letter-sound correspondence and read some high frequency words by sight, with guidance and support.
			—	3.1 Understands and applies the alphabetic principle “that spoken words are composed of letters that represent sounds”; as letters change, so do sounds.
			3.2 Demonstrates awareness of the one-to-one correspondence of familiar letters and sounds.	3.2 Demonstrates basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
			3.3 Recognizes own name and common signs and labels in the environment.	3.3 Reads common high-frequency words by sight (the, of, she, he, etc.).

Alphabetic principle, phonics
and word recognition

A1.S3.E3.

Apply letter sound correspondence in decoding words.

			3.4 Begins to use knowledge of letters and sounds to spell words phonetically.	3.4 Associates the long and short sounds with common spellings (graphemes) for the five major vowels.
			—	3.5 Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
			3.6 Recognizes some letters especially those in their own name.	3.6 Recognizes letter sounds in familiar and unfamiliar words.



Reading fluency

A1.S4.E4.

Read age-appropriate texts with purpose and understanding.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
		4. Will <u>show interest</u> when participating in reading activities.	4. Will <u>attempt to read</u> to gain fluency and accuracy.	4. Will <u>read</u> with sufficient fluency and accuracy to support comprehension, with guidance and support.
		—	4.1 Begins to use awareness of letter sounds along with pictures to read words in text. ¹	4.1 Reads emergent-reader texts with purpose and understanding.
		4.2 Chime in on nursery rhymes or repeat words or phrases from stories read aloud. ²	4.2 Participates in shared reading and read aloud activities. ³	4.2 Participates in shared reading and attempts independent reading.

¹ Feasible to scaffold.

² Feasible to scaffold.

³ Feasible to scaffold.

KNOWLEDGE TABLE



	CONCEPTS	ATTITUDES	PROCEDURES
SPEAKING AND LISTENING	<ul style="list-style-type: none"> • Communication • Language • Rhymes and songs • Questions • Conversations • Discussions • Stories • Words, sentences • Listen, speak, respond • Speaking turn • Help 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • respond appropriately and courteously to directions and questions; • show enthusiasm and interest when listening to reading material; • show confidence when expressing opinions or feelings; • respect his/her turn during interaction; • engage in class discussions; • show interest in listening and communicating with others. 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • listen attentively to stories and information; • maintain or initiate social conversations; • vary speaking according to the audience; • use new vocabulary; • speak audibly and clearly; • construct simple sentences; • express ideas, feelings and needs; • participate in group discussions; • retell stories or conversations.



Comprehension and collaboration

A2.S1.E1.

Use language to participate in conversations and share ideas and thoughts.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	1. Will <u>attempt to use</u> language to interact with others.	1. Will <u>attempt to use</u> language to engage in limited information exchanges during everyday interaction.	1. Will <u>use emerging language</u> to participate in information and ideas exchanges with peers and adults during everyday interaction, with guidance and support.	1. Will <u>use language</u> to share information and ideas in short conversations with peers and adults about familiar topics and texts, with guidance and support.
	1.1 Responds with facial expressions, vocalizations, and/or gestures to engage in conversation with others.	1.1 Uses words, gestures, signs, and phrases to “converse” with others, with prompting.	1.1 Alternates between speaker/listener roles, with guidance and support.	1.1 Participates in conversations and follows rules for discussions (e.g., listening to others, turn taking, and staying on topic), with guidance and support.
	—	1.2 Responds with yes/ no to questions.	1.2 Communicates through two or more exchanges.	1.2 Continues a conversation through multiple exchanges, with prompting and support.
	—	—	1.3 Listens attentively showing interest and attempting to add ideas.	1.3 Uses active listening behaviors, showing interest, and contributing ideas, information and questions.

Comprehension
and collaboration

A2.S1.E1.

Use language to participate in conversations and share ideas and thoughts.

	-	1.4 Repeats or tries another mode of communication if initial attempts are unsuccessful.	1.4 Maintains a topic of conversation over the course of several turns - with prompting.	1.4 Initiates, maintains and ends conversations by repeating what the other person says and/or by asking questions, with prompting and support.

Comprehension
and collaboration

A2.S1.E2.

Respond to questions, comments or directions to confirm or gather information.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	2. Will <u>respond</u> to directions physically or verbally to confirm understanding.	2. Will <u>respond verbally</u> to directions and basic questions, with guidance and support.	2. Will <u>answer questions</u> to confirm information, with guidance and support.	2. Will <u>ask and answer questions</u> to seek help and get or confirm information, with guidance and support if needed.
	—	2.1 Answers basic questions using yes /no. (e.g., Are you happy, sad?)	2.1 Answers questions using single word responses, e.g. mother, father, red, blue, etc.	2.1 Answers questions using more than two words.
	2.2 Responds to questions and follows simple directions.	2.2 Follows two-step directions.	2.2 Understands more challenging sentences that may include 2 or 3 concepts (e.g., "Stand up in line.").	2.2 Understands more complex sentences that may include 3 to 4 concepts (e.g., "Plants need soil, sunlight and water.").
	—	—	2.3 Responds yes/no when asked, "Do you need help?", "Do you understand?" or "Do you have any questions?"	2.3 Asks questions for clarification or more information (e.g., "Which?", "What?" "This / that?" "Where?" after modeling or prompting.

**Comprehension
and collaboration**

A2.S1.E2.

Respond to questions, comments or directions to confirm or gather information.

	—	—	2.4 Uses language to express wants, needs, likes and dislikes to others.	2.4 Answers simple who, what, where and why questions.

Comprehension
and collaboration

A2.S1.E3.

Confirm understanding and request help or clarification.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	3. Will <u>attempt to respond</u> to questions and prompts physically or verbally.	3. Will <u>respond</u> to questions and prompts physically or verbally.	3. Will <u>confirm</u> information by responding to questions and prompts, with guidance and support.	3. Will <u>confirm</u> information by asking and answering questions, with guidance and support.
	3.1 Uses sounds or non-verbal cues to respond during read aloud.	3.1 Listens to and attends to spoken language and read-aloud texts.	3.1 D e m o n s t r a t e s understanding by answering questions, particularly if given choices.	3.1 Answers questions and adds comments relevant to the topic, with guidance and support.
	3.2 Follow simple directions during shared reading activities with prompting and support.	3.2 Provides responses to open-ended statements during shared reading activities with prompting and support.	3.2 Answers questions about details during shared reading activities with prompting and support.	3.2 Answers questions about details during shared reading activities.
	3.3 Uses appropriate gestures, eye contact or gaze to ask for help.	3.3 Uses appropriate gestures, eye contact, gaze, or vocalizations, to ask for help.	3.3 Indicates need for clarification when asked questions (e.g., choices).	3.3 Requests more information or clarification if something is interesting or not understood by repeating key words.

Presentation of knowledge and ideas

A2.S2.E4.

Report on familiar topics, people, places, things and events and include key details.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	4. Will <u>attempt to identify</u> familiar people, places and things.	4. Will <u>identify</u> familiar people, places and things, with guidance and support.	4. Will <u>name</u> familiar people, places, things, and events, with guidance and support.	4. Will <u>describe</u> familiar people, places, things, and events providing some details, with guidance and support.
	4.1 Points to familiar people, places and things with guidance and support.	4.1 Points to familiar people, places and things.	4.1 Names familiar people, places and things.	4.1 Names familiar people, places, things and events.
	4.2 Repeats words heard in conversations.	4.2 Begins to use different types of words, e.g., color and quantity words.	4.2 Answers questions about unfamiliar people, places, things and events including some open-ended questions.	4.2 Retells events in logical sequence including some detail with prompting and guidance.
	—	—	4.3 Begins to use adjectives and prepositions, with guidance and support.	4.3 Provides additional details when talking about familiar people, places, things and events, with guidance and support.
	—	—	4.4 Attempts to speak in complete sentences, with guidance and support.	4.4 Attempts to speak in complete sentences (may omit some words or use some of them incorrectly).



Presentation of knowledge and ideas

A2.S2.E4.

Report on familiar topics, people, places, things and events and include key details.

	—	—	—	4.5 Answers open-ended questions comfortably.
	4.6 Vocalizes, gestures, or eye gazes to indicate attention to an object related to a specific person, place or thing.	4.6 Selects the object that represents a familiar person, place or thing.	4.6 Uses a drawing or picture to provide additional detail.	4.6 Uses visuals that relate to familiar people, places, things, and events.

Presentation of knowledge and ideas

A2.S2.E5.

Demonstrate emergent use of spoken language through communicative tasks.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	5. Will <u>repeat</u> isolated words to communicate basic needs and feelings.	5. Will <u>produce</u> isolated words attempting to communicate needs and feelings.	5. Will <u>speak</u> audibly attempting to communicate needs, feelings and ideas, with guidance and support.	5. Will <u>speak</u> audibly and <u>communicate</u> thoughts, feelings, and ideas, with guidance and support.
	—	5.1 Uses speech that is mostly intelligible to familiar adults.	5.1 Uses speech that is mostly intelligible to familiar and unfamiliar adults.	5.1 Uses an increasing variety and specificity of accepted words for objects, actions and attributes.
	5.2 Communicates likes and dislikes by repeating words.	5.2 Communicates likes and dislikes using single words or yes / no responses.	5.2 Attempts to combine words to share thoughts, feelings, and ideas with prompting and support.	5.2 Combines words to share thoughts, feelings, and ideas with prompting and support.
	5.3 Repeats words to request objects or have needs met if modeled.	5.3 Uses words to request objects, have needs met or gain attention when prompted.	5.3 Comments on a variety of experiences, interactions or observations.	5.3 Uses increasingly longer sentences that combine phrases or concepts to communicate ideas.
	—	—	5.4 Communicates about current or removed events and/or objects, with guidance.	5.4 C o m m u n i c a t e s confidently about current or removed events and/or objects.

Presentation of knowledge and ideas

A2.S2.E5.

Demonstrate emergent use of spoken language through communicative tasks.

	—	—	—	5.5 Uses inflection in phrases or sentences to ask a question.

KNOWLEDGE TABLE



READING

CONCEPTS

- Different types of text: rhymes, poems, fiction, nonfiction, informational text, etc.
- Simple story structure.
- Character, setting, and plot.
- Author and illustrator
- Opinions
- Feelings
- Vocabulary
- Parts of a book
- Print awareness
- Letters and words
- Key ideas

ATTITUDES

The student is expected to:

- listen attentively to a variety of texts;
- participate actively when texts are read aloud;
- respect his/her turn during interaction;
- show interest in using new concepts and models to express ideas, feelings, and experiences;
- show enthusiasm when handling books;
- show interest in stories;
- value written language as a source of information;
- feel proud when conveying meaning successfully.

PROCEDURES

The student is expected to:

- identify the author and illustrator of a book;
- identify topic or main idea;
- retell story following a sequence of events;
- identify characters in a story;
- understand cause and effect;
- use new vocabulary;
- develop comprehension strategies;
- read simple words and high-frequency words;
- identify the parts of a book.
- understand that written language conveys meaning;
- participate in shared reading activities;
- respond to questions;
- share information with peers.

Key ideas and details

A3.S1.E1.

Identify key ideas and details in texts.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	1. Will <u>respond</u> (non-verbally) to questions about key ideas in a text, with guidance and support.	1. Will <u>respond verbally</u> or through TPR to questions about key ideas in a text with guidance and support.	1. Will <u>respond verbally</u> to questions about key ideas and details in a text with guidance and support as needed.	1. Will <u>ask and answer</u> questions about key ideas and details in a text with guidance and support as needed.
	1.1 Points to pictures in a book to show specific interest.	1.1 Answers specific questions or prompts about familiar stories (e.g., “Is it green or blue?”).	1.1 Answers simple who, what, where when and why questions related to story or text- if prompted.	1.1 Identifies the major plot points of a story or the main topic of a text, with prompting and when given choices.
	—	1.2 Points to pictures or says simple words to answer questions about the story.	1.2 Answers questions about what is happening in a book or story using single words or short phrases with prompting and guidance.	1.2 Asks or answers questions about what is happening in a book or story with guidance and support.
	—	—	—	1.3 Shares information with others about key ideas and details, with guidance and support.

Key ideas and details

A3.S1.E2.

Retell familiar stories and events, including relevant details.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			2. Will <u>respond</u> to prompts to retell familiar stories and events.	2. Will <u>retell</u> familiar stories and events, including key details, with guidance and support as needed.
			2.1 Retells 1-2 key events from a story if prompted.	2.1 Tells fictional or personal stories sequentially and with 3 or more key details (e.g., beginning, middle and end) with prompting and support.
		2.2 Identifies some images by saying their names. ⁴	2.2 Describes pictures in a story.	2.2 Narrates a story using pictures or props as a guide.
			2.3 Predicts what will happen next in a familiar story.	2.3 Predicts what will happen next in an unfamiliar story.
				2.4 Makes predictions and/or asks questions about the text by examining the title, cover and pictures.

⁴ Feasible to scaffold.

Key ideas and details

A3.S1.E3.

Determine key story elements and possible connections between stories, ideas and events.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	3. Will <u>recognize</u> characters in different texts with guidance and support.	3. Will <u>recognize</u> characters, settings or events in different texts with guidance and support.	3. Will <u>identify</u> main story elements in different texts with guidance and support as needed.	3. Will <u>identify</u> main story elements and ideas and find possible connections with guidance and support.
	3.1 Points to the characters that the teacher names in a story.	3.1 Identifies either the characters, settings, or major events in a story with teacher’s help.	3.1 Identifies at least two-story elements: characters, settings, or major events, with teacher’s help.	3.1 Identifies characters, settings, and major events in a story with guidance.
	–	–	3.2 Expresses understanding of characters and problems in text and stories through guidance and support.	3.2 Makes connections to the story when talking about characters and events.
	–	–	–	3.3 Uses main story elements to retell stories.

Technique and structure

A3.S2.E4.

Identify main words and phrases in a text and attempt to determine their meaning.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	4. Will <u>react</u> (non-verbally) to familiar words in a text with prompting and guidance.	4. Will <u>indicate</u> understanding (verbally or non-verbally) of unknown words or phrases in a text.	4. Will <u>answer</u> questions about unknown words or phrases in a text with guidance and support.	4. Will <u>ask and answer</u> questions about unknown words or phrases in a text with guidance and support as needed.
	4.1 Reacts to familiar words through TPR when read aloud.	4.1 Signals unknown words or phrases in a story.	4.1 Answers questions to guess the meaning of unknown words or phrases in a story.	4.1 Asks and answers questions to guess the meaning of unknown words or phrases in a story.
	—	—	—	4.2 Understands and re-uses unknown words or phrases from stories.

Technique and structure

A3.S2.E5.

Explore text structure and different text types.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			5. Will <u>identify</u> main parts of a book with guidance and support.	5. Will <u>identify</u> parts of a book and <u>discover</u> differences in common text types, with guidance and support.
			5.1 Differentiates text and illustrations in texts.	5.1 Names the author and illustrator and recognizes their roles in a story.
			5.2 Finds the front cover, back cover, and the title page of a book.	5.2 Names what is on the front cover, back cover, and the title page of a book.
			5.3 Becomes aware of different text types, e.g., labels, books, writing, signs, etc.	5.3 Recognizes similarities and differences between text types, e.g., stories, rhymes, messages.
			—	5.4 Distinguishes between fiction and non-fiction stories, with prompting and support.

Technique and structure	A3.S2.E5.	Explore text structure and different text types.		
			5.5 Selects fiction and non-fiction-books to be read and attends with interest.	5.5 Chooses what to “read” and select a variety of texts including fiction and non-fiction.

Integration of knowledge and ideas

A3.S3.E6.

Describe the relationship between texts and illustrations in different media types (print or digital).

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	6. Will <u>recognize</u> some illustrations in familiar texts with teacher’s guidance.	6. Will <u>show interest</u> in the illustrations in familiar texts.	6. Will <u>recognize</u> a connection between illustrations and the text or story in which they appear, with guidance and support.	6. Will <u>understand</u> the connection between illustrations and the text or story in which they appear, with guidance and support.
	6.1 Recognizes illustrations in familiar stories and books when prompted.	6.1 Understands parts of the story by looking at the illustration with the teacher’s help.	6.1 Understands the story by looking at the illustrations with teacher’s help.	6.1 Understands the story by looking at the illustrations.
	–	6.2 Points to an illustration that is identified as a favorite during shared reading.	6.2 Points to words and illustrations when asked or prompted.	6.1 Points to the words while the teacher reads and then points to and talks about the pictures in the text during shared reading.
	–	–	–	6.3 Makes predictions or asks questions about the text by examining the pictures.



Integration of knowledge and ideas

A3.S3.E7.

Compare and contrast information and stories found in different texts.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
				7. Will recognize similarities and differences between story elements or information in texts, with guidance and support.
				7.1 Identifies the parts that are the same, given similar parts from two texts.
				7.2 Matches two illustrations from an informational text that show the same object.

Range of reading

A3.S4.E8.

Attempt to read independently and effectively.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
				8. Will <u>engage</u> in group reading activities with purpose and understanding.
				8.1 Listens and talks in group reading activities for a clearly stated purpose with prompting and support.

KNOWLEDGE TABLE



WRITING

CONCEPTS

- Scribbles, lines, shapes, continuous lines.
- Drawings, pictures, illustrations.
- Letter links
- Upper and lower-case letters
- Cursive and script letters
- Words and simple sentences
- Digital tools
- Story
- Name
- Letters and words
- Sentences
- Printer
- Touch screen
- Recording
- Tablet

ATTITUDES

The student is expected to:

- show interest in writing.
- enjoy communicating with others through writing;
- enjoy exploring writing with different tools and materials;
- demonstrate an interest in writing common and familiar words;
- collaborate in shared writing.

PROCEDURES

The student is expected to:

- use scribbles, shapes, pictures, letter-like shapes, and letters to convey meaning in many settings and for many purposes;
- represent their own ideas with drawings, words, or sentences;
- trace upper and lower-case letters.
- write words in script or cursive letters;
- write simple sentences in script or cursive letters;
- draw, dictate or write a short story.
- write, edit and publish a short text;
- produce and publish a text with digital tools;
- participate in shared writing.

Text types and purposes

A4.S1.E1.

Write using a combination of means to share preferences, ideas, opinions and information.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			1. Will <u>use</u> a combination of drawing, dictating, and letters to tell a reader about their ideas or preferences.	1. Will <u>use</u> a combination of drawing, dictating, and words to tell a reader about their ideas, preferences, opinions or information on a topic.
			1.1 Draws pictures to express an opinion about a book.	1.1 Selects a book from a set offered by the teacher and expresses an opinion about the topic through drawing, dictating, writing, keyboard, or other means of written expression (and during shared writing activities).
			1.2 Completes the statement, for example: “My favorite book is...”	1.2 Express an opinion about a topic if given some options through drawing, dictating, writing, keyboard, or other means (and during shared writing activities).

Text types and purposes

A4.S1.E1.

Write using a combination of means to share preferences, ideas, opinions and information.

			1.3 Begins to use initial letter sounds to represent a whole word (e.g., /f/ for fish).	1.3 Begins to use letter strings or a group of letters to represent words, ideas, phrases, sentences, and stories or events.
			—	1.4 Retells or reads their writing to others.

Text types and purposes

A4.S1.E2.

Write about real or imagined events following a logical sequence.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			2. Will <u>attempt to retell</u> events in the order in which they occurred through drawings or dictation.	2. Will <u>use</u> a combination of drawing, dictating, and writing to retell events in the order in which they occurred.
			2.1 Draws or “writes” to convey an event or story. “Writing” may involve scribbles, letters and/or letter-like shapes.	2.1 Draws and labels original stories with a beginning, middle and end.
			—	2.2 Participates in shared writing after given up to two choices of events to write about.

Production and distribution of writing

A4.S2.E3.

Develop writing by planning, revising, editing and rewriting.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			3. Will <u>select</u> words or images to convey ideas (planning).	3. Will <u>respond</u> to questions and suggestions to improve their writing.
			3.1 Makes a plan for their writing by creating a picture or list of words.	3.1 Begins to revise by adding details to drawings/ writings to express their ideas.
			—	3.2 Continues to revise writing in the moment based on feedback from peers and adults.

Production and distribution of writing

A4.S2.E4.

Explore a variety of print products and digital tools to produce writing.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
		4. Will <u>explore</u> a variety of print products and digital tools with prompting and support.	4. Will <u>explore</u> a variety of print products and digital tools to produce writing with prompting and support.	4. Will <u>use</u> a variety of print products and digital tools to produce writing.
		<div>4.1 Uses a variety of digital drawing and painting tools to make marks- if modeled.</div> <div>4.2 Touches a touch screen on a computer or tablet device to familiarize with symbols and letters.</div> <div>4.3 Attempts to use print tools to draw or paint.</div>	<div>4.1 Uses drawing or painting software and use a variety of digital drawing and painting tools to produce writing, which is then printed and incorporated into a class book- if modelled by an adult.</div> <div>4.2 Touches the screen to select letters or words - when modeled.</div> <div>4.3 Begins to show increased fine motor strength in writing.</div>	<div>4.1 Draws pictures and types of letters and words about the picture on an interactive whiteboard or tablet and then prints the final product.</div> <div>4.2 Types letters, words, and spaces on a keyboard and reads into a talking word processor to hear letter names and words pronounced.</div> <div>4.3 Begins to use a comfortable and efficient three-finger grip to control</div>

Production and distribution of writing

A4.S2.E4.

Explore a variety of digital tools to produce and publish writing.

				a variety of writing tools.
		—	4.4 Becomes more skillful with a variety of writing tools (e.g., markers, pens, pencils, crayons, chalk).	4.4 Uses a variety of digital tools to write or draw.

Research to build and present knowledge

A4.S3.E5.

Collaborate in short research projects based on focused questions.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			5. Will <u>participate</u> in shared writing activities, <u>recall</u> information and <u>attempt to answer</u> a question with guidance and support.	5. Will <u>participate</u> in shared research and writing projects and <u>recall</u> information to answer a question in writing.
			5.1 Identifies pictures in a book that relate to the shared research writing project.	5.1 Selects the topic of the research project and choose words or ideas to include.
			5.2 Participates in selecting pictures and words to contribute to shared research and writing.	5.2 Identifies an event they participated in from choices presented and shares information,during a shared writing activity.
			—	5.3 Describes an item to complete a sentence during a shared writing activity.

KNOWLEDGE TABLE



	CONCEPTS	ATTITUDES	PROCEDURES
LANGUAGE	<ul style="list-style-type: none"> • Nouns, proper nouns, verbs. • Punctuation • Capitalization • Capital letters • Lower case letters 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • express their feelings and ideas when writing or speaking; • respond to others through speaking or writing; • develop initial awareness of language conventions. 	<p>The student is expected to:</p> <ul style="list-style-type: none"> • use short sentences with correct syntax; • use age-appropriate grammar when speaking or writing; • use punctuation and capitalization; • show awareness of some parts of speech; • use new vocabulary. words.

Vocabulary acquisition and use

A5.S1.E1.

Understand the meaning of unknown words and phrases based on reading and interaction.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	1. Will <u>react</u> to new words.	1. Will <u>indicate understanding</u> of new words with guidance and support.	1. Will <u>understand</u> the meaning of new words and phrases, with guidance and support.	1. Will <u>determine</u> the meaning of new words and phrases and <u>recognize</u> connections between familiar words, with guidance and support.
	1.1 Vocalizes or imitates sounds and simple words.	1.1 Responds to familiar words with pictures, signs, or spoken words with prompting and support.	1.1 Finds an object when presented with a picture or verbal prompt.	1.1 Identifies the correct picture when presented with two homonyms, with prompting and support.
	1.2 Reacts to indicate an understanding of vocabulary words.	1.2 Recognizes differences by finding different objects in a set of similar objects.	1.2 Indicates preferences by using opposites with prompting and support.	1.2 D e m o n s t r a t e s understanding of simple opposite words with similar meanings.
	1.3 Looks at familiar objects when named.	1.3 Names familiar objects shown in pictures.	1.3 Asks for a desired object by naming it.	1.3 Uses words to communicate in real-life situations (e.g. names school objects, transport, people)

Vocabulary acquisition and use

A5.S1.E1.

Understand the meaning of unknown words and phrases based on reading and interaction.

	–	–	–	1.4 Uses new words to name objects, actions and attributes encountered frequently in familiar contexts.
	–	–	–	1.5 Recognizes word sets, with prompting and support.
	–	–	–	1.6 Uses more complex words to describe the relationships between objects and ideas (e.g., position words).

Vocabulary acquisition and use

A5.S1.E2.

Apply words and phrases acquired through interaction or exposure and response to text.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
	2. Will <u>attempt to repeat</u> familiar words and phrases after intensive exposure.	2. Will <u>repeat</u> familiar words and phrases after intensive exposure.	2. Will <u>attempt to use</u> newly acquired words and phrases through conversation and text response, with guidance and support.	2. Will <u>use</u> newly acquired words and phrases through conversation and text response, with guidance and support.
	2.1 Attempts to repeat and points to vocabulary learned.	2.1 Repeats words acquired through books.	2.1 Begins to use some words that are not a part of everyday conversational speech but that are learned through books.	2.1 Uses more sophisticated words and phrases learned through books and personal experiences.

Conventions

A5.S2.E3.

Develop control of grade level conventions of standard English grammar when speaking or writing.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
			3. Will <u>attempt</u> <u>age-appropriate control</u> of the conventions of standard English grammar and usage when writing or speaking, with guidance and support.	3. Will <u>show</u> <u>age-appropriate control</u> of the conventions of standard English grammar and usage when writing or speaking, with guidance and support.
			3.1 Imitates someone when acting out a verb.	3.1 Responds to the meaning of common verbs.
			3.2 Attempts to use complete sentences or more complex phrases (e.g., naming two actions, adding adjectives,...) with prompting and support.	3.2 Uses more complex phrases and sentences through age-appropriate grammar in guided conversations and interactions.
			—	3.3 Answers open-ended questions comfortably.
			3.4 Uses some personal pronouns to refer to others.	3.4 Uses simple pronouns (e.g., I, me, you, mine, he, she).

Conventions

A5.S2.E3.

Develop control of grade level conventions of standard English grammar when speaking or writing.

			-	3.5 Uses basic grammar rules including subject-verb agreement, plurals or prepositions with guidance and support.

Conventions

A5.S2.E3.

Develop control of grade level conventions of standard English grammar when speaking or writing.

Bambolino 2	Bambolino 3	Kinder 1	Kinder 2	Kinder 3
The student	The student	The student	The student	The student
				4. Will <u>show</u> <u>age-appropriate command of grade level capitalization and punctuation, with guidance and support.</u>
				4.1 Recognizes capital letters and periods in texts.
				4.2 Writes their own and other’s names using capital letters, lowercase letters, or a combination of both.



ALLITERATION

The repetition of initial consonant sounds.

PRINT AWARENESS

The alphabetic principle is composed of three parts:

- letter naming: Recognition of upper- and lower-case letters.
- alphabetic understanding: Words are composed of letters that represent sounds.
- phonological recording: Using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or spelling words.

Phonological recording consists of:

- regular word reading: word in which all the letters represent their most common sound.
- irregular word reading: words that cannot be decoded by letter/sound correspondence.
- advanced word analysis: ability to recognize and produce the speech sounds in words and having an awareness of letter-sound correspondence in words (letter combinations, pattern words, prefixes, suffixes, roots, and chunking word parts within words).

APPROXIMATED (PHONETIC) SPELLING

Children apply sounds to letters to approximate the spellings of words. Beginning sounds are used first, ending sounds second. Middle sounds follow and short vowel sounds come last. Children attempt to spell words based on their growing awareness of letter sounds and on their memory of words they have seen repeatedly. These beginning words are usually written in capital letters or in a combination of capital and lowercase letters, whichever are easiest to draw and are most frequently seen in the environment. Children move from spelling words by writing the beginning consonant letter, to writing both the beginning and final letters, to writing words with a beginning, middle, and final letter sound.

DECODING

To decode words, the learner must:

- recognize the letters in the word.
- associate each letter with its sound.
- hold these sounds in sequence in memory.
- blend these sounds together to determine the word.
- retrieve the meaning of the word.



DRAFTING	With guidance and support, children get their ideas on paper or any other material. They write without concern for conventions. Purpose and audience need to be finalized. Written work does not have to be neat.
EDITING	Children work with classmates and teacher on editing for mechanics and spelling. Make sure the work is ‘goof proof.’ Writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity, with modeling and support of adults. Having another writer’s feedback in this stage is helpful.
ENVIRONMENTAL PRINT	It is the print seen in our immediate surroundings and used in our everyday lives. Environmental print is also the print found in the natural environment of the child. It is demonstrated when children recognize familiar symbols and words, and display understanding and knowledge that print carries meaning.
GENRE	A category used to clarify literary works, usually by form, technique, or content (prose, poetry, etc.).
GRAPHEME	It is the smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter such as f, and g or several letters, such as <i>ph, ch,</i>
INVENTED SPELLING	Many times, words do not resemble either the look or the sound of the actual work attempted. Once children are comfortable writing conventional letters, they begin to cluster letters together to make word forms. These words do not look or sound like “real” words. Children in this stage often ask, what did I write? Adults can support children in this stage by pointing out words in the environment, particularly those that appear frequently, such as the word “STOP”.
LETTER SOUND CORRESPONDANCE	Letter sound correspondences involve knowledge of: <ul style="list-style-type: none">• the sounds represented by the letters of the alphabet.• the letters used to represent the sounds.
NON VERBAL INTERACTION	To interact with others without speaking or using words, doesn’t necessarily involve words and speaking as the primary mode of communication; rather, they involve gestures, body language, exchanging feelings, or listening as the method of interaction.



ONSET	<p>The Initial sound in a syllable that comes before the vowel.</p>
PHONEME	<p>It is an individual sound. It is the smallest part of spoken language. Sometimes one phoneme (e.g., ‘f’) can be represented by more than one letter (e.g., ‘ph’).</p>
PHONEMIC AWARENESS	<p>It is the ability to identify and manipulate the individual phonemes or sounds in spoken words. For example:</p> <ul style="list-style-type: none">• ‘what sound does ‘cat’ start with?’;• ‘what sounds do you hear in the word ‘top’?’;• ‘say ‘gate’ and take away the ‘g’ sound’. <p>Phonemic awareness is a sub-skill of phonological awareness. Research shows that this area has a significant role in supporting children to learn to read and write.</p>
PHONICS	<p>It involves understanding the connection between letters and speech sounds. Phonic knowledge assists beginning readers to understand how letters are linked to sounds – that a speech sound can be represented by a small squiggle on a page, or grapheme, which leads to understanding the spelling patterns needed for both reading and writing.</p>
PHONOLOGICAL AWARENESSA	<p>It refers to the ability to detect and analyze the sound structure of spoken language. Children who have phonological awareness can:</p> <ul style="list-style-type: none">• break words into syllables.• rhyme.• say the beginning sound of a word.• and say each sound in a word. <p>Phonological Awareness is more than hearing. It includes being aware that our language is constructed of words and that words have different sounds and sound patterns within them (Schuele, Skibbe, Rao 2006).</p>



PREWRITING	With guidance and support, children generate ideas for writing: brainstorming; reading literature; creating graphic organizers, etc.
PHONOLOGICAL AWARENESS	It is a set of skills that children gradually come to learn and understand. Some of the basic elements of print awareness include: understanding the difference between letters and words; knowing the difference between graphic displays of words and graphic displays made up of nonwords; knowing that print is print no matter what tool was used to record it (e.g., chalk, ink); understanding that print corresponds to speech and gradually learning the phonemes associated with different letters; understanding that words are read from left to right in Western alphabets; and understanding that lines of text are read from top to bottom. Print awareness elements are the product of multiple experiences with print and are not developed one at a time. Some studies have found that children learn concepts of print through engagement in a print-rich environment and that print awareness is related to reading achievement.
PUBLISHING	Children publish their written pieces: sending their work to publishers; reading their finished story aloud, making books, etc. This is a time to celebrate! The final writing is shared with the group and adults. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.
REVISING	The goal of this phase of the writing process is to improve the draft. With modeling and support, children review, modify, and reorganize their work by rearranging, adding, or deleting content.
RHYMING WORD	It is a word that has the same ending sound as another word. <i>i.e., hat/cat, write/light.</i>
RHYME	The last part of a syllable; the vowel and all the letters that follow it <i>e.g., w – ent.</i>
SCRIBBLING	Emergent writing begins with the first explorations using a marking tool for a purpose other than drawing. Random marks or scribbles often occur on a page with drawings. Children may say: “This says Pablo!” (child’s name). Toddlers use the terms drawing and writing to describe their marks.



SHARED READING

Shared reading provides an opportunity for learners to apply decoding skills during actual book reading activities. The instructor and the learner share the responsibility for reading the book.

The instructor:

- reads each sentence and pauses at simple regular words for the learner to decode.

The learner:

- decodes the word and then says it, signs it, or selects the picture or symbol from a communication board or speech generating device (computer).
-

SIGHT WORD RECOGNITION

Not all written words are regular ones that can be decoded easily. Some words are irregular or difficult to decode. They must be memorized and recognized by sight.

SOUND BLENDING

It is the ability to build words from individual sounds by blending the sounds together in sequence. For example, the learner blends the sounds *m, o, m* to form the word *mom*.

To read words, students must:

- know the sounds for each of the letters.
 - then blend these sounds together to determine the word.
-

SYLLABLE

It is a word part that contains a vowel or, in spoken language, a vowel sound (*e.g., e-le-phant*).

VERBAL INTERACTION SKILLS

To speak in soft tones, loud tones, and tones that include emotion such as anger or excitement. Therefore, verbal interpersonal interactions involve tone and volume. It means that you are carefully choosing your words, your tone, and your volume. It takes practice to interact with others.




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