



# INTERNATIONAL COLLEGE



## Preschool English Language Curriculum



### VISION

The vision of International College (IC) is to empower learners of today to be global citizen leaders of tomorrow.

### MISSION

The mission of International College is to empower learners to take initiative, think critically, and serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates of IC will have developed self-confidence, problem-solving and decision-making abilities as well as self-discipline, social and environmental responsibility, and an awareness of and respect for the connected nature of our global community.

### VISION

La vision de L'International College (IC) est de permettre aux apprenants d'aujourd'hui de devenir des leaders et des citoyens du monde de demain.

### MISSION

La mission de L'International College est de permettre aux apprenants de prendre des initiatives, de réfléchir de manière critique et de servir de modèles dans une société mondiale. Le programme vise l'excellence à tous les niveaux et inclut l'éducation de toute la personne. Les diplômés de L'IC auront développé des capacités de confiance en soi, de résolution de problèmes et de prise de décision, ainsi que l'autodiscipline, la responsabilité sociale et environnementale, la conscience et le respect de la nature connectée de notre communauté mondiale.

### الرؤيا

تسعى مدرسة الانترناشونال كولاج (الأي سي) إلى تمكين متعلمي اليوم ليكونوا مواطنين قياديين في المجتمع العالمي مستقبلاً

### الرسالة

تطمح مدرسة الانترناشونال كولاج إلى تمكين متعلميها من الأخذ بزمام المبادرة والنَّحْلِيّ بتفكير نقديّ كي يصبحوا نماذج يحتذى بها في مجتمع عالمي. يهدف منهج المدرسة إلى التَّفَوُّق على جميع الأصعدة ويشجّع على بناء الشَّخصيّة المتكاملة للمتعلّمين. يكتسب خريجو المدرسة الثقة بأنفسهم ويطوّرون قدراتهم لحلّ المشاكل واتخاذ القرارات، بالإضافة إلى الانضباط الذاتي والمسؤوليّة تجاه المجتمع والبيئة، كما يكتسبون الوعي لفهم طبيعة الترابط المتشعب في مجتمعنا العالمي واحترامها.



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## Oral Language- Listening and Speaking

### Conceptual Understanding

By the end of preschool students will understand that:

- People communicate using different languages.
- Communication includes verbal utterances and non-verbal behaviours and gesturing.
- Spoken communication is different from written communication: it has its own set of rules.
- People learn about the world, others, and themselves through listening to and speaking with others.
- People connect with others through oral language.

Nursery	KG1	KG2
<p>LS.Nr-1. Participate in collaborative conversations with diverse partners in smaller groups.</p> <p style="padding-left: 20px;">a. Observe and use <a href="#">active listening</a> skills to interact with others (e.g., turn to the speaker when listening, look at the speaker, show non verbal cues that show understanding.).</p> <p style="padding-left: 20px;">b. Engage in small group <a href="#">social interactions</a>.</p> <p>LS.Nr-2. Listen with attention and understanding to simple and clear directions and follow them.</p> <p>LS.Nr-3. Listen with attention to oral reading of stories, poems, songs, and informational texts and ask questions about them</p> <p>LS.Nr-4. Speak clearly to express wants and needs.</p> <p>LS.Nr-5. Describe personal experiences; tell stories.</p>	<p>LS.KI-1. Participate in collaborative conversations with diverse partners during daily routines and play.</p> <p style="padding-left: 20px;">a. Observe and use <a href="#">active listening</a> skills to interact with others in a group in appropriate (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>LS.KI-2. <a href="#">Listen actively</a> as an individual and as a member of a group to a variety of age-appropriate literature and information books read aloud (related to <a href="#">reading comprehension</a>).</p> <p>LS.KI-3. Speak audibly and express thoughts, feelings, and ideas.</p>	<p>LS.KII-1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p>LS.KII-2. <a href="#">Listen actively</a> as an individual and as a member of a group to a variety of age-appropriate literature and information books read aloud. (Related to <a href="#">reading comprehension</a>).</p> <p>LS.KII-3. Speak audibly and express thoughts, feelings, and ideas clearly and elaborately.</p>



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<p>LS.Nr-6. Relate personal experience to what is heard (oral texts: <a href="#">text to self</a>-and oral conversations)</p> <p>LS.Nr-7. Ask questions when directions are not clearly understood.</p> <p>LS.Nr-8. Talk about what is known or learned in an understandable way.</p>	<p>LS.KI-4. Describe personal experiences; tell stories using descriptive words.</p> <p>LS.KI-5. Compare personal knowledge and experience to what is heard (oral texts: <a href="#">text to self</a> -<a href="#">text to text</a> and oral conversations).</p> <p>LS.KI-6. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>LS.KI-7. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p>LS.KII-4. Describe personal experiences, familiar people, places, things, and events and provide additional detail.</p> <p>LS.KII-5. Compare personal knowledge and experience to what is heard (oral texts: <a href="#">text to self</a>, <a href="#">text to text</a> and <a href="#">text to world</a>).</p> <p>LS.KII-6. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>LS.KII-7. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
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## Visual Language- Viewing and Presenting

### Conceptual Understanding

By the end of preschool students will understand that:

- People can learn about the world and others from visual language.
- The pictures, images, and symbols in our environment have meaning.
- People use visual language as a means of communicating ideas, information and feelings.
- People use a combination of oral and visual language to present ideas, information and feelings.

Nursery	KG1	KG2
<p>VP.Nr-1. With prompting and support, express their own feelings in response to visual presentations verbally and non verbally (mime, body language, role play, amusement, curiosity, surprise,..)</p> <p>VP.Nr-2. Observe and describe illustrations or visual texts, using simple sentences to comment on the information being conveyed.</p> <p>VP.Nr-3. Recognize familiar <a href="#">environmental print</a> (signs and labels) in their class and school environment.</p> <p>VP.Nr-4. Listen to terminology associated with visual texts and understand terms such as color, shape , size.</p> <p>VP.Nr-5. With prompting and support, create representations of experiences or stories</p>	<p>VP.KI-1. Express their own feelings in response to visual presentations verbally and non verbally (mime, body language, role play, amusement, curiosity, surprise,..).</p> <p>VP.KI-2. Observe and discuss illustrations or visual texts, commenting on the information being conveyed.</p> <p>VP.KI-3. Recognize familiar <a href="#">environmental print</a> (signs, labels, logos, icons for example, pedestrian walking sign, emergency exit sign, no dogs allowed),</p> <p>VP.KI-4. Select and incorporate colors, shapes , symbols into visual presentations.</p> <p>VP.KI-5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models).</p> <p>VP.KI-6. With guidance and support, use proper <a href="#">presentation skills</a> when talking and</p>	<p>VP.KII-1. Communicate ideas and feelings verbally and non verbally (eg: mime, body language, role play)</p> <p>VP.KII-2. Observe and interpret illustrations or visual texts, commenting on the information being conveyed.</p> <p>VP.KII-3. Observe and interpret through verbal and non-verbal communication visual cues that indicate context; show understanding by matching pictures with context.</p> <p>VP.KII-4. Recognize familiar <a href="#">environmental print</a> (signs, labels, logos, icons for example, pedestrian walking sign, emergency exit sign, no dogs allowed); identify similarities and differences</p> <p>VP.KII-5. Select and incorporate colors, shapes , symbols into visual presentations.</p>



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<p>(e.g., mark making, constructions with blocks or other materials, clay models).</p> <p>VP.Nr-6. Talk about their representations (scribbling and mark making) and explain them to others.</p> <p>VP.Nr-7. Begin to recognize that information can be communicated through different modalities (digital version, print version).</p>	<p>explaining about their representations to small and large groups.</p> <p>VP.KI-7. Recognize that information can be communicated through different modalities (digital version, print version).</p>	<p>VP.KII-6. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VP.KII-7. Use proper <a href="#">presentation skills</a> when talking and explaining about their representations to different audiences.</p> <p>VP.KII-8. Recognize that the same stories can be communicated through different modalities (book version, film version) and compare their features.</p>
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## Written Language- Reading

### Conceptual Understanding

By the end of preschool students will understand that:

- People read for a variety of reasons and purposes.
- Reading influences the way people think and feel in different ways.
- There are different types of texts.
- Reading is an active process of interacting with and constructing meaning from text.
- Readers use a variety of strategies to think about and understand what they read.
- Readers read with sufficient accuracy and fluency to build understanding.

Nursery	KG1	KG2
<p><b>Reading Standards for Literature [RL]</b></p> <p>RL.Nr-1. Notice and talk about the important information in a story or poem read aloud.</p> <p>RL.Nr-2. Retell in sequence the main events of a story read aloud.</p>	<p><b>Reading Standards for Literature [RL]</b></p> <p>RL.KI-1. With prompting and support, ask and answer questions about a story or poem read aloud.</p> <p>RL.KI-2. Retell a sequence of events from a story read aloud.</p>	<p><b>Reading Standards for Literature [RL]</b></p> <p>RL.KII-1. Ask and answer questions about key details in a text.</p> <p>RL.KII-2. Retell familiar stories, including key details.</p>



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<p>RL.Nr-3. Notice and describe the events, characters and setting in a story or poem read aloud.</p> <p>RL.Nr-4. Show awareness of the rhythmic structure of a poem or song by clapping or through movement.</p> <p>RL.Nr-5. With prompting and support, “read” the illustrations in a picture book by identifying the characters, places and events (See Viewing and Presenting)</p> <p>RL.Nr-6. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.</p> <p>RL.Nr-7. With prompting and support, talk about personal connections made to content, characters or events in a picture book.</p> <p>RL.Nr-8. Join in chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.</p> <p><b>Reading Standards for Informational Text [RI]</b></p> <p>RI.Nr-1. With prompting and support, ask and answer questions about simple informational text read aloud several times.</p> <p>RI.Nr-2. With prompting and support, talk about some facts learned from an informational text after hearing it read aloud several times.</p>	<p>RL.KI-3. Identify and act out characters and events from a story or poem read aloud.</p> <p>RL.KI-4. Notice and use <a href="#">rhyme</a> and rhythm to anticipate language in a poem or song by clapping or through movement.</p> <p>RL.KI-5. “Read” the illustrations in a story by describing a character or place depicted, or by telling how a sequence of events unfolds. (See Viewing and Presenting)</p> <p>RL.KI-6. With prompting and support, make predictions about what happens next in a story after listening to it and discussing the illustrations.</p> <p>RL.KI-7. With prompting and support, make connections between a story or poem and their own experiences.</p> <p>RL.KI-8. Join in on refrains and repeated sentences after hearing them several times.</p> <p><b>Reading Standards for Informational Text [RI]</b></p> <p>RI.KI-1. Ask and answer questions about an informational text read aloud.</p> <p>RI.KI-2. With prompting and support, recall important facts from an informational text after hearing it read aloud.</p> <p>RI.KI-3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud. (<a href="#">Reading comprehension</a>)</p> <p>RI.KI-4. With prompting and support, “read” illustrations in an informational picture</p>	<p>RL.KII-3. Identify and describe characters, settings, and major events in a story.</p> <p>RL.KII-4. Recognize common types of texts and characteristics of their structure (e.g., story elements in books; <a href="#">rhyme</a>, rhythm, and repetition in poems).</p> <p>RL.KII-5. With prompting and support, name the author and illustrator of a book and define the role of each in telling the story.</p> <p>RL.KII-6. Describe the relationship between illustrations and the story in which they appear.</p> <p>RL.KII-7. Make predictions about what happens next in a story after listening to it and discussing the illustrations by supporting them with contextual evidence.</p> <p>RL.KII-8. With prompting and support, make connections between a story or poem (<a href="#">text to self</a>, <a href="#">text to text</a>, <a href="#">text to world</a>).</p> <p>RL.KII-9. Infer notice when the writer is “teaching a lesson”.</p> <p>RL.KII-10. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.KII-11. Actively engage in group reading activities with purpose and understanding.</p>
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<p>RI.Nr-3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud. (<a href="#">Reading comprehension</a>)</p> <p>RI.Nr-4. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures.</p> <p>RI.Nr-5. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.</p> <p><b>Reading Standards for Foundational Skills [RF]</b></p> <p><a href="#">Print Concept/Print Awareness</a></p> <p>RF.Nr-1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <ol style="list-style-type: none"> <li>Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</li> <li>Discriminate between illustrations and text.</li> <li>Indicate printed text where the teacher should start reading.</li> <li>Recognize that spoken words are represented in written language by letters.</li> <li>Recognize and name some uppercase letters of the alphabet</li> </ol>	<p>book by describing facts learned from the pictures.</p> <p>RI.KI-5. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.</p> <p><b>Reading Standards for Foundational Skills [RF]</b></p> <p><a href="#">Print Concept/Print Awareness</a></p> <p>RF.KI-1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <ol style="list-style-type: none"> <li>Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</li> <li>Discriminate between visual representations such as numbers, letter, symbols, words</li> <li>Recognize and point to the distinctive features of letter forms.</li> <li>Indicate printed text where the teacher should start reading.</li> <li>Recognize that spoken words are represented in written language by a sequence of letters.</li> <li>Recognize and name all uppercase letters of the alphabet and the lowercase letters in their own name.</li> </ol>	<p>RL.KII-12. Participate in shared reading, posing and responding to questions and joining in the refrains.</p> <p><b>Reading Standards for Informational Text [RI]</b></p> <p>RI.KII-1. Ask and answer questions about key details in an information text.</p> <p>RI.KII-2. With prompting and support, identify the main topic and retell key details of an information text.</p> <p>RI.KII-3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.KII-4. Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.KII-5. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.KII-6. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).</p> <p>RI.KII-7. Actively engage in group reading activities with purpose and understanding.</p> <p><b>Reading Standards for Foundational Skills [RF]</b></p>
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(including the ones in their own name).

### Phonological Awareness

- RF.Nr-2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- With guidance and support, recognize rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
  - With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.
  - Identify the initial sound of a spoken word with guidance and support.

### Phonics and Word Recognition

- RF.Nr-3. Demonstrate beginning understanding of phonics and word analysis skills.
- Link an initial sound to a picture of an object that begins with that sound (e.g., link the initial sound /b/ to a picture of a ball).
  - Read their own name and familiar common signs and labels (e.g., STOP).

### **Vocabulary Acquisition and Use**

- RF.Nr-4. Notice and acquire understanding of new vocabulary from read alouds content.

### Phonological Awareness

- RF.KI-2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).
  - With guidance and support, segment syllables in a word by naming and clapping: e.g., farm, be/fore
  - Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.

### Phonics and Word Recognition

- RF.KI-3. Demonstrate beginning understanding of phonics and word analysis skills.
- Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").
  - Read their own name, some of their peers' names and familiar common signs and labels (e.g., STOP).

### Print Concept/Print Awareness

- RF.KII-1. Demonstrate understanding of basic book features.
- Identify the front cover, back cover, and title page of a book
  - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
  - Explain how the book covers (front and back) and the title page give detail about the author, illustrator and information in the book.
- RF.KII-2. Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

- RF.KII-3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words.



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<p>RF.Nr-5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).</li> <li>Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</li> <li>Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</li> </ol>	<p><b>Vocabulary Acquisition and Use</b></p> <p>RF.KI-4. Ask and answer questions about the meanings of new/unfamiliar words and phrases introduced through books (stories, poems, information books activities, and play).</p> <ol style="list-style-type: none"> <li>With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).</li> </ol> <p>RF.KI-5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, texture).</li> <li>Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</li> </ol> <p>RF.KI-6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p>	<ol style="list-style-type: none"> <li><a href="#">Blend</a> and <a href="#">segment onsets</a> and <a href="#">rimes</a> of single-<a href="#">syllable</a> spoken words (<a href="#">onset-rime segmentation</a>)</li> <li>Isolate and pronounce the initial, medial vowel, and final sounds (<a href="#">phonemes</a>) in three-<a href="#">phoneme</a> (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ol> <p><b>Phonics and Word Recognition</b></p> <p>RF.KII-4. Know and apply grade-level <a href="#">phonics</a> and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Demonstrate basic knowledge of one-to-one <a href="#">letter-sound correspondences</a> by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with common spellings (<a href="#">graphemes</a>) for the five major vowels.</li> <li>Read common <a href="#">high-frequency words</a> by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol> <p><b>Fluency</b></p> <p>RF.KII-5. Read early-emergent-reader texts with purpose and understanding.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>RF.KII-6. Identify new meanings for familiar words and apply them accurately</p>
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		<p>RF.KII-7. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul> <p>RF.KII-8. Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p>
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## Written Language- Writing

### Conceptual Understanding

By the end of preschool students will understand that:

- People write for a variety of reasons and purposes.
- Written communication enables people to make thoughts, ideas, and feelings visible to others.
- The symbols (words and illustrations) in a written text are consistent over time.
- Writers think first about the purpose and the audience then about what form of writing would best convey their desired meaning.
- Writers use both illustrations and written text to make meaning and help people understand the meaning that is being conveyed.
- Writers use different tools and resources to help them write.

Nursery	KG1	KG2
<p>W.Nr-1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).</p> <p>W.Nr-2. Use a combination of dictating and mark making to supply information about a topic.</p> <p>W.Nr-3. Use a combination of dictating and mark making to tell a story.</p> <p>W.Nr-4. Use simple programs on the computer with adult help to produce written text (mark making).</p> <p>W.Nr-5. Write their own name in upper case letters.</p> <p>W.Nr-6. Show awareness of left to right <a href="#">directionality</a> during shared reading and shared or interactive writing.</p> <p>W.Nr-7. With guidance and support from adults, use a combination of mark making and</p>	<p>W.KI-1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”).</p> <p>W.KI-2. Use a combination of dictating and drawing and approximated writing to supply information about a topic.</p> <p>W.KI-3. Use a combination of dictating, drawing and approximated writing to tell a story.</p> <p>W.KI-4. With guidance and support, use a variety of digital tools/apps to convey messages and produce written texts.</p> <p>W.KI-5. Write their own name in upper and lowercase letters.</p> <p>W.KI-6. Begin to write words, letters, or approximated letters in clusters to show the look of words.</p> <p>W.KI-7. With guidance and support, follow left to right <a href="#">directionality</a> and letter</p>	<p>W.KII-1. Use a combination of drawing, dictating, and writing to compose:</p> <ol style="list-style-type: none"> <li>compose opinion pieces (opinion writing) that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book</li> <li>compose informative/explanatory (information/explanatory writing) texts that name and supply some information about a topic.</li> <li>narrate a single event or experience or several loosely linked events or experiences (narrative writing) sequence the narrative appropriately and provide a reaction to what it describes.</li> </ol>



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<p>dictating to recall information from experiences or gather information from provided sources.</p>	<p>formation during shared or interactive writing.</p> <p>W.KI-8. With guidance and support from adults, use a combination of drawing and dictating to recall information from experiences or gather information from provided sources.</p> <p>W.KI-9. Use drawings to add information or revise thinking.</p>	<p>W.KII-2. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.KII-3. With guidance and support from adults, use a combination of drawing/labeling and simple sentences to recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.KII-4. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>W.KII-5. Participate in shared research and writing projects <b>(check example)</b></p> <p>W.KII-6. Write or dictate writing routinely for a range of tasks, purposes, and audiences.</p> <p>W.KII-7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <ol style="list-style-type: none"> <li>Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions;</li> <li>Form questions that seek additional information, rather than a simple yes/no answer.</li> <li>Form regular plural nouns orally by adding /s/ or /es/.</li> </ol>
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		<p>W.KII-8. Demonstrate command of the conventions of standard English <a href="#">directional principles</a>, capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Follow the English language <a href="#">directional principles</a> when writing (top to bottom, left to right).</li> <li>Print upper- and lowercase letters.</li> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (<a href="#">phonemes</a>).</li> <li>Spell simple words phonetically, drawing on knowledge of <a href="#">sound-letter relationships</a>.</li> <li>Write numbers 0–10 on word form.</li> </ol>
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## LANGUAGE GLOSSARY

**Active Listening Skills:** Active listening refers to when the listener gives full attention to the speaker in an attempt to understand the complete message conveyed. Active listening involves using verbal (questioning, rephrasing, confirming) and nonverbal signs (nodding, eye contact, facial expressions, avoiding distractions) of listening. (Oxford Learning) [Extra Reading: Oxford Learning - Resource1: Active Listening](#)

**Blend:** To combine sounds or words parts (in the context of [phonological awareness](#)). [Extra Reading: Reading Rocket](#)

**Directionality:** The orientation of print (in the English language, from left to right). [Extra Reading: Reading Rocket](#)

**Directional principle:** The conventions of writing in English that requires words to be written left to right across each line and from the top to the bottom of a page. [Extra Reading: Reading Rocket](#)



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<b>Environmental print:</b> Any print that children encounter in the world around them. <a href="#">Extra Reading: Reading Rocket</a>
<b>Grapheme:</b> A written symbol that represents a sound (phoneme). This can be a single letter, or it could be a sequence of letters, such as sh, tch etc.
<b>High-Frequency Words:</b> Words that occur often in spoken and written language. <a href="#">Extra Reading1: Reading Rocket</a> - <a href="#">Extra Reading: Reading Rocket</a>
<b>Fluency: (in reading):</b> To read continuous text with appropriate momentum, phrasing, pausing, intonation, and stress. <b>Fluency: (in word solving):</b> Speed, accuracy and flexibility in decoding words. <a href="#">Extra Reading: Reading Rocket</a>
<b>Letter-sound correspondence:</b> Recognizing the corresponding sound of a specific letter when that letter is seen or recognizing the graphic symbol of a specific letter when the letter is heard.
<b>Letter-sound relationship:</b> Check <a href="#">letter-sound correspondence</a> .
<b>Nonverbal communication:</b>
<b>Onset: (in syllable):</b> The part (consonant, consonant cluster, or consonant digraph) that comes before the vowel. <a href="#">Extra Reading: Reading Rocket</a>
<b>Onset-rime segmentation:</b> The identification and separation of onsets (first part) and rimes (last part containing the vowel) in words. <a href="#">Extra Reading: Reading Rocket</a>
<b>Phonemes:</b> The smallest unit of sound in a spoken language. <a href="#">Extra Reading1: Reading Rocket</a> - <a href="#">Extra Reading2: Reading Rocket</a>
<b>Phonics:</b> The knowledge of <a href="#">letter-sound relationships</a> and how they are used in reading and writing. <a href="#">Extra Reading: Reading Rocket</a>
<b>Phonological Awareness:</b> Familiarity with words, rhyming words, onsets and rimes, syllables and individual sounds. <a href="#">Extra Reading: Reading Rocket</a> - <a href="#">Extra Reading: Reading Rocket</a>
<b>Presentation Skills:</b>
<b>Print Awareness:</b> Familiarity with basic information of how print works. <a href="#">Extra Reading: Reading Rocket</a>
<b>Reading Comprehension:</b> Reading comprehension is the act of understanding what is being read. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension (K12 Reading). <a href="#">Extra Reading1: Reading Rocket</a> - <a href="#">Extra Reading2: Reading Rocket</a>



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**Reading Comprehension Strategies:** Steps that good readers take to comprehend and actively make sense of what they are reading. Seven key strategies have been shown to be especially helpful in improving reading comprehension (Reading Rockets) [Extra Reading: Reading Rocket](#) - [Resource1: Reading Comprehension Poster](#)

**Rhyme:** The ending part ([rime](#)) of a word that sounds like the ending part ([rime](#)) of another.

**Rime:** The ending part of a word containing the vowel. [Extra Reading: Reading Rocket](#)

**Segment:** To divide (a word) into parts. Check [onset and rime segmentation](#). [Extra Reading: Reading Rocket](#)

**Social Interactions:** jffd [Resource1: Social Interactions](#)

**Syllable:** A minimal unit of sequential speech sounds composed of a vowel sound or a consonant-vowel combination. [Extra Reading1: Reading Rocket](#) - [Extra Reading2: Reading Rocket](#)

**Text to Self:** Text-to-self connections involve making a connection between the target text and relating it to some personal experience, prior knowledge, or understanding—for example, an activity shared in the text and a similar one experienced by the reader or listener (Reading Rocket) [Extra Reading: Reading Rocket](#) - [Resource1-Making Connections](#)

**Text to Text:** Text-to-text connections examine the relationship between the current text and relating it to texts read or listened to in the past—for example, comparing story elements in one book with another (Reading Rocket). [Extra Reading: Reading Rocket](#) - [Resource1-Making Connection](#)

**Text to World:** Text-to-world connections require relating certain aspects of the text to what is happening or what has happened in the larger community or world—for example, comparing current and historical events and people with that of the text (Reading Rocket). [Extra Reading: Reading Rocket](#) - [Resource1-Making Connection](#)

**Verbal Communication:**

**Word Recognition:** [Extra Reading: Reading Rocket](#)



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