



 Educación General Básica **Elemental**

ENGLISH AS A FOREIGN LANGUAGE

English as a Foreign Language for Subnivel Elemental of Educación General Básica

1. Contribution of the English as a Foreign Language Curriculum to Subnivel Elemental of Educación General Básica to the General Objectives of the Subject Area

The main role of the sub-level EGB Elemental is to set the foundation for forming competent, autonomous, and critical readers, speakers, and writers, people who are able to use a range of tools in order to communicate ideas, learn to learn, and deepen and enrich their knowledge base.

This level is not just limited to initial literacy, which we understand in this curriculum as learning the rudiments of a language system, but instead focuses on the challenge of introducing learners into a culture of readers and writers. This relates to English as a foreign language (EFL) in that learners will want to learn English because the tasks and texts are fun, engaging, and in English. Gone are the days of **rote learning** tasks where learners memorize grammar rules and write long lists of vocabulary words. Learners of this EFL curriculum will, instead, experience the language in meaningful, **authentic** contexts, thus developing a love for language and becoming lifelong learners.

Learners at this level are able to relate to familiar contexts, such as the home and school. By giving learners opportunities to communicate within these contexts they will be better able to relate to English. Learners will also be encouraged to experience the English language in a variety of ways, through song, dance, art, crafts, music, and other subject areas like Math and Science, thus increasing vocabulary and experiencing the language in ways similar to that in which a native speaker of English might. By adapting activities to learners' interests, motivation increases and, indirectly, so does language acquisition.

In summary, the teacher should be a guide in the classroom, and learners should be allowed to work from their own interests, able to explore topics and language that arise naturally. The classroom should be as **learner-centered** as possible, therefore ensuring that learners' learning - and not teachers' teaching - is the focus of each lesson.

Curricular Thread 1: Communication and cultural awareness. The teacher should attempt to introduce learners to various cultural contexts in order to better understand their own culture and that of others, through the lens of foreign language acquisition. Learners can practice ways to introduce themselves and talk about themselves in order to develop a sense of identity, similar to and different from others'. Various cultures and contexts should be used as examples in the classroom so that



learners, from an early age, can develop the sense of belonging to a diverse, global community, both at a national level as well as an international level.

Furthermore, teachers should encourage learners to work cooperatively in pairs and groups, thus improving social skills such as tolerance and collaboration, in addition to creative and **critical thinking** skills such as negotiating for meaning. Learners should participate in many situations in which they can be exposed to the various social and communicative functions of the English language. Guided by the teacher, learners will become aware of how to ask for help, how to use basic expressions of politeness and how to say hello and good-bye. The teacher should give classroom instructions in English as much as possible so that learners can see authentic models and uses of the language. Teachers can ask learners to check answers in pairs, to work together on small projects in class, and to participate in short dialogues in order to obtain practice in the various ways that we, as humans, interact with others. Values such as helping others and sharing are introduced throughout the curriculum, and the teacher should also be sure to work on these values as needed, drawing upon the natural opportunities that tend to arise when children work together in a classroom.

As learners work together and learn acceptable forms of behavior, they will be improving skills of tolerance and acceptance, as well as building a sense of national and local identity.

Curricular Thread 2: Oral communication (listening and speaking). Since listening and speaking are purposefully considered within the same curricular thread, these two macro-skills should optimally be integrated within meaningful and truly communicative lesson procedures. The primary classroom provides a favorable environment for fluency-focused, experiential and organic oral skills development through interpersonal interaction and authentic **input**.

Listening skills. A never-ending wealth of age-appropriate, up-to-date authentic listening material is freely available online, giving teachers the opportunity to match listening texts to the interests, background and language needs of individual groups of learners. There are many radio websites for young learners (e.g., BBC Schools Radio or NPR Kids Public Radio to name just two), as well as dedicated EFL sites such as Learn English Kids, which provide audio and video downloads. Please see the web resources list at the end of this document for a list of suggested sites. Creative teachers will also exploit the extensive option of selecting short video clips and creating listening activities for the primary classroom (Cruse, 2006).

The frequent, creative use of these and other similar listening resources will keep primary learners' motivation high while providing them with different models of spoken English to aid pronunciation at both **segmental and suprasegmental** levels (i.e., individual sounds as well as rhythm and intonation), particularly where the teacher wishes to supplement their own accent as the main input model.

While the range of listening texts enjoyed in the classroom may be diverse and authentic, listening tasks should deliver a high success rate for primary learners,

and classroom procedures should be as non-threatening as possible (e.g., check answers to comprehension questions with a partner before being called on in open class.). This is to help nurture the attitude of wanting to focus attention and trying to cope with sections of audio input which are difficult to understand: the message *if you listen carefully, you will understand something* should be inherent in each listening lesson.

A variety of listening tasks within meaningful contexts will help learners to learn to listen for the general idea (**gist**), for specific information, detail, or to predict or infer information. Over time and with practice, primary learners will build up their repertoire of listening sub-skills and intuit the subtle differences between them, providing a firm basis for continued listening to A2 and B1 level texts as they continue through EGB, BGU and beyond. Finally, the role of **extensive listening** should be promoted, with English language music, movies, poetry, and spoken word narratives being integrated in the school and home environment at suitable moments, just for fun.

Spoken production. The early primary school years offer a uniquely fertile window of opportunity for spoken production to take root, as younger learners are invariably keen to imitate, participate, and focus on meaning, rather than on the **form of the language** for accuracy's sake. A wise ELT teacher will harness the young child's impulse to imitate at this precise age and stage, through a varied, ongoing, gradually changing input of spoken texts for the group to enjoy and "get their tongues around" together. Never again in a learner's English learning will their speech apparatus (and neural counterparts) be so malleable as during EGB Elemental, and it is even believed that after the age of 10 or 11 acquisition of English sounds, rhythms, and intonation patterns becomes much more difficult (Rawson & Richter, 2003).

A good model, good fun, lots of repetition, physical movement (whole body actions, clapping, etc.), encouragement to join in (without ever forcing verbal production) and plenty of praise for just trying, as well as the teacher's genuine attitude of enjoyment in the texts and activities all provide the right conditions for spoken production to begin to develop. Through the school year, this ever-changing kaleidoscope of spoken production opportunities may include:

- Campfire Songs (e.g., *I know an old lady who swallowed a fly*).
- Circle games (e.g., *Fruit basket*).
- Circle songs (e.g., *Ring around the roses*).
- Clapping rhymes (e.g., *Miss Mary Mack*).
- Counting rhymes (e.g., *One, two, buckle my shoe*).
- Educational songs (e.g., *Heads, shoulders, knees and toes*).
- **Jazz chants** (e.g., *Freddie likes potatoes but he doesn't like rice*).



- Jump rope rhymes (e.g., *Teddy bear, teddy bear*).
- Nursery rhymes (e.g., *Hickory dickory dock*).
- Party songs (e.g., *Hokey pokey*).
- Playground games (e.g., *Queenie, queenie, who has the ball?*).
- Poems (e.g., *This is the house that Jack built*).
- Rhymes for deciding who is “it” (e.g., *Ip dip sky blue*).
- Tongue twisters (e.g., *Peter Piper picked a peck of pickled peppers*).
- Traditional songs (e.g., *Lavender’s blue*).
- And so on (e.g., *Your ideas!*)

It is important to note that, although there may be a thematic link between the text and the unit being taught, the grammatical and lexical content of these texts is far less important at this stage than their richness in terms of sounds, rhythm, intonation, expressions, idioms, and simple enjoyment. Learners who “step into the stream of language” in this way (Rawson & Richter, 2003) will naturally develop the correct positioning and movement of **articulators** (lips, teeth, tongue, alveolar ridge hard palate, velum, etc.) for accurate production of English language sounds, as well as building up their active situational vocabulary, strengthening memory through recital and repetition, and forming habitual structures of language which can later be brought to consciousness through **noticing techniques**. Early choral reproduction of longer texts such as these bypasses in learners the (rather adult) tendency to attempt to understand every word in the text or analyze the structures used. Neither of these learning strategies is recommended for EGB Elemental, and teachers who insist on translation or other **intensive listening** techniques may even undermine the objective of this sub-thread, which is to experience and regurgitate extended chunks of language.

As learners develop their spoken production skills, more direct forms of spoken production can be introduced through very short conversations, mini-theater performances, scripted or unscripted role plays set in familiar contexts (e.g., a shop, the playground, etc.), substitution dialogues, ELT language games (involving repetitive structures and a strong guessing element), etc. In this way, the path between mechanical production and fluency is forged, and learners become increasingly independent in the content of their utterances, while maintaining high levels of confidence and motivation to communicate through speech.

Spoken interaction. The young EFL learner’s initial partner for spoken interaction in English will usually be the teacher, with short greeting/leave-taking and question/answer exchanges, both in open class and 1 to 1. However, it is vitally important

that the process of collaborative learning begins at primary level so that all learners, especially in large classes, have ample time and opportunity to fully develop their speaking and listening skills in parallel with their reading and writing skills, and other linguistic resources (grammar, vocabulary, etc.).

Pair work and group work are essential elements in the ELT classroom, where risk-taking, trial and error, and real-time feedback can take place (namely, *Did I get my message across? How could I say it more clearly?*). **Communication breakdown** between peers resulting from **impeding errors** can even be perceived to have greater value for developing **interlanguage** than instant communicative success resulting from accurate production. As such, short, simple collaborative tasks (e.g., group problem solving or creative projects, mingle activities, information gap activities, etc.) must be introduced from EGB Elemental, both to instill this learning behavior ready for EGB Media and Superior, and to allow learners early opportunities for linguistic creativity and verbal / non-verbal expression. In short, even the youngest learners should be given plenty of playful moments to “try on” their English persona and to pick up the language and wrestle with it a little, trying to make the language do what the learner wants it to do. Learners gradually take responsibility and make choices for their L2 language use, a process that can be made more conscious through classroom routines such as an English-speaking class mascot or a pretend English switch (Cameron, 2001).

In parallel to this process, simple functional exponents for asking for repetition or clarification (e.g., *I’m sorry? Could you repeat that, please?*) and strategies for paraphrasing (e.g., finding synonyms, describing missing words) can be taught, as well as simple ways to extend interaction (e.g., asking *And you?*). These tools will give primary learners confidence to communicate in a steadily increasing range of contexts throughout their school years and beyond.

Curricular Thread 3: Reading. There is substantial evidence to show that through reading, learners develop a host of other language skills (Krashen, 2004), such as spelling, grammar, vocabulary, and writing. Studies have also shown that learners who read regularly improve their listening, speaking, and pronunciation skills (Elley, 1991). In addition to language development, reading also serves to broaden the children’s view of the world and their place in it (Littlejohn, 1996), as well as provide learners with new and interesting information, such as cross-cultural and cross-curricular content. Finally, the more learners practice reading, the better they will learn to equate sound-letter relationships, which is an essential part of literacy.

Young children can learn to read quickly. Plenty of praise, motivation, and practice, as well as a positive, fun, non-threatening environment all provide the right conditions for reading. Variety is also important. Reading lessons should be varied; for example, teachers could play the audio first and let the learners follow the pictures or let them read before / while listening; young learners could also be asked to mime along with the story or to carry out a role play after the reading. If we want to develop a lifelong love of reading, enjoyment in the early primary years is the key.



Reading comprehension. In early primary much of the reading comprehension consists of understanding individual words and making sense of the sound-word relationship. If possible, encourage weaker pupils to keep their own flashcards of words or vowel / consonant clusters which they find difficult to read. Gradually, learners move on to understanding the main ideas in short sentences and in very short simple texts (print and / or digital). At this point, it is recommended that learners work in pairs, so that they can help each other. Meanwhile, the teacher will monitor the pairs and give help to those who are having difficulties. Teachers should avoid asking individual emergent readers to read aloud to the whole class.

Study skills (including ICT). Study skills, “learning how to learn,” is an essential part of learning. Even from a young age, learners need to know how to use some basic resources like picture dictionaries and how to make their own simple learning resources, such as a “Words I know” list at the end of each unit. Young learners can also learn how to make their own bright and colorful flashcards, and how they can use them to learn more. Flashcards are a valuable assistance to every learner, especially visual learners.

Another key aspect of study skills is learning how to organize ideas. In early primary, learners should begin to understand the information in simple **graphic organizers**, such as **Venn diagrams** and charts. They also need to develop **digital literacy**, which may consist of understanding information online. These skills are all part of the process of becoming a lifelong learner. (Note: Both flashcards and graphic organizers can be downloaded free of charge from the internet. Please see the web resources list at the end of this document for a list of suggested sites.)

Literacy-rich environment. A literacy-rich environment incorporates print culture (also known as “**environmental print**”), which is the print of everyday life. Out in the world, we are surrounded by a wealth of authentic texts, such as those found on street signs, logos, labels, price tags, candy wrappers, and road safety or warning signs. For many emergent readers, studying environmental print is extremely helpful, since it acts as a bridge from individual words to sentences, and builds their confidence at the same time.

Cross-curricular content. During EGB Elemental, children may be introduced to other school subjects in English (for example, art, music, science, social sciences, drama, etc.). The advantages of drawing on other parts of the school curriculum are numerous:

- To give content to the language lessons.
- To use skills and knowledge from other subjects in the English lesson.
- To motivate learners who find English difficult or uninteresting.
- To make connections across the school curriculum and deepen pupils' understanding of the topic. (Littlejohn, 1996)

Wherever possible, teachers should encourage learners to tell the class what they already know about the subject before reading cross-curricular texts, in order to activate **schemata**.

Curricular Thread 4: Writing. It is important to note that in teaching foreign language learners how to speak and read English, it is important not to neglect their writing development.

Initial literacy. It is important to note that some learners may have rudimentary writing skills in their mother tongue and these will very likely be transferred to English. For this reason, the main goals in EGB Elemental are to learn the standard writing mechanics (spelling, punctuation, and capitalization), in addition to developing handwriting and **typography** (writing on the computer).

Spanish has a strong correspondence between how a word is pronounced and how it is written, but English does not. The irregularity of English in this respect causes predictable problems when Spanish-speaking learners learn to write. A specific problem concerns the spelling of English words with double letters. Spanish has only 3 double-letter combinations (*cc*, *ll*, *rr*). English, in comparison, has 5 times as many, which causes problems like *hoping* being spelled as *hopping* (Coe, 1997). Teachers should help young learners, not only by giving more practice, but also by praising and encouraging them.

Text production. 21st Century literacy is considered to comprise far more than simply writing a sentence or a paragraph. It also involves the ability to write a variety of **text types**, both in print and online; for example, a text message, an email, a URL for a website, an email address, a greeting on a birthday card, and so on, all using the appropriate language and layout. By learning a variety of text types, especially online, we can gradually prepare learners for future jobs and further studies.

Curricular Thread 5: Language through the arts. During this stage learners will participate in a range of activities meant to help them develop an affinity for and enjoyment of literature and the arts by interacting with both oral and written texts. These activities are meant to be pleasurable and thus will awaken in learners a lifelong love of literature and the arts, successfully converting them into active, autonomous readers and learners who are able to understand and enjoy a variety of literary texts. Therefore, at this level, the contact that learners will have with literature and the arts is assumed to be the moment that enhances and strengthens learners' aesthetic sensibilities and imagination, while improving memory and linguistic macro-skills. Throughout this thread, learners will be allowed to participate in and experience recreational activities meant to contextualize both oral and written texts, by responding to the texts in a variety of ways, both physically and emotionally. During this process, learners will incorporate the use of **ICT** as a supplementary tool.

Creative writing. With respect to creative writing, it is not about trying to reproduce a text type exactly, but instead about developing creative writing skills using the reading of literary texts as a starting point. Learners will interact with different



literary texts, both oral and written, recreating alternative versions by changing the characters and scenes in literary texts.

Creative thinking skills. Finally, in the Creative Thinking Skills sub-thread, learners will find new ways to express themselves wholly (i.e., intellectually, socially, emotionally, and physically) while developing creative thinking skills through activities such as **brainstorming** and working in groups.

2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 2.1	Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help.



3. Performance Criteria for English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

Curricular Thread 1

Communication and cultural awareness

MANDATORY

DESIRABLE

EFL 2.1.1	Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)
EFL 2.1.2	Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)
EFL 2.1.3	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.
EFL 2.1.4	Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.
EFL 2.1.5	Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)
EFL 2.1.6	Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)
EFL 2.1.7	Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.
EFL 2.1.8	Exchange basic personal preferences with peers in order to express likes and dislikes.
EFL 2.1.9	Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.
EFL 2.1.10	Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

Curricular Thread 2

Oral communication

 MANDATORY

 DESIRABLE

EFL 2.2.1	Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: <i>What's your name? How old are you? Where do you live?</i> etc.)
EFL 2.2.2	Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)
EFL 2.2.3	Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)
EFL 2.2.4	Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)
EFL 2.2.5	Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
EFL 2.2.6	Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)
EFL 2.2.7	Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every single word.



EFL 2.2.8	<p>Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items.</p> <p>(Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)</p>
EFL 2.2.9	<p>Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)</p>
EFL 2.2.10	<p>Clap, move, chant or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text.</p> <p>(Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)</p>
EFL 2.2.11	<p>Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)</p>
EFL 2.2.12	<p>Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.</p>
EFL 2.2.13	<p>Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: <i>Thank-you, Can I help you? This is [name]. It's a [item], etc.</i>)</p>
EFL 2.2.14	<p>Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: <i>Where do you live? Do you have a bicycle? What color is it? etc.</i>)</p>
EFL 2.2.15	<p>Exchange specific information with another person, provided they talk slowly and clearly and are prepared to help. (Example: factual information about colors, numbers, quantities, prices, times, size, etc.)</p>
EFL 2.2.16	<p>Say when they do not understand and ask for slower or clearer repetition where required. (Example: <i>Sorry? Could you say that again, please? etc.</i>)</p>

EFL 2.2.17

React appropriately to what others say using verbal/non-verbal back-channeling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: *Oh!, Yes! Thanks. And you?* etc.)

Curricular Thread 3

Reading

 MANDATORY

 DESIRABLE

EFL 2.3.1	Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.
EFL 2.3.2	Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.
EFL 2.3.3	Understand most of the details of the content of a short simple text (online or print).
EFL 2.3.4	Understand the content in simple short written environmental print text types, using artwork, symbols and layout for support. (Example: price tags, signs, notices (<i>No eating</i> , etc.), candy wrappers, etc.)
EFL 2.3.5	Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).
EFL 2.3.6	Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)
EFL 2.3.7	Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)
EFL 2.3.8	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.



EFL 2.3.9	Identify the meaning of specific content-based words and phrases, with the aid of visual support.
EFL 2.3.10	Read a variety of simple text-types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)

Curricular Thread 4

Writing

MANDATORY

DESIRABLE

EFL 2.4.1	Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: <i>sea, mean, bee</i> , etc.)
EFL 2.4.2	Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 2.4.3	Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
EFL 2.4.4	Write simple words, phrases and sentences for controlled practice of language items.
EFL 2.4.5	Write simple sentences on familiar topics to communicate basic ideas.
EFL 2.4.6	Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)
EFL 2.4.7	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support . (Example: by answering questions or using key words).

EFL 2.4.8	Complete a basic survey or a questionnaire by providing personal details.
EFL 2.4.9	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

Curricular Thread 5

Language through the arts

 MANDATORY  DESIRABLE

EFL 2.5.1	Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
EFL 2.5.2	Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.
EFL 2.5.3	Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.
EFL 2.5.4	Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity, and a love for literature.
EFL 2.5.5	Apply ICT and/or other resources to communicate simple thoughts in small groups.
EFL 2.5.6	Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.
EFL 2.5.7	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.



EFL 2.5.8	Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.
EFL 2.5.9	Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.

4. Evaluation criteria for English as a Foreign Language in Educación General Básica Elemental

Curricular Thread 1: Communication and cultural awareness

●..... Evaluation criteria

CE.EFL.2.1. Differentiate between different living situations in a variety of surroundings and express curiosity about the world through simple questions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing different houses and labeling different rooms and objects in a house.
- Using question words (who, what, where) to ask about places.
- Reflecting on differences between a house and an apartment.
- Creating a diorama of urban and rural aspects.
- Drawing a map of a neighborhood.
- Asking and answering questions about where you and others live.

General EFL area objectives being assessed

OG.EFL2. Draw on the established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multi-national society, so improving their understanding of the world and engendering socially responsible global citizens.

Skills and performance descriptors to be evaluated

EFL.2.1.2 Recognize the differences between where people live among the regions of the country in order to appreciate their own environment. (Example: house/apartment, country/city, etc.)

EFL.2.1.3. Ask simple basic questions in class about the world beyond one's own immediate environment in order to increase their understanding of different cultures.

EFL 2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

How the objectives contribute to the exit profile

I.2 We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

S.2 We build our national identity in search of a peaceful world and we value our multi-ethnicity and multi-cultural background. We respect the identity of other peoples and individuals

Indicators for the performance criteria

I.EFL.2.1.1. Learners can recognize differences between where people live and write or talk about their own surroundings, as well as ask questions about how other people live. (I.2, S.2)

CEFR: A1.1. Topics: Home, Places, World Around Us



●..... Evaluation criteria

CE.EFL.2.2. Catalog everyday objects and places in different cultures and recognize ways to act responsibly towards one's environment and surroundings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Labeling pictures with correct names.
- Creating a poster of things that can be recycled.
- Matching objects with the places where they can be found. (Example: stove in kitchen, bed in bedroom, etc.)
- Simulating actions through TPR activities where learners follow basic commands. (Example: Put away your book, etc.).
- Choosing pictures that demonstrate responsibility (cleaning room, watering the flowers).

General EFL area objectives being assessed

OG.EFL.3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL.2.1.4. Express curiosity about the world and other cultures by asking simple WH- questions in class after reading and/or participating in presentations or other group work.

EFL.2.1.5. Recognize ways to relate responsibly to one's surroundings at home and at school by exhibiting responsible behaviors towards the environment. (Example: chores at home, recycling, etc.)

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint.

Indicators for the performance criteria

I.EFL.2.2.1. Learners can classify everyday objects and familiar places. Learners can compare objects from different cultural contexts. Learners can say and recognize ways to take care of the environment and one's surroundings. (J.3, S.1)

CEFR: A1.1. Topics: Home, Weather, World Around Us

●..... Evaluation criteria

CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short conversation.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Participating in short dialogues using greetings and leave-taking.
- Listening to or reading short dialogues and answering questions about the speakers' names, grades, schools, etc.
- Practicing the use of expressions of politeness during collaborative pair and small group work.
- Adding expressions of politeness to dialogues.
- Completing a short questionnaire or form about one's basic personal information. (Example: name, school, age, address, etc.)
- Responding to pictures or short texts by circling the corresponding emoticon. (Example: happy face, sad face, confused face, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

Skills and performance descriptors to be evaluated

EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)

EFL.2.1.6. Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: *Please, sorry, thank you*, etc.)

How the objectives contribute to the exit profile

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

Indicators for the performance criteria

I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

CEFR: A1.1. Topics: Family and Friends, Numbers 1-100



●..... Evaluation criteria

CE.EFL.2.4. Develop skills of collaboration by working together on projects and sharing materials while expressing personal preferences with peers.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing a very short, picture-based self-evaluation or peer evaluation form.
- Playing games in which learners must pass objects around the room. (Example: hot potato, etc.)
- Practicing helpful classroom language in mini dialogues and/or chants (Example: Can I borrow your eraser? Do you have a pencil? etc.)
- Completing a short survey about favorites or likes/dislikes and then sharing ideas with a partner.
- Making a pie chart about the things that are most liked in the class.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

Skills and performance descriptors to be evaluated

EFL.2.1.7. Collaborate in a friendly manner by sharing classroom materials and personal objects while participating in games and activities in class and on the playground.

EFL.2.1.8. Exchange basic personal preferences with peers in order to express likes and dislikes.

How the objectives contribute to the exit profile

J.2. Our actions are carried out with ethics, generosity, integrity, coherence, and honesty in mind.

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Indicators for the performance criteria

I.EFL.2.4.1. Learners can select pictures and/or short phrases that relate to collaborating and sharing and express personal preferences. (J.2, J.3, S.4)

CEFR: A1.1. Topics: Family and Friends, Clothes, Colors, Food and Drink, Sports and Leisure, Toys

●..... Evaluation criteria

CE.EFL.2.5. Model turn-taking and ways to express to others when something is not understood to improve comprehension and/or intelligibility in conversations.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Role-playing and participating in short dialogues.
- Playing games that practice classroom language and turn-taking.
- Singing songs or chants that practice helpful language.
- Working in pairs and groups on a small project.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

Skills and performance descriptors to be evaluated

EFL.2.1.9. Communicate to peers and teacher when something is not understood in class through the use of simple basic questions.

EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant, and empathetic standpoint

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Indicators for the performance criteria

I.EFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short conversations. (J.3, S.1, S.4)

CEFR: A1.1. Topics: Numbers 1-100, Sports and Leisure, Time, Toys



Curricular Thread 2: Oral communication (listening and speaking)

●..... Evaluation criteria

CE.EFL.2.6. Listening for Meaning: Understand the main ideas in short simple spoken texts that include familiar vocabulary and are set in everyday contexts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to a very short and simple story and ordering the pictures showing what happens. (Example: *Jane is taking her dog for a walk. They see some birds. The birds fly away, etc.*)
- Listening to a short and simple conversation between 2 speakers and deciding who is speaking, where they are, and how they feel. (Example: *a boy and his Dad, at a soccer game, happy, etc.*)
- Watching a video clip and selecting the best title for it. (Example: *Funny monkeys at the zoo, etc.*)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: *What's your name?* etc.)

EFL.2.2.2. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects. (Example: shopkeeper speaking to a customer who is buying some fruit.)

EFL.2.2.6. Enjoy extensive listening in English. (Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)

EFL.2.2.7. Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that understanding spoken texts does not require decoding every word.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.6.1. Learners can understand the main ideas in short simple spoken texts and infer who is speaking and what the situation is, without decoding every word. (I.3)

CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to short, staged instructions and carrying them out. (Example: *Open the door. Take this book to Mr. Davila. Walk, don't run!* etc.)
- Listening to very short (spoken or recorded) descriptions of scenes, and writing, coloring, or drawing items within them. (Example: learners are given a simple picture of a classroom. They listen to a description of it and identify the table where Sara sits and draw 3 pens and a red book on it, etc.)
- Listening to a short dialogue and filling in a simple form. (Example: a conversation between a boy and a teacher meeting for the first time. Learners fill in the boy's name, age, birth date, (part of his) address (e.g., house number or street name), favorite subject, etc. on a simple form.)
- Listening to a short text and demonstrating understanding of it using an accompanying graphic organizer. (Example: marking the route on a map while listening to directions, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

EFL.2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)

EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)

EFL.2.2.5. Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)

How the objectives contribute to the exit profile

I.3 We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.7.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in writing or drawings, or physically act upon them. (I.3)

CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.8. Production - Pronunciation: Produce individual words and short phrases clearly enough that other people can usually understand them easily.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking the student simple questions about themselves, their family, or their possessions and checking whether the responses are comprehensible. (Example: *What's your name?* Juan. *How do you spell Juan?* J-U-A-N. *How old are you?* I'm eight /aɪm eɪt /, etc.)
- Showing the student some picture flashcards of familiar vocabulary items and asking them to say the words. (Example: It's a house, a school, a car, a bike, to see if they are easily understood, etc.)
- Doing a mingle activity where learners ask and answer simple questions about a picture which has been stuck to their own back. (Example: for animal picture cards, learners ask and answer *Is it an elephant?* No. *Is it a horse?* Yes. *Is it black or white?* White. etc.) Observing to see whether each student's questions and answers are understandable by other learners.
- Ask the learner to sing a song or recite a chant together with a group of friends or with the teacher. Record the student's production with the recording device quite near to the student's mouth and listen to the recording to assess clarity of sounds, production of phonemes, rhythm and intonation.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

EFL.2.2.8. Imitate individual English language sounds, especially those phonemes which do not exist in the student's own L1, both in isolation and within key vocabulary items. (Example: /ŋ/ /ð/ /ʌ/ /i:/ and in words like singing, these, up, sea, etc.)

EFL.2.2.9. Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)

EFL.2.2.10 Clap, move, chant, or sing along with short authentic English language rhymes or songs, approximating English rhythm and intonation once familiar with the text. (Example: jump or clap in time to jump-rope rhymes, do the actions to action songs or short rhythmic poems, enunciating some of words in time with the rhythm, etc.)

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately, and can therefore usually be easily understood. They can also produce some phrases and short sentences clearly, and may approximate English rhythm and intonation in longer utterances. (I.3)

CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners simple questions about themselves, their family, or their possessions and noting whether their response time is acceptable (i.e. may be slow, but not so slow that the interaction becomes uncomfortable for the student or the teacher), and whether their response is appropriate. Some learners may produce short sentences in response to basic questions. (Example: *What color are your shoes? Yes. What color are your shoes? Blue or They're blue, etc.*)
- Giving learners a picture of a familiar scene and asking them to tell you what they can see. Some learners may produce longer utterances. (Example: *a picture of a classroom where learners name individual items: table, chair, clock. There are four chairs. The clock says 4 o'clock., etc.*)
- Running a mingle activity where each learner has a different simple question to ask the others. Learners move around the room asking their question and listening to the answers received. Observing to see whether each student asks the question fluidly and answers using individual words only or short sentences. (Example questions: *What's your favorite food? Chicken / It's chicken and rice / Do you like oranges? Yes. / Yes, I do. / I love oranges!, etc.*)

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)

EFL.2.2.12. Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses may be slow though pauses do not make the interaction tedious or uncomfortable for participants. (I.3)

CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.10. Interaction – Interpersonal: Participate effectively in basic interpersonal interactions in everyday contexts, provided the interlocutor speaks slowly and clearly. (Example: requesting, introducing, responding, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Conducting a conversation with the teacher and learner playing two characters using masks or hand puppets. The learner may be given the character's details or invent them. (Example: name, age, favorite color, etc.) The student's character could introduce other puppets or request permission to do something. (Example: *This is Sebastian. He's 11. Can I borrow a pencil, please?*, etc.)
- Doing a mingle activity where learners meet and greet each other and ask and answer simple questions. Observing to see whether the learner can interact effectively, and whether they are able to ask for repetition when required, and / or react appropriately to responses received. (Example: *Find someone who.... Do you have a red car? Yes? Great!* – writes down name of person.)
- Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, offering help, taking leave, etc.) Informal assessment could involve a star chart, with points for learners who use L2 regularly.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

OG.EFL7. Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Skills and performance descriptors to be evaluated

EFL.2.2.13. Understand and use basic greetings, leave-taking expressions, and other simple everyday phrases to facilitate interpersonal interaction, to introduce others, and to name things. (Example: *Thank-you, Can I help you? This is [name], etc.*)

EFL.2.2.14. Ask and answer basic personal information questions, as well as simple questions about other people, animals, and possessions, provided the interaction is slow and clear. (Example: *Where do you live? Do you have a bicycle?, etc.*)

EFL.2.2.16. Say when they do not understand and ask for slower or clearer repetition where required. (Example: *Sorry? Could you say that again, etc.*)

EFL.2.2.17. React appropriately to what others say using verbal/non-verbal backchanneling, or by asking further simple questions to extend the interaction. (Example: express interest using facial expression or simple words with appropriate intonation: *Oh!, Yes! Thanks. And you? etc.*)

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.10.1. Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification, and can react appropriately to responses received. (I.3)

CEFR: A1.1. All topics

Curricular Thread 3: Reading

●..... Evaluation criteria

CE.EFL.2.11. Identify and understand individual every-day words, phrases, and sentences, including instructions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing a line from individual words to a picture or a scene. (Example: learners read a list of farm animals and draw a line from each word to the appropriate animal in the scene, etc.)
- Reading a list of four words and crossing out the word that doesn't belong. (Example: arm - leg - house - foot, etc.)
- Reading a simple sentence, looking at the accompanying picture, and ticking yes/no. (Example: *This is a house.* Yes, etc.)
- Completing a gap in a sentence (print or online). (Example: Words: go, sleep. Sentence: *Every day I --- to school,* etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL.2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.</p>
How the objectives contribute to the exit profile	Indicators for the performance criteria
<p>I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.</p>	<p>I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task. (I.4)</p> <p>CEFR: A1.1. All topics</p>



●.....Evaluation criteria

CE.EFL.2.12. Understand the gist and details in short simple written texts (online or print).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a short text and showing comprehension by completing the accompanying graphic organizer. (Example: learners read about the location of a house and mark the point X on a map.)
- Reading a short simple story of just a few lines and ordering simple pictures of familiar objects.
- Reading a short simple text and coloring a picture. (Example: This is Ben's room. His bed is green. Learners draw a green bed, etc.)
- Reading a short simple text and circling the correct answer. (Example: Question: *What's her name?* Answer: *Mary / Sandra / Mia*, etc.)

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.

EFL.2.3.3. Understand most of the details of the content of a short simple text (online or print).

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.12.1. Learners can understand a short simple text on an everyday topic and successfully complete a simple task to show that they have understood most or some of it. (I.4)

CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.13. Understand the content in a variety of well-known text types, both print and online, using the layout and artwork for support; recognize typical signs and symbols found in the text types.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Matching common signs to their meanings. (Example: a simple classroom sign or a notice in the park, *Silence please*, *No eating*, etc.)
- Studying an environmental print text type and drawing a line from the word to the artwork. (Example: from the word cloud to a cloud weather symbol, or from the word stop to a “red” stop light, etc.)
- Circling an emoticon to match to a picture. (Example: *Amy feels sick* / *Amy is happy* /, etc.)
- Comparing and contrasting information. (Example: learners read simple price tags and match them to the correct sentences: *This toy is cheap*. *Those shoes are expensive*, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.4. Understand the content in simple short written environmental print text types, using artwork, symbols, and layout for support. (Example: price tags, signs, notices (No eating, etc.), candy wrappers, etc.).

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3)

CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.14. Demonstrate familiarity with study resources (both print and digital). (Example: a picture dictionary, some flashcards of known words, or a word list.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Using a simple learning resource and locating details. (Example: finding and circling or coloring three different kinds of fruit or three kinds of drink in an online or print picture dictionary, etc.)
- Using the alphabet to scan for particular items in lists. (Example: finding a word in a simple dictionary or locating a boy's name on a class list.)
- Testing each other on the meaning of flashcards. (Example: a boy shows a picture on a flashcard and asks: *What's this?* Girl: *It's an airplane*, etc.)

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.5. Show the ability to use a simple learning resource. (Example: a small set of flashcards, a picture-based dictionary (online or print), or a simple word list).

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

Indicators for the performance criteria

I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)

CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.15. Learn to read graphs, diagrams, charts, and other kinds of graphic organizer. Demonstrate understanding of a text presented in the form of a graphic organizer (both print and digital).

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a list of words in a Venn diagram and understanding the meaning. (Example: Venn diagram: *Dog/Cat*. Task: Read a sentence and tick yes/no. Sentence: *Dogs and cats have tails* , etc.)
- Matching a simple short text to the correct plan. (Example: Text: a short simple description about a zoo: *The giraffes are next to the pandas*. Plan: a simple map of the zoo, etc.)
- Reading a short simple text and coloring a simple bar chart. (Example: a description of some children's favorite ice cream. Task: color the chart accordingly, etc.)

General EFL area objectives being assessed

OG.EFL.4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

OG.EFL.5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.3.6. Understand the content of a simple graphic organizer (online or print). (Example, Venn Diagrams, charts, and labeled diagrams.)

How the objectives contribute to the exit profile

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4)

CEFR: A1.1 All topics



●..... Evaluation criteria

CE.EFL.2.16. Understand the main ideas in short simple written texts on cross-curricular subjects, both print and digital. (Example: art, science, music, math, history, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Identifying the main ideas in a short simple cross-curricular text. (Example: Text: short descriptions of towns in Ecuador; Task: circle the correct photo, etc.)
- Reading short simple instructions on a cross-curricular subject and making something. (Example: a sandwich, origami, or a mask, etc.)
- Studying simple cross-curricular information presented in the form of a graph, diagram, map, or chart and answering the yes / no questions. (Example: a graph showing how long different animals live, and answering yes or no to questions about them, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
<p>OG.EFL2. Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society, so improving their understanding of the world and engendering socially responsible global citizens.</p> <p>OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p>	<p>EFL.2.3.7. Read and understand the main ideas in a short simple text on a cross-curricular topic. (Example: art, music, history, etc.)</p>
	<p>EFL.2.3.8. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling, and answering simple questions.</p>
	<p>EFL.2.3.9. Identify the meaning of specific content-based words and phrases, with the aid of visual support.</p>
<p>How the objectives contribute to the exit profile</p> <p>I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.</p>	<p>EFL.2.3.10. Read a variety of simple text types and graphic organizers used to present cross-curricular information (Example: instructions, graphs, diagrams, charts, plans or maps, etc.)</p>
	<p>I.EFL.2.16.1. Learners can understand the main ideas and some basic details from a short simple cross-curricular* text and successfully complete a simple task, as well as acquire subject-specific lexis. (I.2)</p> <p>* The content is from other school subjects like art, music, math, science, geography.</p> <p>CEFR: A1.1. All topics</p>

Curricular Thread 4: Writing

●..... Evaluation criteria

CE.EFL.2.17. Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting / typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
- Unscrambling words or sentences and writing them out correctly. (Example: Word: *veleen* = *eleven*. Sentence: *The-re's - under - the chair. - a backpack*, etc.)
- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: *does it live on a farm / does it have two legs*, etc.)
- Writing new words in a picture dictionary and adding a sticker or picture.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL.2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: <i>sea, mean, bee</i> , etc.)
	EFL.2.4.2. Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)
	EFL.2.4.3. Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	I.EFL.2.17.1. Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.), for making simple learning resources. (I.3)
	CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.18. Writing in order to perform controlled practice of vocabulary and grammar items.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing simple sentences to practice a grammar structure by writing words in gapped sentences. Support learners by providing pictures for context and / or a box of answers, from which they can choose. (Example: *My best friend is ten --- old. --- name is Carol. --- birthday is in May*, etc.)
- Identifying the differences between two pictures and writing simple sentences. (Example: *In picture A, there's one car, but in picture B there are two cars*, etc.)
- Answering questions about a scene using full sentences. (Example: *How many boys are there? There are four boys*, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL.2.4.3. Write simple words, phrases, and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer.
	EFL.2.4.4. Write simple words, phrases, and sentences for controlled practice of language items.
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	I.EFL.2.18.1. Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4)
I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.	CEFR: A1.1. All topics

●..... Evaluation criteria

CE.EFL.2.19. Convey some simple ideas, facts or opinions in a simple sentence or short paragraph, using basic vocabulary and structures.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *My best friend is ten --- old. --- name is Carol. --- birthday is in May,* etc.)
- Completing a simple open-ended sentence. (Example: *For breakfast I eat _____; In my bedroom there is _____,* etc.)
- Writing a description of yourself by completing the outline of a paragraph. Each sentence in the paragraph contains a sentence opener. (Example: *My name's..., My hair is..., My eyes are...,* etc.)
- Reading a short simple paragraph which serves as a model text, then writing a similar paragraph on the same topic. (Example: Topics could include: *my best friend, my family, my house, my favorite animal, my town,* etc.)
- Writing a short simple paragraph on a familiar topic. Learners must write the answer to specific questions or use specific vocabulary. (Example: Topic: *describe your clothes.* Opening phrase: *I'm wearing...* Words: *t-shirt, pants, shoes,* etc.)
- Writing a short simple paragraph, using key words for support. (Example: *Draw a town and write about it using these words: hospital, pet store, park, bookstore,* etc.)

General EFL area objectives being assessed

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.4.5. Write simple sentences on familiar topics to communicate basic ideas.

EFL.2.4.6. Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: *where they live, what they do,* etc.)

EFL.2.4.7. Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: *by answering questions or using key words*).

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.19.1. Learners can produce a short simple sentence and a paragraph – with ample support – on a variety of topics, and some learners can do so with only limited support. (I.3)

CEFR: A1.1. All topics



●..... Evaluation criteria

CE.EFL.2.20. Complete a simple survey form or questionnaire by providing personal details. Write a variety of simple written text types, used in print or online, with appropriate layout and language. (Examples: message on a greeting card, name and address on an envelope, an email address, etc.)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Having learners complete a short simple questionnaire about themselves. Learners read open-ended questions and write the answers on the form. (Example: *What time do you get up? What time do you go to school? At 6 o'clock, etc.*)
- Interviewing a partner, asking yes/no questions and writing yes/no on the survey form. (Example: *Do you live in an apartment? Yes, etc.*)
- Writing a variety of simple text types, using the appropriate language and layout:
 - Listen to a URL address and write it down. (Example: *www.cambridge.org*, etc.)
 - Write your own email address or invent one. (Example: *mydog@gmail.com* for your pet, etc.)
 - Write a simple print/online message to a friend for their birthday. (Example: *Happy Valentine's Day, Juan!, Have a wonderful birthday, Kate!*, etc.)

General EFL area objectives being assessed

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.4.8. Complete a basic survey or a questionnaire by providing personal details.

EFL.2.4.9. Write a variety of short simple text types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

Indicators for the performance criteria

I.EFL.2.20.1. Learners can write information in a simple survey form or questionnaire, and can type or write some simple digital text-types, such as a URL and an email address. (I.3)

CEFR: A1.1. All topics

Curricular Thread 5: Language through the Arts

● Evaluation criteria

CE.EFL.2.21. Distinguish key information in stories and other age-appropriate literary texts, both oral and written.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to or reading stories and drawing the main characters.
- Choosing pictures of or drawing the scenes of a literary text.
- Standing up every time they hear the name of a character.
- Explaining through pictures or charts (ICT) the relationships between characters. (Example: mom/daughter, friends, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.	EFL.2.5.1. Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support.
How the objectives contribute to the exit profile	Indicators for the performance criteria
J.1. We understand the needs and strengths of our country and commit to building an equal, inclusive, and democratic society.	I.EFL.2.21.1. Learners can recognize, through pictures or other media such as ICT, key aspects of a story or literary text (both oral and written). (J.1, I.2)
I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.	CEFR: A1.1. Topics: Animals, Toys



●..... Evaluation criteria

CE.EFL.2.22. Describe and write about emotions and responses to literary texts through words and images, or other media (video, audio) on class or school bulletin boards and expand on ideas and responses to texts read/seen/heard in by participating in songs/chants, TPR activities and playground games.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Creating a dance for a song or rhyme.
- Illustrating a short piece of writing.
- Participating in TPR activities such as acting out the movements of a character in a story as it is read aloud.
- Discussing things learners have done that are similar to those the characters in the story have done. (Example: gone on vacation to the beach, got into a fight with a parent or friend, etc.)
- Moving to the rhythm of a song or chant.
- Creating an audio message or short video that tells what the student thought about the text.
- Writing short weekly journal entries.

General EFL area objectives being assessed

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

Skills and performance descriptors to be evaluated

EFL.2.5.2. Express emotions and feelings using basic adjectives and related images through written work on the school or class bulletin board.

EFL.2.5.3. Use audio, video, and pictures to respond to a variety of literary texts through online or in-class ICT activities.

EFL.2.5.6. Generate and expand ideas by responding in a fun and playful manner to oral and written texts in order to increase enjoyment of the language through TPR, playground games, and songs and chants.

How the objectives contribute to the exit profile

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

S.3. We look for harmony between the physical and the intellectual. We use our emotional intelligence to be positive, flexible, friendly, and self-critical.

Indicators for the performance criteria

I.EFL.2.22.1. Learners can report emotions and compose short responses to literary texts through words and images, or other media (video, audio). Learners can generate and expand on personal opinions and responses to oral and written texts through TPR, playground games, and songs. (I.3, S.3)

CEFR: A1.1. Topics: Home, School, Transport, Sports and Leisure, Work

●..... Evaluation criteria

CE.EFL.2.23. Display an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners, and vary elements of a literary text to create a new text.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Doing **extended reading**, in which learners get to choose what they read and are not evaluated or tested on it.
- Sharing in small groups or pairs the learners' favorite stories, songs, poems, etc., and saying why.
- Responding to a poem by drawing how it makes the learner feel.
- Writing questions the learners would like to ask a character in the story, or the author of the story.
- Inviting authors as guest speakers into the classroom so learners can share their responses to the story with them.
- Interviewing family members about their favorite book or poem, and then sharing their findings in class.
- Keeping a small class library and allowing fast finishers to choose a book or magazine to read while the rest of the class completes the task.
- Listening to a song and rewriting the song lyrics changing just one aspect. (Example: choosing and replacing the character's name, age, etc.)

General EFL area objectives being assessed

OG.EFL1. Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.

Skills and performance descriptors to be evaluated

EFL.2.5.4. Listen to and read short narratives and/or other oral and written literary texts in class (with a preference for authentic texts) in order to stimulate imagination, curiosity and a love for literature.

EFL.2.5.7. Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters, or other elements of literary texts.

How the objectives contribute to the exit profile

I.1. We have creative initiatives and proceed with passion, open minds, and a vision of the future. We assume authentic leadership, are responsible and proactive when making decisions, and prepare ourselves to face the risks brought on by our actions.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.23.1. Learners can demonstrate an affinity for a variety of literary texts by responding within a range of physical, cognitive, and attitudinal manners and adapt elements of a literary text to create a new text. (I.1, I.4)

CEFR: A1.1. Topics: Family and friends, Time



●..... Evaluation criteria

CE.EFL.2.24. Communicate ideas and experiences and create short original texts through a range of resources and other media, including ICT.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Writing a text message to a friend.
- Producing an audio clip stating the student's daily routine.
- Using ICT resources to organize and edit a short piece of creative or informational writing.
- Taking pictures of or drawing what the learners usually eat for breakfast, then using the picture as a prompt for conversation in class.
- Writing a short, fictional story about a family member.
- Putting short captions under pictures.

General EFL area objectives being assessed

OG.EFL5. Directly access the main points and important details of up-to-date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.

OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

Skills and performance descriptors to be evaluated

EFL.2.5.5. Apply ICT and/or other resources to communicate simple thoughts in small groups.

EFL.2.5.8. Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.

How the objectives contribute to the exit profile

I.2. We are driven by intellectual curiosity, question both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, so as to take advantage of all possible resources and information.

I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.

I.4. We perform our actions in an organized manner, with independence and autonomy. We use logical, complex and critical thinking skills and practice intellectual humility throughout our learning process in life.

Indicators for the performance criteria

I.EFL.2.24.1. Learners can communicate thoughts, feelings, and/or personal experiences and create short original texts through a range of resources and other media, including ICT. (I.2, I.3, I.4)

CEFR: A1.1. Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions

●..... Evaluation criteria

CE.EFL.2.25. Implement a range of creative thinking skills to show a respect for sharing and accepting different ideas in brainstorm and pair work.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Working on a project in small groups of 4-5 and discussing what the group is doing well and what it could do to improve.
- Brainstorming ideas for a writing project together as a class, using a graphic organizer.
- Creating a product for another class and making a short advertisement that could be used to sell the product.
- Playing games in class or doing puzzles.
- Discussing mistakes and how learners (and all humans) can learn from them.

General EFL area objectives being assessed

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

Skills and performance descriptors to be evaluated

EFL.2.5.9. Use creative thinking skills to learn how to share and respect all ideas through brainstorming activities and pair work in class.

How the objectives contribute to the exit profile

J.3. We act with respect and responsibility both towards ourselves and others, nature, and the world of ideas. We meet our obligations and demand respect for our rights.

S.4. We adapt to the demands of working as part of a team, understanding the context and respecting the ideas and contributions of other people.

Indicators for the performance criteria

I.EFL.2.25.1. Learners can utilize a range of creative thinking skills to show a respect for sharing and accepting different ideas while working in pairs and through brainstorm. (J.3, S.4)

CEFR: A1.1. Topics: Food and Drink, Toys, School, Work



5. Web Resources

Web (internet) resources are a great source for supplementing materials and inspiring new ideas for your classroom. This list is intended to provide a starting point for finding materials online. Please bear in mind that websites can be changed, hacked, or discontinued without notice.

Recommended ELT sites

<http://www.teachingvillage.org>

<http://www.onestopenglish.com/>

<http://www.andrewlittlejohn.net/website/az/home.html>

<http://community.eflclassroom.com/>

<http://teachingchildrenenglish.com>

Educational technology

[http://nikpeachey.blogspot.com/learning about technology](http://nikpeachey.blogspot.com/learning%20about%20technology)

<http://educationaltechnologyinelt.blogspot.com.ar/>

Primary and Secondary Education

http://www.elgweb.net/t_links.html (a wide range of really good sites here)

www.scholastic.co.uk/magazines/worksheets (excellent, free materials)

www.firstschoolyears.com (Music and other subjects)

www.enchantedlearning.com (free cross-curricular resources to download) and maps

www.collaborativelearning.com (task based learning)

www.eslkidstuff.com (free downloadable resources)

www.starfall.com (starting reading -letters/ words / sentences / books)

www.multiage-education.com (resources)

www.chalkface.com (resource materials)

www.cambridge.com/younglearnerresources (free pages from resource book series)

www.teachers.tv (15 minute video clips of teaching children of all ages and subjects)

CLIL materials and articles

<http://www.scoop.it/t/clil-tips-and-materials> (free)

<http://education.nationalgeographic.com/activity/>

<http://aclil2climb.blogspot.com/p/useful-resources.html> (free)

<http://education.nationalgeographic.com/teaching-resources/> (free)
<http://lesson-plans.theteacherscorner.net/science/> (free)
<http://thematicunits.theteacherscorner.net/> (free)
www.planet-science.com
www.learningexcellence.net
www.learninggrids.com/resourcepage (Environmental topics)
www.oup.co.uk/oxed/international/floppy/photos (photos of children in schools)
www.infoplease.com/spot/geography (facts about world landmarks)
<http://www.firstschoolyears.com>

Free flashcards (EFL)

<http://www.eslflashcards.com/>
<http://esl-kids.com/flashcards/flashcards.html> (Downloadable handouts, games, songs, and flashcards)
<http://www.mes-english.com/> (100+ sets covering 60+ themes; free downloadable templates for games, board games, etc., which teachers can personalize.)
<http://www.eslkidslab.com/flashcards/>
www.busyteacher.com
<http://www.freeeslmaterials.com/flashcards.html>

Graphic organizers

<http://www.lapresenter.com/25%20Graphic%20Organizers.pdf>
http://www.teach-nology.com/web_tools/graphic_org/

Listening skills

www.kidspublicradio.org
www.ello.org



