ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL MEDIO

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

The principal responsibility of the EFL curriculum in the sublevel EGB Media is to develop learners who can communicate basic needs and information in English; learners who can effectively respond to a range of age-appropriate social situations as well as literary texts. This goal can be met by engaging learners' senses within an enriched, **meaningful** language environment. Consequently, the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, has been carefully considered throughout all five curricular threads, in order to help learners grow into critical and creative thinkers as they progress from an A1.2 to A2.2 level of the **CEFR**.

By the time learners have entered the sublevel EBG Media they should already have a good foundation for subsequent language learning. In this sublevel, they will be expected to continue the skills they have been working on, such as asking and answering questions on familiar subjects, or reading and listening for main ideas. As they progress to an A2.2 level, tasks can become more cognitively and linguistically challenging. Meanwhile, learners will be embarking on the road to more effective self-expression in English, while continuing down the path that has been established in the sublevel EGB Elemental.

Children acquire language through tasks that are meaningful and appropriate to their developmental level. Current research suggests that emotions drive attention and attention drives learning and memory, so by involving learners' emotions in the classroom, language development can occur more effectively. Learners in EGB Media are developing the ability to apply logical thought to concrete problems, but are still not quite ready for language analysis or talking about language. Even though repetition is necessary, in order to maintain interest and motivation a bit of novelty is required. Thus, experience continues to play a major role at this sublevel – students learn best when they can directly experience the language for themselves (Curtain & Dahlberg, 2010, p.8). Hands-on activities and collaborative projects in the classroom are a perfect way to ensure that learners are engaging all their senses and becoming competent, **autonomous** thinkers, speakers and writers. Lessons should be based around familiar topics, such as school and family, but must also be structured to allow learners to experience the English language in a variety of ways, such as through song, dance, art, crafts, music and other subject areas like Math and Science.

At this sublevel, learners are ready for meaning to be communicated in L2, without the help of L1. A variety of strategies must be implemented, however, in order to account for differences in **learning styles** and degrees of L2 acquisition. As explained in Curtain and Dahlberg (2010), context, interest and vocabulary continue

to be more important at this stage than "the grammatical details of the message" (p. 4), which means tasks should not focus on language analysis but instead focus on using the language in a variety of real-life applications.

Although learners in EGB Media are moving towards more objective thought and being able to reason more systematically using logic (McKay, 2006, p. 6-7), their learning can still benefit greatly through direct experience and the use of **realia** and visual aids.

To conclude, language is best acquired in a low anxiety environment (Curtain & Dahlberg, 2010, p.5), thus it is crucial that teachers provide learners with a setting in which their attempts at communication are valued, and not critiqued or ridiculed. Teachers can help learners navigate the process of communication by shaping learners' language in order to make it suitable and comprehensible.

Curricular Thread 1: Communication and cultural awareness

Recognizing that culture is closely related to language, it can be concluded that cultural awareness is an essential component of communication instruction in the EFL classroom. As the world becomes increasingly diverse – in virtually every corner of the planet – it is the responsibility of educators to ensure that learners are prepared for living in it. In order to achieve this, learners must develop the ability to recognize inequality, injustice, racism and prejudice. Today's learner will need to have strategies to deal with hostility and social problems (i.e., peer pressure) as well as be given opportunities to be a leader and to follow a leader. Consequently, the EGB Media EFL curriculum proposes the use of activities that develop learners' concept of self. As learners grow in their understanding of self in relation to others, they develop the ability to function in groups. Moreover, by participating in pair and group work, learners will become aware of the importance of gesture and clarity in communicating with others, both of which are important functions of language.

Intercultural awareness. Young learners are generally enthusiastic students of language. As students get older and the "newness" of learning English as a foreign language wears off, however, learners' interest can be reignited with culture. "Young people should be enabled to appreciate the richness of a diversity of cultures and be supported in practical ways to recognise and to challenge prejudice and discrimination where they exist" ("Guidelines on Traveller Education," 2002, p. 34). The EFL curriculum recognizes not only the responsibility in promoting tolerance and respect for diversity at school and in the community, but also children's innate curiosity of their world and surroundings.

According to "Intercultural Education in the Primary School" (2005), there are two principal focuses at the heart of **intercultural education**:

- It is education which "respects, celebrates and recognises the normality of diversity in all areas of human life" and interaction (p. 3). That is, it normalizes our differences and upholds the belief that as a species we are enriched by our differences in world views, customs and ways of life.

- It is education that challenges discrimination and promotes the values upon which equality is built.

Language and talk are at the core of raising **intercultural competence**. By talking with children about their thoughts – rather than simply telling them what is right and wrong – learners will become better at articulating their own cultural stories and histories ("Intercultural Education," 2005). During this process, as they recognize the similarities and differences between their native culture and other cultures, they will also learn to respect the cultures and histories of others, while developing a sense of one's own cultural identity (Cardona , Rico, & Sarmiento, 2015).

In order to encourage students to recognize the value of different viewpoints, collaborative pair and group work can be used to structure tasks. Teachers can and should include authentic oral and written texts from a variety of local, regional and international contexts, then ask learners to respond to what they read. Example texts may be stories from refugee children, told in their own words, or fables and legends from specific regions of Ecuador or other countries. Students themselves can even be allowed to choose their own reading materials and texts. Participation from the community can be established and encouraged. Learners can be given questionnaires about what they find interesting, giving them power over what they get to learn, and in the process improving intrinsic motivation and connectness to the material. Most importantly, teachers must be the example in their room – the teachers themselves must be open to accepting various opinions, respectful of the diversity in their classroom and sensitive to making sure that an **inclusive** environment is maintained within the classroom.

As students work together and voice and accept opinions, they learn the fine art of respecting viewpoints different from their own and begin the journey towards developing empathy and curiosity about other cultures, races and ethnicities, while appreciating and valuing the similarities and differences between all human beings.

Social competence. As learners work in pairs and small groups, they participate in positive relationships and begin to develop a positive self-image. They will also begin to learn how to deal with conflict and differing ideas and opinions in a non-personal way. Students at this age need plenty of opportunities for affective learning experiences as they no longer assume that everyone thinks like they do and can start to see individuals, including themselves, as separate from each other (Curtain & Dahlberg, 2010, p. 16). Learners should continue participating in

short dialogues and role plays in order to practice a variety of social interactions, such as conducting short surveys or telling a story based on picture prompts. Teachers can help learners develop **social competence** not only by implementing cooperative and **collaborative learning**, but also through the use of friendly competition and games. Children in EGB Media are generally excited to work together towards a common goal, and it is important to foster this sense of collaboration and solidarity.

Teachers must remember that learner-centered instruction facilitates L2 acquisition, thus learners' interests and needs should constantly be assessed and re-assessed by the teacher. Learners at this age can be given more choices in the classroom: they can choose what stories they want to read or the videos they want to watch, they can choose topics for presentations, they can even be given a choice for what they want to do for homework and how they want to present it. For instance, students can write a summary of a text, give an oral presentation, sing the summary as a song or interpret the summary in dance or some other corporal movement, etc. Teachers should encourage learners to start making choices in the classroom and as they do so, they will begin to be more autonomous, more articulate with their choices and reasons for them and more responsible for their own learning.

Curricular Thread 2: Oral communication

One thing with which most experts of teaching young learners agree is that children acquire L2 through **extended listening** experiences and negotiating meaning. And all teachers of young learners know that children are talkers – for good or for bad, talking is the principal way they communicate. English language teachers can use this to their advantage in the EFL classroom through monitoring their own use of language and ensuring that the learners get ample opportunities to practice their listening and speaking skills.

Optimally, listening and speaking should be integrated in the sublevel EGB Media within meaningful and communicative lesson procedures. The two skills work together to comprise active uses of the language, listening being "the active use of language to access other people's meanings" and speaking "the active use of language to express meanings so that others can make sense of them" (Cameron, 2001, p. 40). Consequently, the EFL curriculum views the two skills as interrelated and impossible to separate.

Listening skills. The repertoire of listening tasks should gradually increase in difficulty. Narratives and descriptions are accessible to children at an early age, and as they get older and their cognitive processes more sophisticated, they should add understanding instructions, arguments and opinions to their stock of skills. Classroom procedures should continue to be non-threatening and focus more

on listening as a process rather than actual product (e.g., checking answers to listening tasks with a partner, doing whole-class listening tasks such as Listen and point or Listen and say, etc.).

In the classroom, listening texts should be success-oriented. This can be guaranteed by choosing texts not only according to age and level, but also according to familiarity of content and context. Tasks must be scaffolded to give learners just enough guidance to be able to overcome any communication breakdowns and move them progressively toward a deeper understanding and more autonomy and control in the learning process.   A variety of listening strategies should be explicitly taught to learners and the teacher's techniques should cover the spectrum of the learners' needs. Listening tasks can alter between extensive listening (i.e., to improve automaticity in recognizing spoken text and help learners tune into pronunciation patterns) and intensive listening skills (i.e., to listen for specific information and details). While improving learners' grammar and vocabulary through intensive listening is quite important for the L2 learning process, extensive listening can improve listening fluency and speed and thus make learners more autonomous as they begin to recognize **collocations**, grammar points and sound and speech patterns to improve comprehension.

Listening texts should always be meaningful and based on learners' interests and age. Authentic listening texts such as poems, songs and rhymes can be employed, but other meaningful texts should also be included. Web sites such as storynory.com and highlightskids.com (The Poetry Player Poems) are good sources for authentic, interesting listening texts. As always, the message *if you listen carefully, you will understand something*, should continue to be inherent in each listening lesson.

Spoken production. "From early childhood, the desire to connect emotionally and communicate with other people seems to drive speaking" (Cameron, 2001, p. 38). While children in the sublevel EGB Elemental are fond of and willing to imitate, children in EBG Media are becoming more willing and better able to speak using their own ideas and circumstances. They are interested in sharing thoughts and opinions, and therefore speaking as a productive skill becomes a very important element of the EFL classroom.

According to Cameron (2001), the act of speaking is more demanding on learners' cognitive resources and skills than the act of listening (p. 41). Thus, it is important for teachers to ensure that speaking activities are carefully planned and supported, not just for purposes of understanding but also for purposes of production. The use of authentic language in meaningful contexts should be emphasized and encouraged, and while teachers can provide feedback and correction, this should not be so regimented as to discourage learners from speaking altogether. Tongue twisters are one way to encourage students to work on and practice pronunciation, but even simple tasks such as showing learners a picture and asking

them to say what they see, having them describe a person's feelings or asking them to invent a small backstory to a picture, can be motivating to learners and stimulate their spoken production.

Songs, chants and poems continue to be effective ways to encourage children to imitate and reproduce language. Through these text types they will become equipped to master the sounds, rhythm, pitch and intonation of the English language. Songs, poems and chants are also rich resources of authentic uses of vocabulary and grammar. In addition, as songs and chants are based on rhythm and rhyme, learners at this age are much quicker to appreciate the poetic aspects and flow of the language while becoming aware of some of the common prosodic elements of English, such as emphasis, intonation and pitch (Kurniasih, 2011, p. 76).

Games and pair work activities are another rich resource for the speaking lesson. Learners can follow a given model, but teachers can challenge learners to begin to manipulate the language by presenting them with elements of choice in an activity, even if that choice is fairly controlled. When children engage in games and pair work activities, they develop a vast repertoire of grammatical and lexical forms without even consciously realizing it.

Speaking is also a way for learners to play with words and sounds. They are still willing at this age to experiment with language, but must be given opportunities to do so. Therefore, teachers need to be very aware of the quality and quantity of their **teacher talk**, to ensure students are given ample opportunity to practice their speaking skills. "Children need to talk. Without talking they cannot become good at talking. They can learn *about* the language, but the only way to learn to use it *is* to use it " (Halliwell, 1992, p. 8). Teachers can encourage some language autonomy by instructing students to "say what you want" (Puchta, 2007); in other words, to practice expressing themselves in English.

As learners become more skilled at speaking and actively constructing language for themselves, they will build confidence, and start seeing themselves as being successful future users of English. By obtaining full ownership of English, learners' confidence will build and motivation will increase.

Spoken interaction. "Underlying any social interaction, ..., is the human desire to make contact with other people, to cross the gap between their thoughts and one's own" (Cameron, 2001, p. 38). Teachers can tap into children's innate need to socialize by asking them to discuss things they have read and seen, such as stories, books or films, in pairs or small groups. As they talk to each other about their own personal insights and ideas, they gain valuable information about the insights and ideas of their partners, and their language learning is quickly enhanced.

In order to become good interactors and speakers of the language, learners must be taught skills to facilitate negotiating meaning, such as asking for clarification

or rephrasing to confirm what was understood. Speaking activities should emphasize discourse features of spoken interaction, and different types of strategies that can help learners manage social interaction, such as turn taking and back-channeling, can be directly taught and practiced through meaningful, in-class experiences.

Kauchak and Eggen (1998) asserted that talking and social interaction enhance learning of any kind (as cited in Kurniasih, 2011, p. 77). They are arguably the two most important skills most learners will need. Although speaking skills often lag behind listening skills throughout the sublevel EGB Elemental, as learners progress into the higher grades of EGB Media, they should be encouraged to manipulate language in order to express themselves at a more personal level. It is important for teachers to provide context for speaking activities in the classroom and ensure that all of the learners are aware of and understand the reason for speaking. If teachers are careful to structure tasks to include these elements, tasks will be success-oriented and learners will continue to be motivated throughout the curricular thread of Oral Communication.

Curricular Thread 3: Reading

All reading has a purpose. That is, a person who reads does so for a reason. The reason may be to find information, to verify existing knowledge or to identify with others and/or understand viewpoints different from our own. A person may read for pleasure; a person may read in order to appreciate the nuances and rhythm of language; a person may read to be intellectually stimulated and/or to satisfy emotional intelligence. In the EFL reading class, therefore, it is important that learners be trained to identify the purpose for their reading, so that they may apply the best strategies toward an overall comprehension.

There are some slight differences between teaching reading in an EFL context to teaching reading to native speakers of a language. While vocabulary is important for both groups in terms of comprehension, EFL learners can benefit tremendously from direct teaching of reading skills, such as skimming, scanning, inferring and predicting from context.

Learners in the sublevel EGB Media are at an age where they are becoming capable of **metacognitive** and abstract thought. They can begin to appreciate the reasons for which they do an activity, identify their purpose and think about how they may best go about completion of a task. They respond well to texts that focus on realistic detail and real-life heroes and heroines, and are often fascinated by legends, myths, history and facts (Curtain & Dahlberg, 2010). Consequently, teachers should choose age-appropriate and level-appropriate texts according to learners' interests, the lesson and curricular goals and text authenticity.

Reading Comprehension. There is considerable research that shows the importance for teachers to focus on the process of reading as much as, if not more than, the product. In other words, reading strategies and the learners' ability to self-report on his/her use of these strategies is perhaps more important in developing reading skills than the primary concern of whether or not learners can "understand" a text through vocabulary and grammar and find the "correct" meaning. Learners in this sublevel are able to predict, hypothesize and classify information in age-appropriate texts, with some guidance from the teacher. They can differentiate fact from opinion and the chronological order of a text as well.

Learners can become familiar with a variety of text types (e.g., recipes, advertisements, rules for games, letters, notes, diary entries, posters, signs, poems and rhymes) not only by reading them but also by hearing them read aloud. Teachers can ensure learners are using and developing the appropriate strategies by explicitly mentioning how and when to use a particular strategy, and by explaining how certain strategies can be transferred from one text type to another. Reading lessons should start with a global understanding (**top down processing**) and move toward more detailed understanding (**bottom up processing**).

For learners to become independent readers, they need a wide range of strategies readily available to them in order to promote fluent reading. To make progression at the sublevel of EGB Media, teachers need to help learners develop knowledge of the grapho-phonemic relationships within words, so that they will be better prepared to progress to increasingly difficult texts. Learners at this level should start recognizing **morphemes** by sight and should be able to draw on grammatical information, (i.e., nouns, basic verb tenses, adjectives, prepositions) at a sentence level. Some strategies teachers can use are breaking down words (e.g. compound nouns, root words and some prefixes and suffixes), using context as a support for meaning (i.e., providing visuals), and **direct instruction** about common written features (e.g., "Once upon a time..." to begin a fairy tale). Teachers can also employ strategies such as listening to learners read texts aloud, in order to better identify the strategies they are already using ("Teaching Reading", n.d.).

With communicative competence as an important goal of the curriculum, everyday items such as train schedules, newspaper articles, travel web sites, billboards and advertisements are appropriate classroom reading materials. Nevertheless, other literary texts such as poems and short stories should not be excluded.

As Grellet (1981) reminds us: "Reading comprehension should not be separated from the other skills" (p. 8). In other words, learners read and take notes or write summaries. Learners read and listen to texts that match or contradict the opinion of an author. Learners read and discuss what they have read. The four skills are very much interrelated and the curriculum must reflect this integrated approach to English language teaching.

Use of resources and study skills. Using resources as a means to study is an important skill for learners at the sublevel EGB Media. Nowadays, learners should be proficient at using both print as well as digital resources. They should get practice in completing and developing graphic organizers online, through applications and web sites such as Popplet or Mindomo. Teachers should instruct learners on the proper use of a dictionary, both online and in print, by guiding learners to choose appropriate definitions for words. Learners should be given opportunities to find key words and ideas by highlighting, underlining and boxing text in a passage. Helping learners understand how texts are organized, such as focusing their attention on the table of content or graphs and figures that accompany the text, can also help them develop their study skills. Teachers can also encourage learners to create their own resources, such as illustrating words in a picture dictionary, creating flashcards for new vocabulary items or mapping out main ideas from a text in a concept map. By developing better study habits and refining their use of learning resources, learners will improve reading comprehension, writing ability and overall language use.

Literacy-rich environment. One of the successes of any reading program is to immerse learners in an environment where reading is front and center. Learners should have access to authentic texts, both nonfiction and fiction, as well as print and digital/online. They must be given some control over the choice of texts so that they can explore and develop this appreciation of the written word.

A literacy-rich environment engages all of the senses, which is why learner choice and interest play a vital role in this subthread. When learners use their emotions in the learning environment, they connect to the material, have better recall and are more likely to turn to the written text as a source of information and enjoyment. According to "Intercultural Education in the Primary School" (2005), teachers can stimulate learners in a literacy-rich environment by accompanying stories and instructions with "actions and visual aids that provide a context for understanding what is taught" (p. 165).

Teachers can create a literacy-rich environment by decorating the walls of the classroom with posters and signs, by displaying learners' works on bulletin boards in the classroom and around the school and by granting learners choice in the topics they want to research and learn about. Teachers may find that they can reignite interest in language through ICT and a range of Internet-based activities. Story forms are still very important for EGB Media learners, and they are better equipped to start appreciating more complex and abstract thought as they become less literal about symbols in stories and art.

Cross-curricular content. Integrating English language instruction with other subject content can help learners not only improve content knowledge but also develop their language skills (Met, 1994, p. 159). Implementing content from other subjects is an easy way to provide instant context and purpose for the learner. It is

one way learners can sustain and demonstrate knowledge of some of the techniques and approaches they are already applying in their other subjects, and by building schema they will consequently build confidence in the foreign language.

Some ways to deal with cross-curricular content at this sublevel are to have learners represent information in diagrams and graphic organizers, repeat patterns through verbal language and other visual representations, understand through seeing and respond through doing. Teachers should use concrete experiences in the classroom, and employ a variety of manipulatives, realia and other hands-on didactic materials in order to help learners bridge language with meaning. When delivering content, it is important for teachers to accompany their talk with other contextual clues, such as speaking more slowly, simplifying the language to the learners' level and ability and using redundancy as an additional support for meaning (Met, 1994, p. 168). Learners should also be allowed and encouraged to use both verbal and nonverbal means of communicating in a cross-curricular content lesson.

Curricular Thread 4: Writing

Improving learners' writing skills is a sure way to develop a solid foundation for future literacy development. Writing can introduce new aspects of language by providing a means to focus on vocabulary acquisition, grammar constructs and the rhythm and flow of a language. Writing develops critical thinking and gives learners the ability to express themselves in a way that can often not be done in spoken language. As learners get older, the ability to write – and write well – will become more and more important. Thus, it is essential that learners get practice writing from an early age.

Learners in EGB Media are generally eager to write, so teachers can take advantage of this by ensuring they give ample opportunities for them to manipulate the written language in a variety of ways. They enjoy putting themselves in other people's shoes and imagining and describing fantastical situations. This is a good time for connecting them with "penpals" (or "e-pals") or asking learners to write how-to articles about something they know well. In addition, they can begin to use simple sentences to write responses to things they have heard or read, or short paragraphs about familiar subjects such as their likes and free time using words given to them. Teachers can encourage learners to write through the use of **extended writing** exercises, such as writing in a journal or doing **free writing.** In extended writing assignments there is no need to correct language (such as grammatical accuracy or spelling and punctuation), but it should be responded to (in that the teacher reads the learner's writing and writes his/her thoughts in response).

Cameron (2001) reminds us, however, that at this age learners' reading and writing skills will always be less advanced than their speaking and listening skills, so it

is important to develop writing skills slowly and intentionally, through the use of scaffolding and explicit exercises that help learners become better, more fluent, writers.

Literacy building. "To become a fluent writer, it is necessary to write often and at length" (Cameron, 2001, p.155).

Now that learners are familiar with graphemes and morphemes and some of the basic conventions of writing, they are able to move on from initial literacy to literacy-building. Literacy is about communication but can also be about social life (Cameron, 2001, p. 154), meaning that everyday social writing, such as writing a birthday message or riddle, can be just as important (if not more) to literacy as writing for academic purposes. Writing skills will now need to be developed at the sentence level and above. Classroom exercises such as taking dictation or responding to writing prompts can help build learners' literacy skills. Spelling bees are a fun, social way to improve spelling, and this can spill over into other skills and areas such as reading, speaking and pronunciation. It must be mentioned, however, that learners may still need guidance and practice on their penmanship skills.

Collaborative writing, also referred to as interactive or shared writing, can be a non-threatening medium for learners to build literacy skills and strategies. Learners can work alongside the teacher to choose writing topics and develop these topics on a large piece of paper or a slide projected to the class. Teachers should continue doing "word work", such as conducting exercises to develop phonemic awareness, improve automatic high frequency word recognition and improve spelling through word walls and other reference aids. Engaging learners regularly in the writing process through the use of brainstorming and **drafting** will build the foundation for the more sophisticated skills needed as they grow older.

Digital and media literacy are absolutely essential in today's society. We are all citizens in a digital age. "We want – or, rather, we need – today's students to critically consume information, to create and share across time and space, to cocreate and collaborate to solve problems, to persevere in light of setbacks, and to maintain flexibility. Digital literacies provide opportunities for the inquiries that will develop these skills" (Hicks & Hawley Turner, 2013, p. 59). With more and more employers requiring digital skills from prospective employees, it is vital that learners be given opportunities to develop and improve their digital literacy skills. These skills include, but are not limited to, everything from the use of word processing programs and search engines to online safety and digital citizenship.

According to the U.S. Digital Literacy website (n.d.), media literacy is "the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages" (http://digitalliteracy.us/information-media-technology-skills/). In other words, it is a means to access deeper,

more complex thought processes and understanding. Digital and media literacy can be developed through the use of collaborative writing tools such as Google Apps. Teachers can poll learners on their needs, likes and dislikes. Blogs can be used as a means to start conversations, connect students' ideas and cocreate texts and meanings. In areas where technology and access are not readily available, it is crucial that teachers consider ways to give learners "comparable, if not equitable, opportunity to engage digitally and develop their literacies" (Hicks & Hawley Turner, 2013, p. 59).
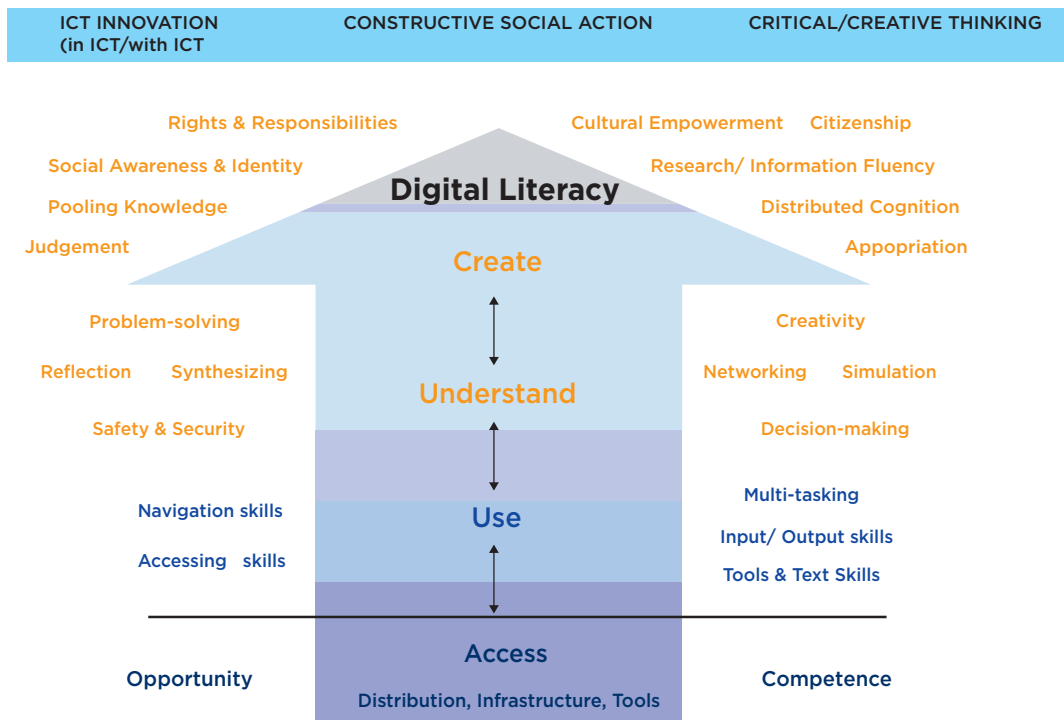
Whichever means teachers use in order to develop learners' digital literacies, it is important to mention that the use of digital tools must complement the class lesson and advance the learning goals. Using technology as an "add-on" to our teaching defeats the basic purpose of digital literacies. Better said, digital literacy is not technology – it is *more than* technology (Hicks & Hawley Turner, 2013). It is simply not enough to use "new technologies" if we are not employing them to their full advantage, and if they are not a normal, everyday part of our classroom activity. Digital literacy, therefore, is not necessarily concerned with simply adding technology to the teaching we already do, but rather with implementing it as a means "to create and consume texts in critical, creative ways" (Hicks & Hawley Turner, 2013, p. 59).

By working on digital literacies in the EFL classroom, teachers can improve learning and acquisition in a variety of skills, many of which are not even linguistic. As cited in Plunkett (n.d.):

> 'Under the digital literacy umbrella are numerous interrelated skills that range from basic awareness and training to foster informed citizens and to build consumer and user confidence, to highly sophisticated and more complex creative and critical literacies and outcomes. Given the constantly evolving nature of technology, acquisition of digital literacy skills represents a process of life long learning.' (MNet, 2010)

As a result, learners will be able to carry over skills into other subject areas and aspects of their lives.

Digital Literacy

| ICT INNOVATION (in ICT/with ICT | CONSTRUCTIVE SOCIAL ACTION | CRITICAL/CREATIVE THINKING |

Rights & Responsibilities — Cultural Empowerment — Citizenship
Social Awareness & Identity — Research/ Information Fluency
Pooling Knowledge — Distributed Cognition
Judgement — Appopriation

Create

Problem-solving — Creativity
Reflection — Synthesizing — Networking — Simulation
Safety & Security — Decision-making

Understand

Navigation skills — Multi-tasking
Accessing skills — Input/ Output skills
Tools & Text Skills

Use

Access
Distribution, Infrastructure, Tools

Opportunity — Competence

Digital Literacy Skills (Plunkett, n.d.)

Teachers of students at this level can develop learners' digital literacies by working on navigation and accessing skills, teaching them the tools needed to create and cocreate texts using ICT and learning how to manage various tasks at once. The figure above illustrates the myriad of skills and subskills related to digital literacies. While, arguably, many of these skills are still out of reach to EGB Media learners, it is important to realize that they are developing **21st century skills** that will serve as a foundation for learning in school and beyond.

Text production. Writing involves a variety of language skills and subskills learners must draw from: grammar, vocabulary, punctuation, spelling and text organization, among others. Learners at this age are developing a "theory of mind" (Cameron, 2001), or a more sophisticated understanding of how other people think and function. As such, this is the perfect age to start introducing concepts of text production such as writing for a purpose and writing for an audience. Teachers should think beyond writing as a skill to practice grammar or vocabulary and start seeing it as a means to communication and understanding others.

All writing should be **APT** (Cameron, 2001, p. 156), that is have an **a**udience, a **p**urpose and a **t**opic. Writing for an audience "requires selecting and adapting language so that other people can make sense of the writer's ideas and arguments" (Cameron, 2001, p. 155). Some ways to help learners develop APT writing is to spend time in class on texts designed for an audience. Teachers can discuss the

audience the author is (probably) addressing. By making learners aware of audience, teachers can lead writing activities where learners can put this into practice. Some ideas include writing letters or email messages to authors of books, writing the text for an advertisement or writing short messages to the children in the class next door. Students can write simple stories for children in lower grades, illustrating their stories and then reading them to the children. "Wordless books" are another way to access text production. Learners are given a series of pictures to which they must add dialogue and text. As students write more, they will get better at writing, and can eventually produce short articles of class events or even book and film reviews.

Learners at this age should also be introduced to the idea of editing and working on several drafts. They should be encouraged to revise their work and self-correct. Teachers can make text organization explicit by cutting up different text types and having learners order the sentences or paragraphs, showing how they relate together. Drawing learners' attention to topic sentences and supporting details will also influence their writing positively.

Curricular Thread 5: Language through the arts

"Language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for children includes imagination and fantasy" (Halliwell, 1992, p. 7). In fact, imagination is a powerful stimulus for real language use. Children involve all the senses in L2 acquisition and so it is essential for teachers to create lessons that incorporate a range of activities which allow learners to explore, clarify and express their feelings and experiences through creative problem solving and imaginative thinking.

The thread of Language Through the Arts is concerned with just that. Students in the sublevel of EGB Media need the freedom to create, share and laugh. Teachers can encourage students in this sublevel by planning activities that allow them to empathize with others, to experience the uniqueness and richness of the world, to use their imaginations to "test out" different versions of the world and "confirm how the world actually is by imagining how it might be different" (Halliwell, 1992, p. 7).

As cited in Curtain and Dahlberg (2010), Canadian educator Kieran Egan has described educational development in terms of how learners make sense of and engage with the world (p. 15). Egan states that children in this age group are found in the "Romantic Layer". In this developmental stage, they are beginning to separate the world around them from their internal world. Consequently, it is important for teachers to value the child's ideas and build his/her confidence and self-esteem. Teachers can do this by welcoming and acknowledging their

students' self-expression and in the process will foster a sense of excellence that will serve the students in years to come.

Literary texts in context. One of the ways children experience their world is through oral and written stories. Literary texts, whether these be songs, rhymes, poems or short stories or novels, provide opportunities for multisensorial classroom experiences where learners can explore and experience the human condition from a safe distance and in contexts they may or may not be exposed to in their real, everyday life. Thus, teachers need to create a literacy-rich environment in the classroom. This can be done by posting learners' work on the walls, by creating a bulletin board/online message board or post box where learners and teachers can exchange messages, by reading stories aloud to help increase learners' language capacity and range or by giving learners access to a variety of literary texts inside and outside of the classroom, from which they are free to choose, access and read at their leisure.

Children love stories because they help them make sense of their world. As they read or listen to a story, they identify patterns and deviations from patterns (Cameron, 2001). Stories can be a rich source for language learning as they often have examples of extensive vocabulary, parallelism, alliteration, contrast and/or **intertextuality** – all language components that learners may not get to experience in most day-to-day social interactions.

Literary texts do not only refer to stories, however. Songs and chants will open learners to the rhythm and intonation of the language. Fables and poems are authentic sources of cultural and social conventions of the language, and often express universal themes and values across cultures. Menus and advertisements will be familiar and recognizable to learners from their own native languages, and provide context clues for language learning and development. Anecdotes, web chats and personal letters/emails can provide authentic examples of practical, real-life situations learners are most likely already experiencing at this age. Having learners translate their understanding of these texts into physical, linguistic, emotional and artistic expressions gives them a powerful meaning and motivates and engages students in their own learning.

Children at this age learn best when new information incorporates and emphasizes "transcendent" and universal qualities (e.g., courage, nobility, genius, ingenuity, energy, creativity, etc.), that can help them overcome real and perceived threats. Learners at this sublevel are very receptive towards stories and texts that include characters with these qualities. They also enjoy texts that include realistic detail and real-life heroes and heroines (Curtain & Dahlberg, 2010, p. 16-17). Literature will help learners explore universal themes such as love, freedom, equality, war and loss. This also gives learners the chance to learn about literary devices that occur in other genres and texts (e.g., advertising). Surprise endings can motivate learners to respond in a variety of ways to the texts. At this sublevel, teachers

should continue pairing stories and texts with some pictures as support for understanding and comprehension.

Creative writing. By now learners are beginning to acquire the ability to express their creativity through writing stories and other short texts (i.e., rhymes, riddles, poems, songs, etc.). Intertexuality can play an important part in this process: students combine ideas from other texts they are familiar with – whether they be from their own, local or regional context or from a larger global context – and use these various combinations to create a new story. Teachers can encourage this emerging talent by doing creative writing activities in class – learners can gradually go from changing lyrics in a song or completing sentences in a short story to using pictures or video prompts to create their own short stories. Learners can be encouraged to add captions to comic/graphic story boards or illustrate their own stories as comics. They can add lyrics to known songs and record their new versions to share online with others. As learners progress in this sublevel, the teacher can encourage them to open a class blog where they share their writing, or produce an online class magazine or newsletter with their creative writing samples.

Creative thinking skills. As described in Curtain and Dahlberg (2010), Romantic Layer learners love challenges. They also need lots of **affective** tasks/components in their learning experiences. Learners are ready to work out problems in small groups, using creative thinking skills such as brainstorming, playfulness and imagining. For instance, teachers can ask learners to invent something to solve a common everyday problem in their lives, then ask them to design their invention and share it with others. Another good creative thinking task is having learners change/adapt an everyday object to make it more interesting, useful, beautiful, etc. Learners can be asked to imagine solutions to problems of their own suggestion or choice. By developing creative thinking skills in learners of EGB Media, we are tapping into their emerging intellectual tools and preparing them for dealing with a variety of future, adult experiences.

To develop creative thinking skills, teachers can begin to introduce drawing techniques such as **mind mapping** or illustrating situations – ideal and flawed, current, past and future. Another way to develop creative thinking is to have learners role play situations in groups, or perform enactments of literary texts they have heard or read.

"An open mind is the most important prerequisite for creative thinking" ("Creative Thinking Skills", n.d.). It is vital that teachers do not squash down ideas just because they do not fit with preconceived notions of what is "correct" and what is "incorrect". Teachers should let learners' ideas run their course for a while to see where they lead, playing the role of guide and facilitator and leading learners towards answers that work in the real-world, whether they agree with our idea of the final, "acceptable" answer or not.

To paraphrase a quote often attributed to Linus Pauling, Double Nobel Laureate, chemist, biochemist and peace campaigner: in order to have a good idea, you must first have lots of ideas, and then eliminate the bad ones (Scarc, 2008). It is the teacher's job, therefore, to ensure that learners get ample opportunities to create and imagine, make mistakes and rectify them, then evaluate and choose the best ones for the task, working in teams and individually.

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

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

O.EFL 3.1	Identify the main ideas and some details of written and oral texts, in order to interact with and to develop an approach of critical inquiry to a variety of texts.
O.EFL 3.2	Assess and appreciate English as an international language, as well as the skills and subskills that contribute to communicative and pragmatic competence.
O.EFL 3.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 3.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 3.5	Use print and digital tools and resources to investigate real-world issues, answer questions or solve problems.
O.EFL 3.6	Read and write short descriptive and informative texts related to personal information or familiar topics and use them as a means of communication and written expression of thought.
O.EFL 3.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, songs, games and graphic short stories in order to foster imagination, curiosity and memory, while developing a taste for oral and written literary texts.
O.EFL 3.8	Demonstrate an ability to interact with written and spoken texts, in order to explore creative writing as an outlet to personal expression and intercultural competence.
O.EFL 3.9	Be able to interact in English using basic, frequently used expressions and short phrases in familiar and personalized contexts, demonstrating a limited but effective command of the spoken language in simple and routine tasks which require a direct exchange of information.
O.EFL 3.10	Demonstrate an ability to use English as a means to interact socially and work cooperatively in pairs and groups.

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

Curricular Thread 1

Communication and cultural awareness

	MANDATORY (7)	DESIRABLE (3)

EFL 3.1.1	Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures.
EFL 3.1.2	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 3.1.3	Exchange basic personal preferences with peers in order to express likes and dislikes.
EFL 3.1.4	Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)
EFL 3.1.5	Describe, read about, participate in or recommend a favorite activity, book, song or other interest to various audiences. (Example: peers, other classes, teachers, other adults, etc.)
EFL 3.1.6	Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)
EFL 3.1.7	Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.)
EFL 3.1.8	Interpret and demonstrate knowledge in classroom activities of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. (Example: gestures, body language, volume, etc.)
EFL 3.1.9	Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions/cultures and identify similarities and differences, as well as universal cultural themes, through the use of graphic organizers and dramatic enactments in class.

EFL 3.1.10	Recognize and demonstrate an appreciation of some common- alities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own, by asking WH- questions and formulating simple, culturally aware statements.

Curricular Thread 2

Oral communication

▨ MANDATORY (11)	▢ DESIRABLE (5)

EFL 3.2.1	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 3.2.2	Be comfortable taking meaning from spoken texts containing words or sections which are not understood. Be aware that un- derstanding spoken texts does not require decoding every single word.
EFL 3.2.3	Record key items of specific information from a heard message or description, either in written form or by drawing a picture. (Exam- ple: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
EFL 3.2.4	Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announce- ment of a bus delay, an intercom announcement at school, a dia- logue supported by facial expressions/gestures and appropriate intonation, etc.)
EFL 3.2.5	Understand most changes in the topic of discussion if people speak slowly.
EFL 3.2.6	Use other students' contributions in class as models for their own.
EFL 3.2.7	Identify the main idea of short, clear, simple messages and an- nouncements and understand sentences and frequently used ex- pressions related to areas of immediate relevance. (Example: fol- low verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)

EFL 3.2.8	Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)
EFL 3.2.9	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.)
EFL 3.2.10	Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
EFL 3.2.11	Ask for someone to repeat themselves or say something in a different way and ask for common classroom needs. (Example: getting attention or obtaining an object, etc.)
EFL 3.2.12	Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions, give directions, express a personal opinion, etc.)
EFL 3.2.13	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.
EFL 3.2.14	Make and respond to invitations, suggestions, apologies and requests.
EFL 3.2.15	Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ecuadorian celebration, a class trip, a party, a game played, etc.)
EFL 3.2.16	Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures practiced in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.)

Curricular Thread 3

Reading

MANDATORY (7)   DESIRABLE (3)

EFL 3.3.1	Understand most of the details of the content of a short simple text (online or print)
EFL 3.3.2	Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.
EFL 3.3.3	Identify the meaning of specific content-based words and phrases, with the aid of visual support.
EFL 3.3.4	Distinguish between fact and opinion and relevant and irrelevant information in an informational text through the use of mind maps/charts.
EFL 3.3.5	Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.
EFL 3.3.6	Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.
EFL 3.3.7	Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)
EFL 3.3.8	Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)
EFL 3.3.9	Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)
EFL 3.3.10	Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)

Curricular Thread 4

Writing

| | | |

EFL 3.4.1	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 3.4.2	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 3.4.3	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.)
EFL 3.4.4	Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
EFL 3.4.5	Write a questionnaire or survey for friends, family or classmates using WH- questions in order to identify things in common and preferences.
EFL 3.4.6	Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)
EFL 3.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 3.4.8	Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)
EFL 3.4.9	Make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.)

Curricular Thread 5

Language through the arts

MANDATORY (6)   DESIRABLE (3)

EFL 3.5.1	Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.
EFL 3.5.2	Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters or other elements of literary texts.
EFL 3.5.3	Produce short, creative texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes.
EFL 3.5.4	Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.
EFL 3.5.5	Evaluate literary texts (both written and oral, online, in video or in print) according to pre-established criteria. (Example: completing a checklist, a chart, a personal response, etc.)
EFL 3.5.6	Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information from literary texts.
EFL 3.5.7	Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
EFL 3.5.8	Create stories, poems, songs, dances and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.)
EFL 3.5.9	Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)

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

Curricular Thread 1: Communication and cultural awareness

●····· Evaluation criteria

CE.EFL.3.1. Cultivate an awareness of different cultures and identify similarities and differences between them through oral and written literary texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Finding recipes from other cultures and making them share in class.
- Writing a short descriptive paragraph about a country of the learner's choosing.
- Looking at images of traditional dress in regions of Ecuador or elsewhere.
- Reflecting on differences between people from other countries and regions.
- Researching traditional food/dress/artifacts from other cultures and presenting them in class through a poster.
- Writing a list of questions about a people or culture and using ICT and/or print resources to find the answers.
- Watching a video or reading a text and recording information about similarities and differences in a graphic organizer.

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. **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.	**EFL 3.1.1.** Ask simple basic questions in class about the world beyond their own immediate environment in order to increase their understanding of different cultures. **EFL 3.1.9.** Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions/ cultures and identify similarities and differences, as well as universal cultural themes, through the use of graphic organizers and dramatic enactments in class. **EFL 3.1.10.** Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own, by asking WH- questions and formulating simple, culturally aware statements.
How the objectives contribute to the exit profile	Indicators for the performance criteria
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. **J.1** We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.	**I.EFL.3.1.1.** Learners can show an awareness of different cultures and identify similarities and differences between them through oral and written literary texts. (I.2, S.2, J.1) **CEFR: A2.2.** Topics: Food, World Around Us, Countries and Nationalities, Descriptions, Adjectives, Clothing

CE.EFL.3.2. Recognize and exhibit responsible behaviors at home, at school and towards the environment.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing and illustrating statements about socially responsible behaviors. (Example: If you see old people on a bus, you can...)

- Making a useful object out of recycled materials. (Example: a frame, a pencil holder, etc.)

- Creating a poster of class rules.

- Simulating desirable classroom behaviors through role play activities.

- Choosing pictures that demonstrate responsibility (wearing a helmet when riding a bike, crossing the street at a crosswalk, etc.) and/or crossing out pictures of actions that are not socially responsible (throwing litter on the street, wasting water, etc.)

- Surveying classmates about the chores they help with at home.

- Practicing the use of expressions of politeness during collaborative pair and small group work.

- Adding expressions of politeness to dialogues.

- Brainstorming ways to help others, at school and in the community.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.1.2.** 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 3.1.7. Demonstrate appropriate classroom behaviors by participating in small group or whole class discussions. (Example: being courteous, respecting the person and property of others, etc.)
How the objectives contribute to the exit profile	**Indicators for the performance criteria**
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. | **I.EFL.3.2.1.** Learners can say ways to take care of the environment and one's surroundings. Learners can identify and exhibit socially responsible behaviors at home, at school and towards the environment. **(J.3, S.1)**

CEFR: A2.2. Topics: Home, World Around Us, Natural World, Family, School |

●······ Evaluation criteria

CE.EFL.3.3. Interact with others using a variety of both verbal and nonverbal communication features and express likes and dislikes while giving recommendations in basic yet effective terms.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Participating in short role plays using a range of verbal and nonverbal communication.

• Listening to a poem or short story and writing a short recommendation for a learner in another class.

• Rating oral and written literary texts with stars. (Example: five stars = excellent!)

• Talking in pairs about a video that learners have watched.

• Completing a short questionnaire about a text learners have read in class.

• Asking for video recommendations from family members and then discussing these recommendations in class the next day.

• Responding to age and level appropriate texts by circling the corresponding emoticon. (Example: happy face, sad face, confused face, etc.)

• Completing a short survey about favorites or likes/dislikes and then sharing ideas with a partner.

• Using the results of a survey to complete a bar graph about learners' likes/dislikes.

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 3.1.3.** Exchange basic personal preferences with peers in order to express likes and dislikes.
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).	**EFL 3.1.5.** Describe, read about, participate in or recommend a favorite activity, book, song or other interest to various audiences. (Example: peers, other classes, teachers, other adults, etc.)
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.3.3.1.** Learners can employ a range of verbal and nonverbal communication features to express likes and dislikes and can give recommendations in basic yet effective terms. (I.3, S.4)
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.	**CEFR: A2.2.** Topics: Preferences, Free Time and Hobbies, Adjectives, Descriptions

● ⋯⋯ Evaluation criteria

CE.EFL.3.4. Develop the skills to work collaboratively using a range of verbal and nonverbal communication features and apply self-correcting and self-monitoring strategies in social and classroom interactions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Completing a short self-evaluation or peer evaluation after a communicative task.

• Playing games that practice classroom language and turn-taking.

• Comparing answers in pairs or small groups.

• Working in small groups to complete a cultural project. (Example: different ethnic groups in Latin America, traditional food in Ecuador, etc.)

• Participating in short dialogues and role plays to practice thanking others.

• Practicing the language needed to resolve group conflict through mini role plays.

• Writing jokes or riddles in pairs in order to share with other pairs.

• Raising hands when clarification is needed.

• Participating in a school-wide campaign. (Example: donating food to a local shelter, growing plants in a school garden, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.1.6.** Apply self-correcting and self-monitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.)
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 3.1.8.** Interpret and demonstrate knowledge of nonverbal and oral communication features in classroom activities, and understand the contexts in which they are used appropriately. (Example: gestures, body language, volume, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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. **J.4.** We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan. **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.3.4.1.** Learners can demonstrate an ability to work in pairs and small groups using level-appropriate verbal and nonverbal communication features and apply self-correcting and self-monitoring strategies in social and classroom interactions. (J.2, J.3, J.4, I.3) **CEFR: A2.2.** Topics: All Topics.

● Evaluation criteria

CE.EFL.3.5. Demonstrate an ability to use a variety of sources for oral and written communication in order to interact with others in social situations.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking about a partner's interests and recording the interview to share on a class blog.
- Singing songs that practice helpful language.
- Writing a weekly journal entry.
- Sending an audio message to a learner in another classroom.
- Recommending a favorite past time activity to a classmate.
- Giving a book recommendation to a classmate, teacher or another adult.
- Participating in a reading book contest.
- Recording books, comics, poems or short stories read by the learners outside of class on a class chart.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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. **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).	**EFL 3.1.4.** Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)
How the objectives contribute to the exit profile	**Indicators for the performance criteria**
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.	**I.EFL.3.5.1.** Learners can employ various print and digital sources in order to communicate with others in oral and written form in social situations. (J.3, S.1, S.4) **CEFR: A2.2.** Topics: All Topics.

Curricular Thread 2: Oral communication

● ······ Evaluation criteria

CE.EFL.3.6. Listening for Meaning: Demonstrate an understanding of the main idea, speaker and situation in spoken texts set in familiar everyday contexts without having to decode every word.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Listening to a simple, straightforward story and ordering the pictures showing what happens. (Example: *Tom and Mike are playing soccer, the ball goes into the water, Tom's dog gets the ball*, etc.)

- Listening to a short conversation between two speakers and deciding who is speaking, where they are and how they feel. (Example: *two friends, at the library doing homework, confused because they don't understand the assignment,* etc.)

- Watching a video clip and writing a title for it. (Example: *Funny cats get in trouble, etc.)*

- Listening to a poem and circling the main idea and setting. (Example: Main idea: *our school lunch,* Setting: *school cafeteria*, 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 3.2.1.** 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.)
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.	**EFL 3.2.2.** 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.
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.	**EFL 3.2.5.** Understand most changes in the topic of discussion if people speak slowly.
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.3.6.1.** Learners can grasp the main idea of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion as well as who is speaking and what the situation is, without having to decode every word. (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: A2.2.** All topics.

CE.EFL.3.7. Listening for Information: Follow and identify key information in short straightforward audio texts related to areas of immediate need or interest, provided vocabulary is familiar and visual support is present, and use these spoken contributions as models for their own.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Listening to instructions for a short task and carrying them out. (Example: *First put the dirt in the cup. Now put the seed in the dirt. Press down lightly. Give the seed water,* etc.)

• Listening to spoken or recorded descriptions of familiar scenes, and marking the words you hear. (Example: Learners hear a dialogue about some kids' free time activities. They circle the free time activities they hear from a list, etc.)

• Listening to a dialogue between two or more people and deciding if each statement is true or false. (Example: *Dan went to Quilotoa last weekend – True. He broke his arm when he tripped over a rock – False, he hurt his ankle,* etc.)

• Watching a short video and writing three new things they learned. (Example: *Spiders aren't insects. Spiders live everywhere on Earth except Antarctica. There are 40,000 different species of spiders,* etc.)

• Watching a short video and then talking to a partner about whether or not they agree with the speaker or a statement. (Example topics for videos: Most beautiful places in Ecuador, funniest animal videos, scariest insects in the world, etc.)

• Listening to a short text and demonstrating understanding of it using an accompanying graphic organizer. (Example: completing a Venn diagram of differences between whales and sharks, etc.)

• Listening to a short dialogue and then writing and acting out a similar dialogue, using some of the same phrases and expressions. (Example: a dialogue between two friends asking about a homework assignment, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
	EFL 3.2.3. Record key items of specific information from a heard message or description, either in written form or by drawing a picture. (Example: letters of the alphabet, numbers, quantities, prices and times, days, dates and months, etc.)
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.	**EFL 3.2.4.** Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
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).	**EFL 3.2.6.** Use other students' contributions in class as models for their own.
	EFL 3.2.7. Identify the main idea of short, clear, simple messages and announcements and understand sentences and frequently used expressions related to areas of immediate relevance. (Example: follow verbal instructions for a game, ask for prices at a store, follow simple classroom instructions, describe places nearby, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.7.1.** Learners can record and identify key information from a spoken message of immediate need or interest when the message contains frequently used expressions and visual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3)
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.	**CEFR: A2.2.** All topics.

CE.EFL.3.8. Production – Accuracy and Intelligibility: Communicate needs clearly in class by asking questions or requesting clarification. Demonstrate acquisition of skills taught in class, such as being able to spell out words or use some grammatical structures (albeit with frequent errors)

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Recording in-class conversations and dialogues through an app such as Sock Puppets. Learners choose a sock puppet to represent themselves and then have a conversation with other sock puppets, recording their voice, adding effects and playing it back to check for errors or to improve pronunciation.

- Conducting a class spelling bee.

- Asking classmates to repeat an answer or statement if needed to clarify something. (Example: *Can you say that again? Do you mean _____?,* etc.)

- Asking for help in class when necessary. (Example: *What's the answer? How do you say ____? Do you have an eraser? Can you help me with _____?,* etc.)

- Showing the student some picture flashcards of familiar situations and asking them to describe what is happening/has happened. (Example: *The boy's playing tennis. The girl's crying because she fell*, etc.)

- Doing a mingle activity where learners ask and answer yes/no questions about a picture which has been stuck to their own back. (Example: for clothing picture cards, learners ask and answer *Do you wear it in the rain? No. Do you wear it at the beach? Yes. Are you wearing it right now? No,* etc.) Observing to see whether each student's questions and answers are understandable by other learners.

- Asking the learner to sing a song or recite a chant together in pairs. Learners record themselves and then listen to the recording in order to assess clarity of sounds, production of phonemes, rhythm and intonation.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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).	**EFL 3.2.8.** Spell out key vocabulary items using the English alphabet. (Example: names, colors, animals, possessions, etc.)
	EFL 3.2.11. Ask for someone to repeat themselves or say something in a different way and ask for common classroom needs. (Example: getting attention or obtaining an object, etc.)
	EFL 3.2.16. Use a series of phrases and sentences to describe aspects of personal background, immediate environment and matters of immediate need in simple terms using grammatical structures practiced in class (although there may be frequent errors with tenses, personal pronouns, prepositions, etc.).
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. **J.4.** We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	**I.EFL.3.8.1.** Learners can ask others to repeat themselves or to say something in a different way and ask for common classroom needs. Learners can spell out words in English and can describe matters of immediate need or interest using some grammatical structures practiced in class (although there may be errors with tenses, personal pronouns, prepositions, etc.). (I.3, J.4) **CEFR: A2.2.** All topics.

CE.EFL.3.9. Production - Fluency: Respond to simple questions and familiar everyday social situations, such as an invitation or request, relatively quickly. Spontaneously initiate interactions in order to express opinions or give accounts of personal experiences.

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 that their response time is relatively quick (i.e., not so slow that the interaction becomes uncomfortable for the student or the teacher, and the response is appropriate although there may be some basic errors)

- Giving learners a picture of a familiar scene and asking them to give full statements about what they can see. (Example: a picture of a classroom: *There are ten students and one teacher. The teacher is writing on the board. A boy's throwing paper,* etc.)

- Conducting a class survey where learners ask each other about a familiar topic and record each other's answers. (Example: *What's your favorite food? What do you usually eat for lunch? What's your least favorite food?,* etc.) Sharing a few things about their classmates' answers. (Example: *Suzy likes pizza but she doesn't like lasagna. No one likes green beans. Mateo loves corn and so does Juan*, etc.)

- Playing a conversation game, where learners move their tokens around the board after choosing a card and answering the question. (Example questions: *What sports do you play? How often do you go to the movies? What do you do after school? What did you do last weekend?,* etc.)

- Responding to interactions in class spontaneously and in a way that encourages others to interact. (Example: Teacher: *What did you do last weekend?* Student A: *I saw a movie.* Student B: *I did, too! I saw "Dinosaurs." It was great! What did you see?*, 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 3.2.13.** 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.
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).	**EFL 3.2.14.** Make and respond to invitations, suggestions, apologies and requests.
	EFL 3.2.15. Provide a simple description and/or opinion of a common object or a simple account of something experienced. (Example: an Ecuadorian celebration, a class trip, a party, a game played, etc.)

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.3.9.1.** Learners can answer simple questions quickly and initiate basic interaction spontaneously when given opportunities. (Example: make an invitation, give a suggestion, etc.) Learners can describe simple, familiar situations and talk about past experiences. (I.3, J.3)
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.	**CEFR: A2.2.** All topics.

CE.EFL.3.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by sharing information and reacting appropriately in basic interpersonal interactions.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Conducting a role play between two students on a given topic. (Example: talking about routines, finding common free time activities, playing a guessing game, etc.)

- Playing a game where learners choose a picture and a partner asks and answers questions in order to guess which picture was chosen.

- Giving learners language prompts to use during pair/group work. (Example: *What do you think? I agree/disagree. I think we need to…, It's your turn to say the answer*, etc.)

- Doing a mingle activity where learners meet and greet each other and ask and answer questions. Observing to see whether the learners can interact effectively and whether they are able to ask follow up questions in order to extend the exchange. (Example: *Have you ever eaten lobster? Yes? Where? Did you like it?* – takes notes on the answers.)

- Establishing a clear expectation of English use for classroom functions. (Example: greeting, requesting, thanking, asking for repetition / clarification, giving instructions, offering help, comparing answers, taking leave, etc.) Informal assessment could involve personal notes from the teacher to learners who use L2 regularly.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.2.9.** 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.)
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 3.2.10.** Sustain a conversational exchange on a familiar, everyday subject when carrying out a collaborative/paired learning activity in which there are specific instructions for a task.
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)	**EFL 3.2.12.** Ask and answer questions and exchange information on familiar topics in predictable everyday situations. (Example: ask for directions, give directions, express a personal opinion, etc.)
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. **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.	**I.EFL.3.10.1.** Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable, everyday situations and when carrying out pair work for a specific task in class. Learners can ask questions to extend an interpersonal interaction. (I.3, J.3)
	CEFR: A2.2. All topics.

Curricular Thread 3: Reading

● ⋯⋯ Evaluation criteria

CE.EFL.3.11. Demonstrate comprehension of most of the details of a short simple online or print text and follow short instructions in simple experiments and projects if illustrated through step-by-step visuals.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a text and answering information questions.

- Completing gaps from a reading using words from a box.

- Reading a short story from a class blog and underlining the main details, then checking answers with a partner.

- Reading a paragraph about a familiar content area subject and then correcting incorrect sentences. (Example: *Venus is a ~~star~~ planet*, etc.)

- Following the steps in a class game. (Example: do a class Scavenger Hunt, play a reading comprehension board game, etc.)

- Following the steps in a simple science experiment. (Example: making yogurt cheese, growing a bean plant, etc.)

- Putting steps in a recipe in the correct order.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.3.1.** Understand most of the details of the content of a short simple text (online or print).
	EFL 3.3.10. Follow short instructions illustrated through step-by-step visuals in simple experiments and projects. (Example: simple science experiments, instructions for an art project, etc.)

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.3.11.1.** Learners can understand most details in a short simple online or print text and can follow short instructions in simple experiments and projects if step-by-step visuals are provided. (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: A2.2.** All topics.

CE.EFL.3.12. Display an understanding of some basic details in short simple cross-curricular texts from various sources by matching, labeling and answering simple questions, and use the information gathered in order to organize and discuss relationships between different academic content areas.

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 food chains and complete a Cycle chart, etc.)

- Reading a text on a familiar content area subject and then matching phrases or labeling pictures. (Example: learners read about animals in the Amazon rain forest and then match sentence halves, etc.)

- Reading two short simple cross curricular texts and finding things that are similar in both texts and things that are different.

- Reading texts from different subject areas and choosing the best title for each.

- Completing an outline for a cross-curricular text.

- Underlining connectives from a text and then using them to complete another text on a different subject. (Example: *however, therefore, first, next,* etc.)

- Reading a range of texts from subject areas and finding and defining common prefixes across content areas. (Example: for a text about technology and one about animal life, learners notice the prefix *micro-*, as used in *microwave* and *microorganism*, and define it as "small", etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.3.2.** Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.
	EFL 3.3.7. Read, gather, view and listen to information from various sources in order to organize and discuss relationships between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, reference books, magazines, etc.)

How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.12.1.** Learners can match, label and answer simple questions about basic details in a short simple cross-curricular text. Learners can organize and discuss information from different sources of academic content. (I.2, S.1)
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.	**CEFR: A2.2.** All topics

CE.EFL.3.13. Show an ability to identify the meaning of specific content-based words and phrases, with the aid of visual support, and use charts/mind maps to distinguish between fact/opinion and relevant/irrelevant information in informational texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Studying an infographic on a familiar subject and answering questions about the information. (Example: learners study an infographic about students and social media use and then answer questions such as, *Which age group uses social media the most? Which social media platform is the most popular for students?,* etc.)

- Highlighting relevant key information in a text and crossing out irrelevant information.

- Reading a text and identifying the facts and the opinions using a concept map.

- Reading a text and matching content-based words to their definition or picture.

- Comparing and contrasting information. (Example: learners read a text about toads and frogs and identify similarities and differences, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.3.3.** Identify the meaning of specific content-based words and phrases, with the aid of visual support.
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.	**EFL 3.3.4.** Distinguish between fact and opinion and relevant and irrelevant information in an informational text through the use of mind maps/charts.
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.13.1.** Learners can determine the meaning of specific content-based words and phrases when accompanied by visual support and distinguish between fact and opinion and relevant and irrelevant information in informational texts through the use of mind maps and charts. (I.2, I.3)
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.	**CEFR: A2.2.** All topics.

● ····· Evaluation criteria

CE.EFL.3.14. Select and use reading strategies to understand and give meaning to written text while employing a range of everyday reference materials in order to determine information appropriate to the purpose of inquiry and to relate ideas between written sources.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Skimming a text and accompanying pictures and then predicting the answers to questions found within the text.

- Using a dictionary to look up key words in a text.

- Keeping a vocabulary notebook of synonyms and antonyms of words from a text.

- Underlining main ideas in a text.

- Writing questions the learners would like to know about a text **before** reading it, then reading the text to see if the questions were answered.

- Connecting ideas within and between texts using a **double-entry journal**.

- Marking the margins of a text with a check mark (✓) if learners understood the sentence/paragraph, and a question mark (?) if they didn't.

- Using an everyday reference material in order to understand the main idea and some details from a text. (Example: Reading a story about the journey of an immigrant to Ecuador and then tracing the journey on a map, fact checking information from a text about earthquake safety with online information, etc.)

- Using the **think-aloud strategy** to model how learners are making connections between texts and their own lives. (Example: *Robbie likes Real Madrid soccer team. So do I*, etc.)

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities.	**EFL 3.3.5.** Use everyday reference material in order to select information appropriate to the purpose of an inquiry and to relate ideas from one written source to another.
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.	**EFL 3.3.9.** Identify and use reading strategies to make text more comprehensible and meaningful. (Example: skimming, scanning, previewing, predicting, reading for main ideas and details, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.14.1.** Learners can identify and use reading strategies to make written text more comprehensible and meaningful. Learners can use everyday reference materials to select information appropriate to the purpose of an inquiry and to relate ideas from one written source to another. (I.2, S.1)
S.1. We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.	**CEFR: A2.2.** All topics.

CE.EFL.3.15. Make and support inferences from evidence in a text with reference to features of written English and apply other learning strategies to examine and interpret a variety of written materials.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Answering pre-reading questions by inferring information from pictures within a text.

• Reading inferences about a text and then underlining the information within the text that gives evidence of where the inference came from.

• Reading statements in pairs in order to infer information about the text, then comparing and contrasting inferences with another pair. (Example: learners infer that a dialogue takes place in a park because there are children playing on playground equipment, etc.)

• Brainstorming a list of everything known about the topic of a text. (Example: Text: *Robots*. What I know: *machines, use batteries, technology, not human, made of metal*, etc.)

• Reading a text and taking notes in the margins about important or interesting information.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.3.6.** Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.
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.	**EFL 3.3.8.** Make and support inferences from evidence in a text with reference to features of written English. (Example: vocabulary, facts, format, sequence, relevance of ideas, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.15.1.** Learners can make and support inferences using evidence from texts and features of written English (e.g., vocabulary, format, sequence, etc.) and apply other learning strategies in order to examine and interpret a variety of written materials. (I.2, J.3)
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.	**CEFR: A2.2.** All topics.

Curricular Thread 4: Writing

● ⋯⋯ Evaluation criteria

CE.EFL.3.16. Create a simple learning resource in order to record and practice new words and demonstrate knowledge of their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Creating a class picture dictionary and adding entries by writing definitions of new words or drawing a picture to illustrate the meaning.

- Making flashcards for new words and using them to quiz a partner.

- Making a list of new words and then comparing the lists in pairs. If one of the members of the pair knows the word, he/she teaches the other person.

- Writing new words and phrases in a vocabulary notebook.

- Recording synonyms and antonyms of words in the margins of reading texts.

- Making posters in small groups of new phrases and expressions in order to display in the classroom.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.4.1.** Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.16.1.** Learners can make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, a set of flashcards, etc.) (I.1, J.4)
J.4. We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.	**CEFR: A2.2.** All topics.

● ⋯⋯ Evaluation criteria

CE.EFL.3.17. Produce a short simple paragraph to describe people, places, things and feelings in order to influence an audience and use linking words to write other narratives on familiar subjects.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Sequencing sentences by adding words. (Example: *I wake up. I eat breakfast.* → *First I wake up. Then I eat breakfast,* etc.)

- Using question prompts to write sentences about a classmate. (Example: *Where does he live? What food does he like?*, etc.)

- Combining sentences with conjunctions. (Example: *I like to listen to music in my free time. I like to sing, too.* → *I like to listen to music **and** sing in my free time, etc.)*

- Looking at a picture and writing a description of what you see or how it makes you feel, then comparing descriptions in pairs.

- Studying two pictures that have ten differences and writing the differences in complete sentences.

- Writing about a subject using key words given in class. (Example: Key words: *shark, ocean, fish, dangerous.* → *Sharks live in oceans. They normally eat small fish. They are dangerous to humans because sometimes they attack,* etc.)

- Writing an email to a friend to describe feelings about future plans. (Example: *I'm going to Manta next weekend. I'm so excited! I love the beach and...,* 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 3.4.2.** 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 3.4.4. Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)

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. **S.1.** We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.	**I.EFL.3.17.1.** Learners can write short simple paragraphs to describe people, places, animals, things and feelings, with limited support, while demonstrating an ability to effectively influence an audience and to express everyday activities. (I.3, S.1)
	CEFR: A2.2. All topics.

● Evaluation criteria

CE.EFL.3.18. Write a variety of short simple familiar text-types – online or in print – using appropriate language, layout and linking words.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Completing the gaps in a sentence. (Example: *My best friend is Carol. ----- is ten years old. --- birthday is in May,* etc.)

- Reading a restaurant review and identifying common linguistic features, such as use of adjectives and food vocabulary. Learners use the same features to write their own review.

- Posting a comment to a classmate's writing on a class blog.

- Reading a dialogue which serves as a model text, then writing a similar dialogue on a different topic. (Example: Topics could include: *my favorite vacation, music we like, where I live, my weekend plans,* etc.)

- Identifying the format of a familiar text-type and using it as a model for your own writing. (Example: Text-type: Recipe. Format: Ingredients, Preparation, etc.)

- Looking at a map or GPS and writing the directions to get from one place to another.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.4.3.** 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.)
	EFL 3.4.6. Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)
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.3.18.1.** Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)
J.2. Our actions are carried out with ethics, generosity, integrity, coherence and honesty in mind.	**CEFR:** A2.2. All topics

CE.EFL.3.19. Create a questionnaire or survey using WH- question words in order to identify things in common and preferences while displaying an ability to convey and organize information using facts and details.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Asking learners to choose a topic and to write questions for their peers about the topic. (Example: Topic: Traditional Ecuadorian food. Questions: *Do you like fritada? Does your mother make guatita? Do you eat soup every day?,* etc.)

- Interviewing classmates, asking yes/no questions and recording the answers in a chart. Using the answers to write a paragraph about similarities and differences.

- Using the information from a formal or informal class survey to write cause and effect. (Example: *No one goes to the park on weekdays because we have too much homework. Everyone likes to ride bikes on the weekend because the Ciclovía is open,* etc.)

- Working in groups to make a list of things everybody likes, then writing out conclusions in paragraph form.

- Making a class list of everything known about a topic, then asking learners to organize the list from general to specific. Learners must use their ideas to write a descriptive paragraph about the topic.

- Giving learners a list of facts about a topic and having them organize them from most to least important.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.4.5.** Write a questionnaire or survey for friends, family or classmates using WH- questions in order to identify things in common and preferences.
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 3.4.8.** Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)

How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.19.1.** Learners can write questionnaires and surveys for peers and family using WH- questions in order to identify things in common and preferences, while demonstrating an ability to convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) (I.2, S.2)
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.	**CEFR: A2.2.** All topics.

● ⋯⋯ Evaluation criteria

CE.EFL.3.20. Demonstrate an ability to use a variety of digital tools during the writing process in order to collaborate on well-constructed informational texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Using an app such as **Workflowy** to complete an outline for a writing topic.

- Reading a text and using a checklist to talk about how it is organized. (Example: *Is there a title? Does it have an opening sentence?,* etc.)

- Collaborating on a brainstorm through the use of an online bulletin board such as padlet.com.

- Using GoogleApps to revise and edit student work both as a class and in pairs.

- Adding pictures to a group presentation.

- Exchanging writing in pairs in order to make suggestions about things that could be improved.

- Doing **pair editing**, where pairs work together in order to find errors in a text and then rewrite the text without the errors.

- Completing an online graphic organizer in order to help plan a piece of writing.

- Creating a group presentation using biteslide.com.

- Doing extended or free writing on a class blog, such as kidblog.org.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.4.7.** Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
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.	**EFL 3.4.9.** Make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.)
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.	
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.3.20.1.** Learners can effectively use a range of digital tools during the writing process in order to collaborate on producing well-constructed informational texts. (I.3, S.4, J.3)
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.	
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.	**CEFR: A2.2.** All topics.

Curricular Thread 5: Language through the Arts

● ···· Evaluation criteria

CE.EFL.3.21. Elaborate personal responses to both oral and written literary texts through pictures, audio/video or ICT in order to evaluate literary texts using pre-established criteria, individually or in groups.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Listening to or reading stories and drawing the setting or explaining relationships between main characters.

• Using a checklist to mark off items present in a text. (Example: setting, main character, title, etc.)

• Explaining through pictures, physical expression or charts (ICT) how a text makes the learner feel.

• Inviting authors as guest speakers into the classroom so learners can share their responses to a story with them.

• Writing short statements about why the learner liked (or didn't) a particular text.

• Determining the reactions all the members of a group have in common after listening to a song. (Example: they all loved the song, they all liked the rhythm, they all learned new words, etc.)

• Producing a video response in groups to a story read in class.

• Sending an email or audio message to the author of a story in order to say what the learner liked about the story.

• Watching a video and using the group's responses in order to write a short review of the video for another class.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.5.1.** Use audio, video and pictures to respond to a variety of literary texts through online or in-class ICT activities.
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.	**EFL 3.5.5.** Evaluate literary texts (both written and oral, online, in video or in print) according to pre-established criteria. (Example: completing a checklist, a chart, a personal response, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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.EFL.3.21.1.** Learners can employ audio, video, pictures and ICT to respond to oral and written texts and use pre-established criteria to evaluate literary texts individually or in groups. (I.2, 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: A2.2.** Topics: All Topics,

● ⋯⋯ Evaluation criteria

CE.EFL.3.22. Design and produce picture books, graphic expressions and/or personal stories by varying elements of literary texts and adding imaginative details to real-life stories and situations in order to create new, original texts.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Drawing pictures to a story and exchanging them with a partner, who captions each picture.

- Illustrating a piece of writing.

- Reimagining a story in a different setting. (Example: Snow White in Ambato, Little Red Riding Hood in the city, etc.)

- Designing a graphic short story in groups using ICT and publishing it on a school wiki or bulletin board.

- Writing questions the learners would like to ask a character in the story and using the imagined answers to write a sequel or continuation.

- Discussing things that characters in stories have done that learners would like to do and writing a paragraph about the imagined experience. (Example: go to space, learn how to play chess, volunteer at a soup kitchen, etc.)

- Searching for pictures on the Internet or in magazines in order to illustrate a piece of collaborative writing.

- Using a web site such as storybird.com in order to produce and share creative writing ventures.

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. **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.	**EFL 3.5.2.** Create picture books and/or other graphic expressions in pairs in class by varying scenes, characters or other elements of literary texts. **EFL 3.5.4.** Create personal stories by adding imaginative details to real-life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.
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. **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.	**I.EFL.3.22.1.** Create picture books, graphic expressions and personal stories by adapting elements of literary texts and adding imaginative details to real-life stories and situations, using appropriate vocabulary and features of the literature learners have read or heard. (I.3, S.3) **CEFR: A2.2.** Topics: All Topics.

● ······ Evaluation criteria

CE.EFL.3.23. Create short, original texts using a range of resources and other media, including ICT, in order to recreate familiar scenes and themes.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Doing **extended writing**, in which learners get to choose what they write and are not evaluated or tested on it.

- Converting a corner of the room into a writer's workshop, where learners can access writing prompts and authentic texts which may help inspire their own creative writing.

- Sharing learners' stories in pairs or small groups and choosing to represent some through a role play.

- Creating the book or CD cover for a song, story or poem.

- Responding to a poem by a video representation.

- Using ICT to research about a topic of learners' choice and writing a short story with the findings.

- Listening to a song and rewriting the song lyrics changing pre-determined aspects. (Example: replacing rhymes, changing the animals, etc.)

- Writing a short, fictional story about a family member or pet.

- Taking pictures of a learner's daily routine and writing the story of his/her day in groups.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.5.3.** 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	**Indicators for the performance criteria**
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.EFL.3.23.1.** Learners can create and produce short texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes. (I.1, I.3)
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.	**CEFR: A2.2.** Topics: Family and friends, School, Natural World, Free Time and Hobbies, Transport.

CE.EFL.3.24. Organize ideas and relevant information from literary texts using group or class brainstorms and/or mind maps in order to enhance collaborative responses to literature.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

• Role playing scenes from a story.

• Writing the dialogue and stage directions for a story from class and performing it for an audience.

• Discussing a scene from a video in groups and using the discussion to write a review.

• Underlining the main ideas of a text and mapping them onto a graphic organizer.

• Underlining parts of a classmate's personal writing that are unclear, and then finding another way to write the underlined ideas.

• Using ICT resources to organize and edit a short piece of creative or informational writing.

• Creating literature circles where learners have the freedom to say anything they want about a text from class or outside of class and where the learners themselves take turns leading the discussion.

• Brainstorming a list of questions and responses learners can use during literature circles or small group discussions. (Example: *Who is your favorite character? Why? Which story do you like better, A or B?,* etc.)

• Completing an outline of a story in small groups and comparing outlines with another group.

• Brainstorming ideas for a writing project in small groups, using a graphic organizer.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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. **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 3.5.6.** Work in groups to create a brainstorm and/or draw a mind map to describe and organize ideas or organize useful information from literary texts. **EFL 3.5.9.** Engage in collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning groups, literature circles, process writing groups, etc.)
How the objectives contribute to the exit profile	**Indicators for the performance criteria**
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. **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. **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.	**I.EFL.3.24.1.** Learners can work in groups to create brainstorms and/or draw mind maps to describe and organize ideas or useful information from literary texts and create collaborative responses to literature through process writing groups or literature circles. (I.4, S.4, J.3) **CEFR: A2.2.** Topics: Numbers 1-100, Food and Drink, Clothes, Places and Directions, Family and Friends, School, Home, Routine Activities, Descriptions.

CE.EFL.3.25. Observe and expand on the conventions of genre in order to create a variety of texts that reflect traditional and popular Ecuadorian culture and identify select literary elements in order to relate them to other works, including the learners' own writing.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Reading a myth from Ecuador and writing a song about it.

- Brainstorming features and conventions of genres and then reading examples of each in order to locate them. (Examples: rhyme and alliteration in a poem or song, animals and a moral in a fable, etc.)

- Completing a chart with literary elements from a text seen in class. (Example: main character, setting, theme, imagery, etc.)

- Creating a crossword puzzle in groups about an Ecuadorian story, region, celebrity, etc.

- Discussing similarities between a text and the learners' personal experiences.

- Creating a dance for a popular song or rhyme.

- Identifying elements of a story (and/or song) from two different regions or time periods (including pop culture) and using them to produce a new, original text in small groups. (Example: writing a story where Capitán Escudo helps Cantuña, etc.)

- Participating in TPR activities such as acting out situations in a story as it is read aloud.

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
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.	**EFL 3.5.7.** Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to learners' own experiences. (Example: setting, character, plot, theme, point of view, imagery, foreshadowing, climax, etc.)
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 3.5.8.** Create stories, poems, songs, dances and plays including those that reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. (Example: purpose, settings, audience, voice, rhythm, etc.)
How the objectives contribute to the exit profile	Indicators for the performance criteria
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. **J.1.** We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.	**I.EFL.3.25.1.** Learners can create stories, poems, songs and plays to reflect traditional and popular Ecuadorian culture, observing the conventions of the genre. Learners can find and identify selected literary elements in texts to relate them to other works and personal experiences. (S.2, J.1) **CEFR: A2.2.** Topics: All Topics.

5. Profile of the Ecuadorian High School Graduate and Ideal Citizen for 2016

J = Justice

I = Innovation

S = Solidarity

J.1	We understand the needs and strengths of our country and commit to building an equal, inclusive and democratic society.
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.
J.4	We accept and act on our strengths and weaknesses in order to become better human beings and fulfill our life plan.
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.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.
S.1	We take on social responsibility and have the ability to interact with heterogeneous groups from an understanding, tolerant and empathetic standpoint.
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 people and individuals.
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.
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.

6. Glossary

Affective: Concerned with learners' feelings, beliefs and attitudes.

APT (writing): Writing that has a particular **a**udience, **p**urpose, and **t**opic in mind.

Autonomous: The capacity of the learner to set and follow through on learning goals while taking responsibility for his/her own learning, rather than depend solely on the teacher's direct instruction.

Bottom up processing: Moving from specific, individual elements to the whole. (Example: picking out numbers mentioned in a dialogue, recognizing that the –*ed* verb ending signifies simple past, etc.)

CEFR: the Common European Framework of Reference for Languages

Collaborative learning: In education, an approach to teaching and learning in which learners work in groups in order to exchange ideas, solve a problem, create a product, evaluate an idea/text, etc.

Collaborative writing: Writing which is worked on and produced by more than one person.

Collocations: Two or more words that are commonly found together or often associated with each other (e.g., *do homework, a light rain, fast food, a quick meal*, etc.).

Direct instruction: An instructional approach to learning in which the teacher uses explicit, guided instructions to help students learn the material. An example of direct instruction is when the teacher is at the board presenting the information.

Drafting: A stage in the writing process in which the writer begins writing, using the ideas from the prewriting stage. During this stage, it is important for the writer to get all of his/her ideas down on paper in an organized fashion.

Double-entry journal: A type of journal in which learners record their responses to a text as they read. A double-entry journal has two columns. In the first column, learners write a quotation or line from the text. In the second column, they record their personal thoughts/reaction to the quotation/line.

Extended listening: Listening for enjoyment. Listening for overall meaning rather than worrying about understanding specific details or grammar.

Extended writing: A writing task which has been completed individually during a set period of time, and which is longer than one or two sentences. Some examples of extended writing tasks are writing a short story, an email, a description of your town or a diary entry.

Free writing: A common prewriting technique in which a person writes down his/her thoughts without stopping and without regard to grammar, spelling, organization or mechanics.

Inclusive: A learning environment in which learners with and without disabilities are invited to participate together. In the inclusive classroom, the diverse needs of all the learners are taken into consideration and supported equally.

Intercultural competence: The ability to put the values of intercultural education into practice in daily life.

Intercultural education: Education that "respects, celebrates and recognises the normality of diversity in all areas of human life"; education that "promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built" ("Intercultural Education...", 2005, p. 3)

Intertexuality: The complex relationship of a text with other texts. It can be seen when a text shows a direct influence from another text, such as a story where Goldilocks meets the Seven Dwarfs.

Learning styles: A term used to refer to common ways people learn, and to account for differences in individuals' learning. Some of the most common learning styles are visual, auditory and tactile.

Meaningful: Language and tasks that are relevant to the real world and have a bearing on learners' real-life language needs.

Metacognitive: An awareness and understanding of one's own cognitive processes when engaged in learning. It is sometimes defined as "thinking about thinking."

Mind mapping: A visual representation used to organize information and show connections between ideas.

Morpheme: The smallest unit of language which is still meaningful and cannot be further divided (e.g., *wait, -ing, -ed, for,* etc.).

Pair editing: Learners work in pairs to edit a text for errors in punctuation, spelling, grammar, etc. No change can be made, however, unless both learners agree that there is an error.

Realia: Objects from real, everyday life, which are used as teaching aids in the classroom.

Social competence: The ability to interact with others using appropriate language (e.g., tone, register, etc.) and interpersonal skills (e.g., respecting other people's ideas, listening without interrupting, etc.).

Teacher talk: Everything the teacher says; the time the teacher is speaking. It is recommended that teacher talk in the EFL classroom be kept to a minimum, and that it be clear and use simple vocabulary.

Think-aloud strategy: A strategy used by teachers or learners in which you say, out loud, everything that you are thinking while reading, solving a problem or answering a question.

Top down processing: Moving from the general to the specific (e.g., listening for gist or reading for a main idea).

21st century skills: A term used to refer to a broad set of knowledge and skills, such as digital literacy, collaboration and critical thinking, which are believed as essential for thriving in today's rapidly changing, globalized world.

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