

We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Tercer Año BGU FM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 3BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate, international customs. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat and memorize assistance appropriate language Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

how to give and ask for information usina and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order communicate specific intentions in personal information and express online and faceto-face basic immediate needs in familiar contexts. They handle simple, interactions. (Example: thanking, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 Learners can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or main the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) with tenses, frequent errors Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts some commonalities and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can identify selected literary share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting, influence audience an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

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I.EFL.4.20.1.

language

and classroom

level-appropriate

to-face social

for

and

Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing and proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, ideas, answer 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be using grammatical structures learnt frequent, basic errors). (I.1, I.2, I.3, in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for personal, social and academic extended conversations on familiar social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main infer Learners can specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest or familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME specific information and identify the 5 level-appropriate topics. (Example: biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, J.3) argument. (1.2,and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature Ecuador from general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 clues to help identify the most practice familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent interact and engage with a wide errors with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 clues to help identify the most familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.1.1. Learners can compare

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can	5
		describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including	academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	
			demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and words in familiar contexts where reporting on seasonal festivities, environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choices symbols, points of view, etc.) communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) LEFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing pinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) LEFL.5.1.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) LEFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) LEFL.5.17.1. Learners can demonstrate and convex different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a		1		LEELE AA	
messages and responding in a	1105		ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features,	5
			symbols, points of view, etc.)	levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit	

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108 (CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of media and formats, including Iteral audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) IncreLS.3.4.1. Learners can defectively using a variety of media and formats, including Iterary texts or diversity of media and formats, including Iterary texts or subjects or personal interest or an exponduce emails, long posts and other written texts using an effective voice and a variety of media and formats, including Iterary texts presented to and build on other people's ideas in extended conversations on familiar academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.17.1. Learners can reach texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages a	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and productivity, for educational and makers, audio and video editing, Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express on abstract opinions Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52





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We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Segundo Año BGU FM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 2BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate, international customs. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat and memorize assistance appropriate language Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

how to give and ask for information usina and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order communicate specific intentions in personal information and express online and faceto-face basic immediate needs in familiar contexts. They handle simple, interactions. (Example: thanking, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 Learners can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or main the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) with tenses, frequent errors Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts some commonalities and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can identify selected literary share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting, influence audience an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

5

Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

those

and

can

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contrast

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compare

information.

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literary

I.EFL.4.20.1.

language

and classroom

level-appropriate

to-face social

for

and

Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing and proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

oral

and

and

brief

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, ideas, answer 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, "the writing proofreading (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be using grammatical structures learnt frequent, basic errors). (I.1, I.2, I.3, in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an	5
501	(AMT2A) Welcome	recognizing and sharing cross-cultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref.	interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can	5
			levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners can forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for personal, social and academic extended conversations on familiar social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main infer Learners can specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest or familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (1.3, 1.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME specific information and identify the 5 level-appropriate topics. (Example: biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature Ecuador from general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures 5 organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative brief statements about objects and ease. (I.3, I.4, S.4) I.EFL.4.11.1. possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, cooperative groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent interact and engage with a wide errors with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 clues to help identify the most familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.1.1. Learners can compare

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can	5
		describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including	academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	
			demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and words in familiar contexts where reporting on seasonal festivities, environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choices symbols, points of view, etc.) communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) LEFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing pinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) LEFL.5.1.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) LEFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) LEFL.5.17.1. Learners can demonstrate and convex different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a		1		LEELE AA	
messages and responding in a	1105		ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features,	5
			symbols, points of view, etc.)	levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit	

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108 (CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international climate, customs, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and productivity, for educational and makers, audio and video editing, Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) with terms expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52









We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Primer Año BGU FM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 1BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate. international customs. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

assistance appropriate Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature Ecuador from international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order communicate specific intentions in personal information and express online and faceto-face basic immediate needs in familiar contexts. They handle simple, interactions. (Example: thanking, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 Learners can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features applying them in appropriate contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or main the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in establishing and maintaining familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. features communication I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) with tenses, frequent errors Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting influence audience an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing and proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, to ideas, answer 402 (AMT1B) The easy life 5 ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (Example: persuade, negotiate, (I.1, I.2, J.2) I.EFL.4.15.1. Learners argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery, foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be using grammatical structures learnt frequent, basic errors). (I.1, I.2, I.3, in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	Learners can comment on the culture by identifying cultural products and referents from Ecuador and other countries while making informed choices. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main infer Learners can specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest or familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME specific information and identify the 5 level-appropriate topics. (Example: biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when short, and understand the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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904 (CompactKEY) We had a great time!

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 clues to help identify the most practice familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent interact and engage with a wide errors with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 clues to help identify the most familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.1.1. Learners can compare

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can	5
		describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including	academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	
			demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

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1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and words in familiar contexts where reporting on seasonal festivities, environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choices symbols, points of view, etc.) communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) LEFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing pinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) LEFL.5.1.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) LEFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) LEFL.5.17.1. Learners can demonstrate and convex different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a		1		LEELE AA	
messages and responding in a	1105		ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features,	5
			symbols, points of view, etc.)	levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit	

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108 (CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting selfand communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations. etc.) by using appropriate vocabulary Use appropriate vocabulary. and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports. familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other writing. (Example: notes, invitations, emails, blog entries and comments, written texts using an effective voice and a variety of appropriate notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) with terms expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express on abstract opinions Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools, that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52





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We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Primer Año BGU CN

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 1BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate, international customs. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

assistance appropriate Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Use suitable vocabulary, expressions, I.EFL.4.4.1. Learners can give order to communicate specific intentions in personal information and express basic immediate needs in familiar online and faceto-face contexts. They handle simple. interactions. (Example: thanking, apologizing, practical everyday tasks with a making promises, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language, simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 Learners can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

nonverbal Attempt to demonstrate knowledge nonverbal and oral of communication features applying them in appropriate contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can identify EFL.4.2.3. Attempt to find the most important information in print or familiar subject online sources in order to support idea or argument. Ref. EFL.4.3.4. Draft to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences correctly heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. basic relationships between ideas within areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) with tenses, frequent errors Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as limited rephrasing) with school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts some commonalities and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can identify selected literary share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

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information.

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language

and classroom

level-appropriate

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

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level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing and proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, ideas, answer 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be using grammatical structures learnt frequent, basic errors). (I.1, I.2, I.3, in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for personal, social and academic extended conversations on familiar social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and formats. Ref. EFL.5.1.9. Recognize etc.) and infer the meanings of unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main infer Learners can specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest or familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.2. Skim for some of the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: reviewing by Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the ٥r timetables, web pages, posters, most appropriate sources to support an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references, domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, Ref. | I.2, S.3, S.4) Ref. I.EFL.5.14.1. current/historical, etc.) EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, vocabulary, etc.) events, EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (1.3, 1.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME specific information and identify the 5 level-appropriate topics. (Example: biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur in communicate clearly and effectively conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate letters to the editor, political sources to support an idea or speeches, illustrations. charts. argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating an ability to justify one's position on process") to produce wellan argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, J.3) argument. (1.2,and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature Ecuador from and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 clues to help identify the most practice familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by real-life ability to use these features imaginative details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent interact and engage with a wide errors with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

folktales and Compare and contrast oral practices and traditions, folktales myths, and Ecuador literature from and international regions and cultures and identify similarities differences and universal cultural themes. Give short. basic descriptions of everyday activities and events within familiar contexts simple descriptive routines in short, language to compare and make situations, interacting with relative brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on (CompleteKEY) LET'S GO 1007 familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, descriptions, etc.) Convey information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process writing groups, etc.) such as playing

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and structured ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, convey information and ideas and describe feelings and opinions in simple transactional or expository audience, recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. Learners can collaborate participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can	5
		describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including	academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	
			demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to appropriate information and demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international climate, customs, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and productivity, for educational and makers, audio and video editing, Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) with terms expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52









We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Primer Año BGU QB

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 1BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate, international customs. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

assistance appropriate Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order communicate specific intentions in personal information and express online and faceto-face basic immediate needs in familiar contexts. They handle simple, interactions. (Example: thanking, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 Learners can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio messages and/or main the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. features communication I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate 5 and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting influence audience an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing and proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (l.1, 1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, ideas, answer 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical structures and vocabulary seen in environment and matters immediate need in simple terms class (although there may be using grammatical structures learnt frequent, basic errors). (I.1, I.2, I.3, in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, cooperative learning groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for personal, social and academic extended conversations on familiar social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main infer Learners can specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest or familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage with a variety of digital and print Internet search engines, online advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, J.3) language, tone, evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (1.3, 1.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary vocabulary, etc.) texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these produce well-constructed materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, J.3) argument. (1.2,and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature Ecuador from and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to relationships discuss between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience. while special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures 5 organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 clues to help identify the most practice familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent interact and engage with a wide errors with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

folktales and Compare and contrast oral practices and traditions, folktales myths, and Ecuador literature from and international regions and cultures and identify similarities differences and universal cultural themes. Give short. basic descriptions of everyday activities and events within familiar contexts simple descriptive routines in short, language to compare and make situations, interacting with relative brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on (CompleteKEY) LET'S GO 1007 familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, descriptions, etc.) Convey information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process writing groups, etc.) such as playing

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and structured ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, convey information and ideas and describe feelings and opinions in simple transactional or expository audience, recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. Learners can collaborate participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and words in familiar contexts where reporting on seasonal festivities, environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics. Identify and understand the main points in straightforward texts on subjects of				1	
(CompactPET) Extreme diets (CompactPET) Extreme effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.) CompactPET	1205	1, '	ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and productivity, for educational and makers, audio and video editing, Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies, news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses and to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports. familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other writing. (Example: notes, invitations, emails, blog entries and comments, written texts using an effective voice and a variety of appropriate notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and Ref. | academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52





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We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Primer Año BGU HM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 1BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions, describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) 205 5 Attempt to find specific predictable (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various give information and ideas and talk types of writing require different about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate simple in group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment and matters grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) frequent with errors tenses, Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning (STARTERB) **MOVING** organizers to understand new 207 5 **AROUND** strategies to examine a variety of information in a text. They can written materials usina prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the well-constructed produce writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification. Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate 5 and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and Learners can grasp the general literature from Ecuador meaning of spoken texts set in international regions and cultures familiar everyday contexts and infer identify similarities changes in the topic of discussion, differences and universal cultural as well as deduce the meanings of Ref. EFL.4.1.1. themes. unfamiliar words and exchanges Understand expressions related to through the use of context clues, areas of most immediate priority provided speech is given slowly and within the personal and educational clearly and there is sufficient visual domains, provided speech is clearly support. (I.3, S.1, J.4) I.EFL.4.6.1. and slowly articulated. (Example: I.EFL.4.11.1. Learners daily life, free time, school activities, understand main ideas and some etc.) Ref. EFL.4.2.1. Understand 301 (AMT1A) Welcome 5 details in short simple online or supporting points in short simple print texts on familiar subjects, texts on familiarsubjects. (Example: using contextual clues to help news about sports or famous identify the most relevant people, descriptions, etc.) Ref. information. (Example: title. EFL.4.3.1. Convey information and illustrations, organization, etc.) (I.2, ideas through simple transactional I.4) Learners can share information on familiar subjects using ICT tools and ideas and talk about their and conventions and features of feelings and opinions in simple English appropriate to the audience texts about familiar subjects. They and purpose. Ref. EFL.4.4.1. Make are able to influence an audience use of main points in literary texts to and understand that different texts understand short simple everyday have different features, using these stories, especially if there is visual features correctly in their own support. Ref. EFL.4.5.1. writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts some commonalities and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to ideas from one written source to support ideas and answer inquiries. 5 another. Ref. EFL.4.3.5. Write to They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can and identify selected literary share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting influence audience an and character, plot, theme, point of understand that different texts have foreshadowing, view. imagery, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Learners can name differences

(AMT1A) Having a good

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Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual usina support. concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather, view and listen to information from various sources in order to organize and discuss relationships 303 (AMT1A) Spending money between academic content areas. (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews, maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence audience an understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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(AMT1A) We are what we eat

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic EFL.4.1.6. purposes. Ref. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered slowly visuals provide and contextual support. (Example: an announcement of a bus delay, an expressions/gestures and appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate to understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, intercom announcement at school, I.3, S.4) Ref. I.EFL.4.7.1. Learners a dialogue supported by facial can use learning strategies like using what they already know and graphic organizers to understand new information in a text. They can also evaluate this information by looking at how the text is organized, the subject area, and its purpose, using different criteria and ICT tools. Ref. I.EFL.4.13.1. Learners can use and create basic learning resources, both online and in print, compare and contrast information. They can select suitable resources and evaluate the information in these resources with some guidance, considering the value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create short, original literary texts in different genres. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (1.1,1.3) I.EFL.4.20.1.

Use suitable vocabulary, expressions, language in order to communicate specific intentions in online and face-to-face interactions. (Example: thanking. making promises, apologizing, asking permission, chatting with friends, answering in class, greeting an Ref. authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare other classmate's contributions in an ability to interact and engage with a wide range of ICT and 1.3, S.4) Ref. I.EFL.4.7.1. Learners classroom resources in order to 305 (AMT1A) All in the family strengthen literacy skills strategies. Ref. EFL.4.3.9. Use the evaluate process of prewriting, drafting, and revising, peer editing proofreading (i.e., "the writing process") simple to produce organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. songs and plays. Reflect including those that enhace traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use class as models for their own. (I.2, can use and practice with a variety of ICT and classroom resources and texts. They can choose and these resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present basic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and their writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. etc.). Ref. EFL.4.2.2. Select from (AMT1A) No place like They can choose and evaluate 306 5 and evaluate a range of both home these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings and opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (l.1, 1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short details in short simple online or 401 (AMT1B) Welcome 5 simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support 402 (AMT1B) The easy life another. Write describe inquiries, 5 to ideas, answer feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to works and to learners' influence an audience. experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery, foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts everyday and infer rephrasing, exploring alternative changes in the topic of discussion, pronunciations or wording, etc.). as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using concepts and vocabulary that have provided speech is given slowly and clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather. view and listen to Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between support ideas, answer inquiries, find 403 (AMT1B) Ready, set, go! academic content areas. (Example: 5 relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, magazines, etc.) Recognize that and describe feelings and opinions in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by real-life ability to use these features imaginative details to appropriately in one's own writing. stories and situations, using and (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use other students' etc.) Use other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide 405 (AMT1B) Out and about interact and engage with a wide 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize appreciate and can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses. range of ICT and classroom personal pronouns, prepositions, 406 (AMT1B) Future bodies 5 resources and texts by selecting etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and Compare and contrast oral practices perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) and identify similarities and I.EFL.4.9.1. Learners can use differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines simple in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world 5 familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and describe feelings and opinions in texts on familiar subjects using ICT tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in an audience, influence collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to 408 purpose of an inquiry and relate support ideas, answer inquiries, find (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

			Learners can identify different	
			cultures by sharing experiences	
			and by participating in class	
			activities and discussions in a way	
			that shows empathy and respect for	
			others. (I.3, S.1, S.2, J.1, J.3) Ref.	
			I.EFL.5.1.1. Learners clarify	
			communication by using	
		Begin to display an understanding	appropriate vocabulary and	
		between different cultures by	language in a variety of oral	
		recognizing and sharing cross- cultural experiences and ideas. Ref.	interactions for a range of	
		EFL.5.1.1. Begin to use new words	audiences and level appropriate	
		and expressions, which occur in	purposes. (I.2, I.3, J.2) Ref.	
		conversations in the personal and	I.EFL.5.7.1. Learners can recognize	
		educational domains. Ref.	specific information and identify the	
	(AMT2A) Welcome	EFL.5.2.6. Discover specific	main points in simple,	
		predictable information in short,	straightforward texts on subjects of	
501		simple texts in a range of age- and	personal interest or familiar	5
		level- appropriate topics. (BGU1)	academic topics while making	
		Ref. EFL.5.3.1. Begin to produce	informed decisions about one's own	
		simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	reaction to the text. (I.1, I.2, S.2)	
			Ref. I.EFL. 5.10.1. Learners can	
			compare emails, blog posts and	
			other written texts using an	
			effective voice and a variety of	
			appropriate writing styles and	
			conventions. (I.3, S.3, J.2) Ref.	
			I.EFL.5.13.1. Learners can	
			demonstrate and convey different levels of meaning in short and	
			simple literary texts by identifying	
			distinguishing features, interpreting	
			implicit and explicit messages and	
			responding in a variety of ways.	
			(I.3, I.4, J.3) Ref. I.EFL.5.17.1.	
			(1.5, 1.1, 5.5) 1161. 1.21 2.5.17.11.	

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason and build on other people's ideas in Begin to interpret and demonstrate extended conversations on familiar some knowledge of nonverbal and social and academic topics by oral communication features by expressing opinions and feelings applying them in appropriate and clarifying meaning. (I.3, I.4, contexts. Ref. EFL.5.1.7. Begin to S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when Learners can recognize specific engaged in pair, group or wholeinformation and identify the main class discussions on personal, points in simple, straightforward social, community and academic texts on subjects of personal topics. Ref. EFL.5.2.9. Discover interest or familiar academic topics 502 (AMT2A) Amazing People 5 specific predictable information in while making informed decisions short, simple texts in a range of about one's own reaction to the age- and level- appropriate topics. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. (BGU1) Ref. EFL.5.3.1. Begin to Learners can compare emails, blog produce simple emails describing posts and other written texts using personal experiences and feelings. an effective voice and a variety of Ref. EFL.5.4.6. Read aloud with appropriate writing styles general confidence, to attempt to conventions. (I.3, S.3, J.2) Ref. demonstrate understanding and to I.EFL.5.13.1. Learners can convey a simple interpretation of demonstrate and convey different meaning. Ref. EFL.5.5.4. levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings of where the visuals support the unfamiliar phrases and words in commentary. Ref. EFL.5.2.2 familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital an idea or argument. (Example: (AMT2A) The way and print texts and resources in 505 5 online or print timetables, web learn order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners can forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond original, create simple to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	Learners can comment on the culture by identifying cultural products and referents from Ecuador and other countries while making informed choices. (I.1, I.2, S.2, J.1, J.3) Ref. I.EFL.5.2.1. Learners can recognize the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and recognize the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and simple literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.	5
507	(AMT2A) Making a difference	in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings in spoken interactions. Ref. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Reference Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be 508 (AMT2A) Review texts meaningful and to select 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of cultures by Take initiative in a discussion in a different positive way by being sensitive to experiences and by participating in class activities and discussions in a the nuances of peers' comments, reactions and responses (both way that shows empathy and respect for others. (I.3, S.1, S.2, verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur in conversations in the personal and using appropriate vocabulary and educational domains and make use language in a variety of oral interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts describing personal experiences using effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles identify and explain conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres. periods demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

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602	(AMT2B) The future now	Predict information and ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Recognize the main idea of radio and audio recordings on subjects of personal interest, provided speech is clear. Ref. EFL.5.2.5. Outline the main points in straightforward texts on subjects of personal interest or familiar academic topics. Ref. EFL.5.3.8. Use a few oral forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) (BGU2) Ref. EFL.5.4.9. Read aloud with confidence, to demonstrate understanding and to convey an interpretation of meaning. Ref. EFL.5.5.4.	interviews, radio ads, news reports, etc.) and infer the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can infer specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. Learners can analyze emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref.	5

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners can traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and verbal and nonverbal). Ref. infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar 605 (AMT2B) Mind and body straightforward texts on subjects of 5 academic topics. Ref. EFL.5.3.8. or personal interest familiar Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using EFL.5.4.9. Read aloud effective voice and a variety of confidence. to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and an idea or argument. (Example: resources reviewing by 606 (AMT2B) Breaking news 5 Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the ٥r most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) Ref. EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics (AMT2B) view in order to make informed Rules 607 while making informed decisions 5 regulations decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate an understanding of the integrity of different cultures by recognizing cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, interviews reporting on seasonal J.1, J.3) I.EFL.5.1.1. Learners can festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and advertising, online or print print texts and resources 608 (AMT2B) Review 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, and recommend a variety of database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary Learners can respond to literary texts and the works of peers, Referring to features of the text. texts, including original stories (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively diverse to strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might 701 (AMT3A) Welcome context clues, cognates, format, 5 be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the and produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and perspectives of different discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts, following such as meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of 703 (AMT3A) A hard life main points in simple, 5 age- and level-appropriate topics. straightforward texts on subjects of biographies, (Example: news personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news context containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage with a variety of digital and print Internet search engines, online advertising, online print texts and resources by evaluating (AMT3A) What's in a timetables, web pages, posters, and detecting complexities and 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, J.3) language, tone, evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews. informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in and demonstrate Interpret appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features by practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and vocabulary that have been studied given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points in simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making narratives, memoirs and personal 705 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed and proofreading (i.e., "the writing informational texts by applying the wellprocess") to produce writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and diverse variety of media and formats, effectively to audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 (AMT3A) Storytelling Identify and apply a range of 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever appropriate purposes. (1.2,and 1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can demonstrate and convey different aloud with confidence, accuracy, expression levels of meaning in literary texts by fluency and to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME specific information and identify the 5 level-appropriate topics. (Example: biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

802	(AMT3B) Breaking away	Demonstrate mindfulness, empathy, tolerance, and an overall respect for the integrity of cultures in daily classroom activities. Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Use a variety of oral, print, and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts, and other	5
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I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret and demonstrate cultural and language patterns in knowledge of nonverbal and oral includina Enalish. nonverbal communication features communication, and apply them in appropriate applying them in appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts, social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meetina people, activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support complexities and discrepancies in 804 (AMT3B) It's a mystery! 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support print advertising, online an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information and alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate letters to the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation language and people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of order to find the most appropriate 806 (AMT3B) Emergency! the language by interacting and 5 sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed and produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate sources to support an idea or tools to write, edit, revise, and publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short (CompactKEY) In my free details in short simple online or 901 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts Recognize and demonstrate an and infer changes in the topic of appreciation of some commonalities discussion, as well as deduce the and distinctions across cultures and meanings of unfamiliar words and groups (differentiated by gender, exchanges through the use of ability, generations, etc.) including context clues, provided speech is the students' own. Understand most changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1. J.4) I.EFL.4.12.1. Learners can Reference material in order to select information appropriate to the employ a range of reference materials and sources, both online purpose of an inquiry and relate and in print, in order to support ideas from one written source to (CompactKEY) What are answer inquiries, 902 another. Write describe ideas, 5 to you doing now? relationships and relate ideas feelings/opinions in order between different subject areas. effectively influence an audience. (I.1, I.2, J.2) I.EFL.4.15.1. Learners (Example: persuade, negotiate. can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions in simple transactional or expository and techniques in texts and relate texts on familiar subjects in order to those elements to those in other influence an audience, works and to learners' own recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the ability to use these features imagery, foreshadowing. appropriately in one's own writing. climax, etc.) (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give personal Learners responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompactKEY) Getting 903 academic content areas. (Example: support ideas, answer inquiries, find 5 there! nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret 5 appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, "the writing proofreading (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. (CompactKEY) Are you an personal pronouns, prepositions, range of ICT and classroom 906 5 outdoors person? etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompactKEY) Exam 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, cooperative groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.9.1. Learners can Recognize and demonstrate an use appreciation of some commonalities simple language to describe, compare and state facts about and distinctions across cultures and groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and routines in short, structured the students' own. Describe habits, situations, interacting with relative routines, past activities and ease. (I.3, I.4, S.4) I.EFL.4.12.1. experiences within the personal and Learners can employ a range of educational domains. Use everyday Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas ideas from one written source to relationships and relate describe between different subject areas. another. Write to order to (I.1, I.2, J.2) I.EFL.4.15.1. Learners feelings/opinions in can convey information and ideas effectively influence an audience. (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository texts on familiar subjects in order to by adding imaginative details to real-life stories and situations, using influence an audience, appropriate and recognizing that different texts have vocabulary different features and showing the elements of the literature learners ability to use these features have read or heard. appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare contrast oral and cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short 1001 details in short simple online or 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, while and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts Recognize and demonstrate an appreciation of some commonalities and infer changes in the topic of discussion, as well as deduce the and distinctions across cultures and meanings of unfamiliar words and groups (differentiated by gender, exchanges through the use of ability, generations, etc.) including context clues, provided speech is the students' own. Understand most given slowly and clearly and there changes in the topic of discussion if people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online and in print, in order to support ideas from one written source to WE'RE (CompleteKEY) 1002 answer inquiries, another. Write to describe ideas, 5 **GOING HOME** relationships and relate ideas feelings/opinions in order effectively influence an audience. between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners (Example: persuade, negotiate. can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions in simple transactional or expository and techniques in texts and relate texts on familiar subjects in order to those elements to those in other works and to learners' audience. own influence an recognizing that different texts have experiences. (Example: setting, different features and showing the character, plot, theme, point of ability to use these features imagery. foreshadowing. view. climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can personal Learners give responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts infer everyday and pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen to support. (I.3, S.1, J.4) I.EFL.4.12.1. Learners can employ a range of information from various sources in order to attempt to organize and reference materials and sources, relationships both online and in print, in order to discuss between (CompleteKEY) **DINNER** academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic (CompleteKEY) I'M expressions/gestures 1004 5 organizers to interpret SHOPPING! appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary. interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide interact and engage with a wide 1005 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, "the writing proofreading (i.e., J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. (CompleteKEY) **HAVE** personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines in simple short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompleteKEY) LET'S GO points in short simple texts on familiar subjects, using contextual 1007 5 TO THE MUSEUM! clues to help identify the most familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

1101	(CompletePET) My life and home	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different	5
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I.EFL.5.3.1. Learners can interpret cultural and language patterns in includina English. nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features by with practical, everyday applying them communication demands in familiar appropriate contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, main points simple, simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles, academic topics while making 1102 (CompletePET) At school narratives, memoirs and personal informed decisions about one's own 5 accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and and produce well-constructed proofreading "the writing informational texts by applying the (i.e., process") produce wellwriting process and while to constructed informational texts. demonstrating an ability to justify Engage in collaborative activities one's position on an argument through a variety of student through carefully selected groupings to share, Reflect on, information and appropriate express and interpret opinions and language, tone and evidence. (I.2, evaluations of a range of literary I.3, I.4, S.3, J.1) I.EFL.5.19.1. texts. (Example: small groups, Learners can engage cooperative learning groups, collaborative activities through a literature circles, process writing variety of student groupings in order groups, etc.) to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce	5

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1104 (CompletePET) On holiday an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of conversations on familiar social academic topics by expression academic topics by expression academic topics opinions and feelings and claumeaning. (I.3, I.4, S.1, J.3) I.EFL.5.10.1. Learners can specific information and ident main points in straightforward texts on subjects of personal interest or familiar social academic topics by expressions.	ormats, ings in a self-nitoring .1, I.3, is can other tended sial and ressing arifying 3, J.4) in find stiffy the simple, ects of familiar making e's own 2, S.2) roduce written e and a styles 3, J.2) can ifferent exts by atures, explicit

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's and details, using structural and 1106 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats, use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emals, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate written by peers, referring to details and ilterary elements of the literature that learners have read or heard. I.EFL.5.4.1. Learners can communicate effectively using a variety of sald including ICT, by saying things in adviety of orallernative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, V.4) LEFL.5.7.1. Learners can communicate effectively orderection orrecting and self-monitoring strategies when needed. (I.1, I.3, V.4) LEFL.5.7.1. Learners can rounderectively by using appropriate vocabulary and elements of the literature that learners have read or heard.				
	1108 (CompletePE	ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language routines and interaction styles in formal and informal social of academic situations by asking permission, thanking someone apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's owe research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing (Example: notes, invitations, emails blog entries and comments, note to self, etc.) Create original imaginative stories using appropriate vocabulary and elements of the literature that	communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1,	5

1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in includina English. nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features by with practical, everyday applying them communication demands in familiar appropriate contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied advance. Find specific specific information and identify the predictable information in short, main points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles, academic topics while making (CompactPET) Winning & narratives, memoirs and personal informed decisions about one's own 1202 5 losing accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and and produce well-constructed proofreading "the writing informational texts by applying the (i.e., process") produce wellwriting process and while to constructed informational texts. demonstrating an ability to justify Engage in collaborative activities one's position on an argument through a variety of student through carefully selected groupings to share, Reflect on, information and appropriate express and interpret opinions and language, tone and evidence. (I.2, evaluations of a range of literary I.3, I.4, S.3, J.1) I.EFL.5.19.1. texts. (Example: small groups, Learners can engage cooperative learning groups, collaborative activities through a literature circles, process writing variety of student groupings in order groups, etc.) to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1204 (CompactPET) Star quality 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify one's position on an argument constructed informational texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

Communicate information and ideas effectively to diverse audiences using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (1.1, 1.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of media and identifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the academic topics. Create an effective voice, using a variety of media and identifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the academic topics. Create an effective voice, using a variety of media and identifying more academic topics by expressing operations on familiar social and academic topics by expressing operations on the straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 straightforward texts on subjects of (CompactPET) In the wild 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY appropriate topics. (Example: 1301 5 identify the main points in simple, **AFFAIR** biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. 1302 Identify, apply and reflect a range of 5 AND PLEASURE (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. Ref. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompleteFCE) **HAPPY** pages, posters, adverts, assessing and detecting 1303 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD. 1304 organization, subject area and the information in order to find the 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a the personal, conversations in variety of oral interactions for a educational. professional and range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms and expressions Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on personal interest or familiar 1305 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database, book. thesaurus, collaboration and productivity, for scholarly/ popular. educational and academic use. (I.1, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar social and academic topics by when engaged in pair, group or expressing opinions and feelings whole-class discussions personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the (CompleteFCE) HIGH opinions. Ref. EFL.5.2.11. Compare 1307 most appropriate sources to support 5 **ADVENTURE** complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and peer editing revising, while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and mindfulness Demonstrate discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings spoken extend meaning in and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen most appropriate sources to support 1308 5 literacy skills and language OF THE STARS an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a learning groups, cooperative variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompactFCE) appropriate topics. (Example: 1401 5 identify the main points in simple, community biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) 1404 organization, subject area and the information in order to find the 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners can produce social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, professional and range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) with terms and expressions Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of points in straightforward texts on (CompactFCE) Lessons 1405 personal interest or familiar 5 subjects of personal interest and learnt academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools, that support database. book. thesaurus. collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and peer editing revising, while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and mindfulness Demonstrate discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings spoken extend meaning in and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen most appropriate sources to support 1408 5 skills and language Breakthrough literacy an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a learning groups, cooperative variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, Understand basic phrases related provided speech is given slowly and to personal and school life when clearly and there is sufficient visual they are spoken slowly and clearly, support. (I.3. S.1. J.4) Ref. like talking about daily routines, free I.EFL.4.6.1. Learners can recognize time, and school activities. Ref. main ideas in very short, simple EFL.4.2.1. Understand the main online or print texts on familiar ideas in short, very simple texts subjects. They use very basic about familiar topics, like sports contextual clues (e.g., titles, simple news or descriptions of famous illustrations) to identify the most people. Ref. EFL.4.3.1. Attempt to relevant information and often convey information and ideas 101 (STARTERA) WELCOME require substantial assistance to 5 through simple transactional or understand the content. (I.2, I.4) expository texts on familiar subjects Ref. I.EFL.4.11.1 Learners are able using ICT tools and conventions to give information and ideas and and features of English appropriate say their feelings and opinions in to the audience and purpose. Ref. simple texts about things they EFL.4.4.1. Recognize the main know. They are able to influence an points in literary texts (authentic audience and see that different and semi-authentic, oral texts have different styles, using written) to understand short simple these styles correctly in their everyday stories, especially if there writing. Ref. I.EFL.4.15.1. Learners is visual support. Ref. EFL.4.5.1. can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts Understand and talk about the set in familiar everyday contexts similarities and differences between and notice some changes in the stories and traditions from Ecuador topic of discussion, as well as begin and other places around the world. to deduce the meanings of some Ref. EFL.4.1.1. Understand basic unfamiliar words and exchanges phrases related to personal and through the use of context clues, school life when they are spoken provided speech is given slowly and slowly and clearly, like talking about clearly and there is sufficient visual daily routines, free time, and school support. (1.3,S.1, activities. Ref. EFL.4.2.1. Ref.I.EFL.4.6.1 Learners can Understand the main ideas in short, recognize main ideas in very short, very simple texts about familiar (STARTERA) simple online or print texts on 102 topics, like sports news 5 **TOGETHER** familiar subjects. They use very descriptions of famous people. Ref. basic contextual clues (e.g., titles, EFL.4.3.1. Attempt to convey simple illustrations) to identify the information and ideas through most relevant information and often simple transactional or expository require substantial assistance to texts on familiar subjects using ICT understand the content. (I.2, I.4) tools and conventions and features Ref. I.EFL.4.11.1. Learners are of English appropriate to the able to give information and ideas audience and purpose. and say their feelings and opinions EFL.4.4.1. Begin to evaluate and in simple texts about things they recommend literary texts from know. They are able to influence an books according to pre-established audience and see that different criteria. Ref. EFL.4.5.8. texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions. myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar 5 subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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cultures. Ref. EFL. 4.1.3. Attempt to deduce the meanings of unfamiliar words based on context that includes familiar elements, like informal greetings, exclamations, or interjections. Ref. EFL.4.2.4. Make use of clues such as titles, illustrations, organization, outline and layout, etc. to highlight and attempt to understand relevant information in written levelappropriate Ref. text types. EFL.4.3.2. Brainstorm in a written way to describe feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Attempt to make predictions, inferences deductions to demonstrate different

literal

meanings. Ref. EFL.4.5.3.

including

and

recognizing

and

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Learners can notice similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some Recognize appreciate and changes in the topic of discussion, and differences commonalities as well as begin to deduce the across cultures and groups meanings of some unfamiliar words (including gender, ability, and exchanges through the use of generations, etc.) and among the context clues, provided speech is students' own. Ref. EFL.4.1.2. given slowly and clearly and there Highlight some changes in the topic is sufficient visual support. (I.3, S.1, of discussion if people speak slowly. J.4) Ref. I.EFL.4.6.1. Learners can Ref. EFL.4.2.5. Attempt to locate recognize main ideas in very short, specific, expected information in simple online or print texts on short, straightforward texts covering (STARTERA) **FAMILY** familiar subjects. They use very 104 various topics suitable for your age 5 TIME basic contextual clues (e.g., titles, and level. Ref. EFL.4.3.3. Attempt simple illustrations) to identify the to recognize that various types of most relevant information and often writing require different language. require substantial assistance to formatting and special vocabulary. understand the content. (I.2, I.4) (Example: a recipe, a letter, etc.) Ref. I.EFL.4.11.1 Learners are able Ref. EFL.4.4.5. Begin to identify to give information and ideas and selected literary elements and say their feelings and opinions in techniques in texts and relate those simple texts about things they elements to those in other works know. They are able to influence an and to learners' own experiences. audience and see that different Ref. EFL.4.5.7. texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses verv to texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community, while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, information from evaluate J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources. on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Tο show understanding nonverbal and oral communication by using them correctly in different situations. Ref. EFL.4.1.7. Highlight the main idea and key details from recorded news reports, documentaries. interviews and festivities, about seasonal environmental issues, food, climate. international customs. weather, etc., using visual cues to understand the content. EFL.4.2.7. View and listen to information from limited sources in (STARTERA) **BEST** order to organize and discuss 107 **FRIENDS** relationships between academic content areas. Ref. EFL.4.3.7. Attempt to identify some types and formats of potential resources and the value, purpose and audience of each for use in the educational domain. Ref. EFL.4.4.6. Attempt to gain a limited understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary guidance to elements in order to apply them to information one's own creative texts. Ref. EFL.4.5.5.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use basic reference materials, mostly in print, to support very simple ideas and answer direct inquiries. They need substantial support to find relationships and relate ideas within very familiar subject areas. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can use basic learning resources, mostly in print, to identify and differentiate simple pieces of information. They rely heavily on support to choose resources and need substantial evaluate based on value. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or face-Provide information and help, orally to-face social and classroom or in writing and in online or face-tointeractions. (J.2, J.3, J.4, I.3) Ref. face interactions, for personal, and I.EFL.4.4.1. Learners can provide academic purposes Ref. EFL.4.1.6. personal information and state Attempt to use new words which basic immediate needs in very occur in conversations in the familiar contexts. They cope with personal and educational domains. straightforward, practical everyday and make use of such terms and tasks with limited, using simple expressions wherever appropriate grammatical structures and necessary. Ref. EFL.4.2.9. vocabulary learned in class. Employ learning strategies to Frequent errors are expected and analyze a short range of written occasionally hinder materials by leveraging prior communication. (I.1, I.2, I.3, S.1) knowledge, utilizing graphic Ref. I.EFL.4.8.1. Learners can use interpreting context organizers, prior knowledge and pictures to 108 (STARTERA) REVIEW clues, taking notes, and consulting 5 understand new information in a a dictionary for unfamiliar words. text. They can see how the text is Ref. EFL.4.3.6. Begin to use the arranged, what it talks about, and process of prewriting, drafting, why it was made, using different revising. peer editing and tools. Ref. I.EFL.4.13.1. Learners proofreading (i.e., "the writing can write basic sentences using process") to attempt to produce simple facts and familiar details. simple paragraphs. Ref. EFL.4.4.7. They require little to no use of the Attempt to create an effective voice writing process, such as basic using a small variety of ICT tools, brainstorming, and utilize very basic writing styles and typical features of digital tools for support, such as a genre to create stories, poems, typing or using a word processor. sketches. and songs plays, Ref. I.EFL.4.17.1. Learners can Reflect including that those create very short and simple traditional and popular Ecuadorian original texts in basic genres, cultures. Ref. EFL.4.5.6. possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points

in literary texts (authentic and semi-

authentic, oral and written) to

understand short simple everyday

stories, especially if there is visual

support. Ref. EFL.4.5.1.

Compare

traditions,

literature

and

from

contrast

Ecuador

myths, folktales and

Learners can distinguish oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) to find relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal communication nonverbal features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize Attempt to demonstrate knowledge the main idea and some details in nonverbal and short straightforward spoken audio communication features by texts set in familiar contexts when applying them in appropriate the message is delivered very contexts. Ref. EFL.4.1.7. Follow slowly and there is other contextual short. straightforward support. (Example: rules for a messages and/or the main game, classroom instructions, a idea/dialogue of a movie or cartoon dialogue in a scene from a cartoon (or other age-appropriate audioor movie, etc.) Learners can use visual presentations) if delivered other classmate's contributions in slowly and visuals provide class as models for their own. (I.2, contextual support. (Example: an I.3, S.4) Ref. I.EFL.4.7.1. Learners announcement of a bus delay, an can use a limited range of reference intercom announcement at school, materials and sources, mainly in WHO'S (STARTERB) 204 a dialogue supported by facial 5 print, to support simple ideas and **HUNGRY?** expressions/gestures answer straightforward inquiries. appropriate intonation, etc.) Ref. They can identify basic EFL.4.2.3. Attempt to find the most relationships between ideas within important information in print or familiar subject areas with online sources in order to support considerable assistance. (I.1, I.2, idea or argument. Ref. J.2) Ref. I.EFL.4.12.1. Learners are EFL.4.3.4. Draft to describe able to give information and ideas feelings/opinions in order to attempt and talk about their feelings and to effectively influence an audience. opinions in simple texts about (Example: persuade, negotiate, things they know. They can affect argue, etc.) Ref. EFL.4.4.4. Create an audience and know that different stories using some personal texts look different, using these vocabulary learners have read or differences correctly in heard. Ref. EFL.4.5.4. writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.)
 You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52









We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Segundo Año BGU CN

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 2BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news TOGETHER descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, simple illustrations) to identify the information and ideas through simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities different differences between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community, while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main Tο show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a documentaries. interviews and game, classroom instructions, a festivities, about seasonal dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use climate. international customs, other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in **BEST** (STARTERA) mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or face-Provide information and help, orally to-face social and classroom or in writing and in online or face-tointeractions. (J.2, J.3, J.4, I.3) Ref. face interactions, for personal, and I.EFL.4.4.1. Learners can provide academic purposes Ref. EFL.4.1.6. personal information and state Attempt to use new words which basic immediate needs in very occur in conversations in the familiar contexts. They cope with personal and educational domains. straightforward, practical everyday and make use of such terms and tasks with limited, using simple expressions wherever appropriate grammatical structures and and necessary. Ref. EFL.4.2.9. in vocabulary learned class. Employ learning strategies to Frequent errors are expected and analyze a short range of written occasionally hinder materials by leveraging prior communication. (I.1, I.2, I.3, S.1) knowledge, utilizing graphic Ref. I.EFL.4.8.1. Learners can use organizers, interpreting context prior knowledge and pictures to 108 (STARTERA) REVIEW clues, taking notes, and consulting 5 understand new information in a a dictionary for unfamiliar words. text. They can see how the text is Ref. EFL.4.3.6. Begin to use the arranged, what it talks about, and process of prewriting, drafting, why it was made, using different revising. peer editing and tools. Ref. I.EFL.4.13.1. Learners proofreading (i.e., "the writing can write basic sentences using process") to attempt to produce simple facts and familiar details. simple paragraphs. Ref. EFL.4.4.7. They require little to no use of the Attempt to create an effective voice writing process, such as basic using a small variety of ICT tools, brainstorming, and utilize very basic writing styles and typical features of digital tools for support, such as a genre to create stories, poems, typing or using a word processor. sketches. and songs plays, Ref. I.EFL.4.17.1. Learners can Reflect including that those create very short and simple traditional and popular Ecuadorian original texts in basic genres, cultures. Ref. EFL.4.5.6. possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts.

(I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant SUCCESSES information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various give information and ideas and talk types of writing require different about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as limited rephrasing) with school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare and contrast experiences while naming universal oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and Learners can grasp the general literature from Ecuador and international regions and cultures meaning of spoken texts set in identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title, ideas through simple transactional illustrations, organization, etc.) (I.2, on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships young adults, the Internet, audio and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask for information and assistance using

interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

those

and

can

that

(1.1,

contrast

select

reflect

1.3)

compare

information.

including

literary

I.EFL.4.20.1.

language

and

level-appropriate

Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered slowly visuals provide and contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial and expressions/gestures appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we eat

level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a and differences by similarities respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador and identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make brief statements about objects and possessions. (Example: family, 307 (AMT1A) Friends forever short simple texts on familiar sports or famous through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. international regions and cultures (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few belongings, etc.) Ref. EFL.4.2.11. details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues subjects. (Example: news about (e.g., titles, illustrations) to identify people, relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence an audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 5 (AMT1B) Welcome details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social (J.3, standards. S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, to ideas, answer 402 (AMT1B) The easy life 5 ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (Example: persuade, negotiate, (I.1, I.2, J.2) I.EFL.4.15.1. Learners argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. give Learners can personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world 5 familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings applying them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short and	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in class activities and discussions in a empathy, tolerance and an overall respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using EFL.5.4.9. Read aloud with effective voice and a variety of confidence. demonstrate to appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references, domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate an understanding of the integrity of different cultures by recognizing cultures and sharing cross-cultural different bv experiences and ideas. Ref. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can an idea or argument. (Example: Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,1.4, domain. (Example: audio/video, I.EFL.5.12.1. Learners can identify website, and recommend a variety of multimedia, database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary Referring to features of the text. texts, including original stories (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, news personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news context containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. (1.3,an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising. online print texts and resources by evaluating or timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (1.3, 1.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and diverse variety of media and formats, effectively to audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make informative and narrative texts as following directions in class comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can context clues, cognates, format, 706 Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to and variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) texts and the works of peers, I.EFL.5.16.1. Learners can respond Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by peers, referring to details and plot, ideas, events, vocabulary, literary elements of the text. (S.1, etc.) S.4, J.2)

707 (AMT3A) impossible	communication features be applying them in appropriate contexts. (Example: use of stress intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expression wherever appropriate and necessary. Find the most important information in print or online sources in order to support an ide or argument. (Example: Internessearch engines, online advertising online or print timetables, we pages, posters, adverts catalogues, etc.) Use the process of prewriting, drafting, revising, peediting and proofreading (i.e., "the writing process") to produce well constructed informational texts. Compare and present personal and formal responses to and interpretations of published literar texts and the works of peers. Referring to details and features of the text. (Example: text structures.)	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce personal and formal responses to and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary vocabulary, etc.) texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can previewing, reading for main ideas identify and apply a range of (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating an ability to justify one's position on process") to produce wellan argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and in print) or a favorite activity to a evidence. I.EFL.5.18.1. Learners peer. can use a variety of criteria for evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) groups, cooperative learning I.EFL.5.19.1. Learners can engage groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 skills literacy and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate sources to support an idea or tools to write, edit, revise, and publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there is sufficient visual support. (I.3, S.1, people speak slowly. Use everyday Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners (Example: persuade, negotiate, argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts everyday and infer rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners presentations. oral interviews. can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations, (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures 5 organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

(CompactKEY) We had a great time!

904

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual promises, thanking. making support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, editing peer promote acquisition. (I.2, I.4, S.3, "the writing proofreading (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts and infer changes in the topic of appreciation of some commonalities and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners (Example: persuade, negotiate, argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, works and experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. monitoring strategies in social and (I.3, S.4, J.4) I.EFL.4.6.1. Learners classroom interactions. Example: can grasp the general meaning of spoken texts asking questions, starting over, set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME ideas nonfiction books for young adults, relationships and relate the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by real-life ability to use these features imaginative details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

folktales and Compare and contrast oral practices and traditions, folktales myths, and Ecuador literature from and international regions and cultures and identify similarities differences and universal cultural themes. Give short. basic descriptions of everyday activities and events within familiar contexts simple descriptive routines in short, language to compare and make situations, interacting with relative brief statements about objects and possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on (CompleteKEY) LET'S GO 1007 familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, descriptions, etc.) Convey information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process writing groups, etc.) such as playing

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and structured ease. (I.3, I.4, S.4) I.EFL.4.11.1. Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual clues to help identify the most relevant information. (Example: title, illustrations, organization, etc.) (I.2, convey information and ideas and describe feelings and opinions in simple transactional or expository audience, recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. Learners can collaborate participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.1.1.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)				. ==	
and feelings. Make predictions, I.EFL.5.13.1. Learners can produce inferences and deductions to demonstrate different levels of texts using an effective voice and a meaning of literary texts presented variety of appropriate writing styles	1101	l, , , , ,	relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of	demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a	5
inferences and deductions to emails, blog posts and other written demonstrate different levels of texts using an effective voice and a			structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points simple, predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school narratives, memoirs and personal 5 reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, well-constructed and produce drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") to produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows mindfulness empathy and respect for others. Demonstrate empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed informational texts by applying the revising, peer editing and writing process proofreading "the writing and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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and perspectives of differ cultures by recognizing and shar cross-cultural experiences a ideas. Follow main ideas in top covered in other curricular subje with the help of visual supp using concepts and vocabulary thave been studied in advant Identify and use reading strateg to make informative and narrattexts comprehensible ameaningful. (Example: skimmi scanning, previewing, reading main ideas and details, us structural and context clucognates, format, sequence, eproduce emails and blog podescribing personal experience and feelings. Make prediction inferences and deductions demonstrate different levels meaning of literary texts present orally or in digital form, includiteral and implied meaning.	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can ing demonstrate and convey different

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the specific advance. Find points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, well-constructed produce drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning groups. cooperative for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners completely can demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. Ref. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports. familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective voice and a variety of appropriate notes to self, etc.) Ref. EFL.5.4.9. Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms expressions with and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and by assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other writing. (Example: notes, invitations, emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, evaluations, and negotiation of meaning. (Example: questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. exploring pronunciations, etc.) EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. EFL.5.2.9. Argue the conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning productivity. (Example: editing, Google Drive, infographic that support collaboration and makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

make things in well-structured ways and applying self-correcting and selfasking monitoring strategies when needed. alternative Learners can compare, contrast Ref. and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings Learners can analyze specific main information and identify the main and a variety of potential resources and image references, including digital tools, productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, affect recognize how chosen criteria

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completely Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners completely can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a learning groups, cooperative variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52









We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Segundo Año BGU HM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 2BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community, while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a about seasonal festivities, dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use customs, international climate. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

assistance appropriate Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate grammatical and necessary. Ref. EFL.4.2.9. vocabulary learned Employ learning strategies to analyze a short range of written occasionally materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple structures in class. Frequent errors are expected and hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref.

I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various give information and ideas and talk types of writing require different about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as limited rephrasing) with school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 (AMT1A) Welcome 5 supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience texts about familiar subjects. They and purpose. Ref. EFL.4.4.1. Make use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories adding by stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships young adults, the Internet, audio and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have imaginative details to real-life different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask for information and assistance using

interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other concepts.

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and

can

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contrast

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1.3)

compare

information.

including

literary

I.EFL.4.20.1.

language

and

level-appropriate

Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered slowly visuals provide and contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial and expressions/gestures appropriate intonation, etc.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we eat

Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and these resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent with errors tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 5 (AMT1B) Welcome details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social (J.3, standards. S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, to ideas, answer 402 (AMT1B) The easy life 5 ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (Example: persuade, negotiate, (I.1, I.2, J.2) I.EFL.4.15.1. Learners argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. give Learners can personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and Compare and contrast oral practices perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world 5 familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. Learners can employ a range of educational domains. Use everyday Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings applying them in contexts. Ref. EFL.5.1.7. Begin to and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in class activities and discussions in a empathy, tolerance and an overall respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners communicate can opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a variety of audio recordings (e.g., news reports, documentaries and interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references, domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries and respect for others. (I.3, S.1, S.2, interviews reporting on seasonal J.1, J.3) I.EFL.5.1.1. Learners can festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, database, and recommend a variety of book, thesaurus, scholarly/popular, potential resources and references, current/historical, etc.) Ref. including digital tools, that support EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary Learners can respond to literary texts and the works of peers, texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading scanning, (Example: skimming, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the well-constructed produce writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, news personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news context containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. (1.3,an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising. online print texts and resources by evaluating or timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can 706 context clues, cognates, format, Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) personal and formal responses to I.EFL.5.13.1. Learners can produce and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating an ability to justify one's position on process") to produce wellan argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio (1.2,1.4, J.3) argument. and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows empathy and respect for others. recorded news reports, documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there is sufficient visual support. (I.3, S.1, people speak slowly. Use everyday Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (I.1, I.2, J.2) I.EFL.4.15.1. Learners (Example: persuade, negotiate, argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to to learners' influence an audience, and recognizing that different texts have experiences. (Example: setting, character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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904

(CompactKEY) We had a great time!

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use students' other other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured past activities situations, interacting with relative routines, experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. monitoring strategies in social and (I.3, S.4, J.4) I.EFL.4.6.1. Learners classroom interactions. Example: can grasp the general meaning of spoken texts asking questions, starting over, set in familiar rephrasing, exploring alternative contexts everyday and infer pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME ideas nonfiction books for young adults, relationships and relate the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by real-life ability to use these features imaginative details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand short, and the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic I'M expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and demonstrate order to contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online and face-to-face can communicate personal relationships information and basic immediate based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information language. Convey and organize information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures and I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines use simple in short, structured language to compare and make situations, interacting with relative brief statements about objects and ease. (I.3, I.4, S.4) I.EFL.4.11.1. possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 5 familiar subjects. (Example: news clues to help identify the most TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

Display an understanding of the relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.1.1.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3)				. ==	
and feelings. Make predictions, I.EFL.5.13.1. Learners can produce inferences and deductions to demonstrate different levels of texts using an effective voice and a meaning of literary texts presented variety of appropriate writing styles	1101	l, , , , ,	relationship between the practices and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of	demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a	5
inferences and deductions to emails, blog posts and other written demonstrate different levels of texts using an effective voice and a			structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice,	meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a	

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate sources to support an idea or advertising, online or print timetables, web pages, posters, (1.2,1.4, argument. J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the specific advance. Find points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 5 narratives, memoirs and personal losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, well-constructed produce drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through selected carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	academic topics. Create an	strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning. I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce of social writing. conventions emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long and complex literary texts by literal and implied meanings. (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners can produce social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools, that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating, print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific correct and appropriate. Ref. EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal and responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) expressions with terms and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific correct and appropriate. Ref. EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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1406 (CompactFCE) Our Planet

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough skills literacy and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52





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We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Segundo Año BGU QB

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 2BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a about seasonal festivities, dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use customs, international climate. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple grammatical structures vocabulary learned in class. Frequent errors are expected and occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador and international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners oral distinguish can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref.

I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various give information and ideas and talk types of writing require different about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in establishing and maintaining familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors with practical. everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4,S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) Learners can grasp the general literature from Ecuador and meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 (AMT1A) Welcome 5 supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience texts about familiar subjects. They and purpose. Ref. EFL.4.4.1. Make use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal by stories adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

5

Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other

those

concepts.

and

can

that

(1.1,

contrast

select

reflect

1.3)

compare

information.

including

literary

I.EFL.4.20.1.

language

and classroom

level-appropriate

to-face social

for

and

Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and these resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent with errors tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (I.3, I.4, activities and experiences within the S.4) Ref. I.EFL.4.9.1. Learners can personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures. using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (l.1, 1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 5 (AMT1B) Welcome details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social (J.3, standards. S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, to ideas, answer 402 (AMT1B) The easy life 5 ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (Example: persuade, negotiate, (I.1, I.2, J.2) I.EFL.4.15.1. Learners argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. give Learners can personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce wellprocess") to convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador and experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, cooperative learning groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in and clarifying meaning. (I.3, I.4, contexts. Ref. EFL.5.1.7. Begin to S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in class activities and discussions in a empathy, tolerance and an overall respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners can communicate opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news 5 an idea or argument. (Example: resources reviewing by Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, Ref. | I.2, S.3, S.4) Ref. I.EFL.5.14.1. current/historical, etc.) EFL.5.4.2. Present personal and Learners can respond to literary formal responses to texts, including original stories and interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries and respect for others. (I.3, S.1, S.2, interviews reporting on seasonal J.1, J.3) I.EFL.5.1.1. Learners can festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, database, and recommend a variety of book, thesaurus, scholarly/popular, potential resources and references, current/historical, etc.) Ref. including digital tools, that support EFL.5.4.2. Present personal and collaboration and productivity, for formal responses educational and academic use. (I.1, interpretations of published literary I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts and the works of peers, texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying make reading strategies to meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the well-constructed produce writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, J.3) language, tone, evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the process position papers and brochures. writing and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can 706 context clues, cognates, format, Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

Interpret and demonstrate knowledge of nonverbal and oral communication, and apply them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions which occur in formation in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and literary elements of the text. (Example: text structure, plot, ideas, events, vocabulary, effering to details and literary elements of the text. (S.1, S.4, J.2)	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) personal and formal responses to I.EFL.5.13.1. Learners can produce and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can previewing, reading for main ideas identify and apply a range of (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus. scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfeffectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,1.3, J.2) evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations, charts, argument. (1.2,1.4, J.3) etc.) Use the I.EFL.5.15.1. Learners can plan advertisements, process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and in print) or a favorite activity to a evidence. I.EFL.5.18.1. Learners peer. can use a variety of criteria for evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio (1.2,1.4, J.3) argument. and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and (Example: literary texts. small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience. while special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features real-life imaginative details to appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

5

904

(CompactKEY) We had a great time!

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate can personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts infer everyday and pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository texts on familiar subjects in order to different language, formatting and special vocabulary. (Example: a influence an audience. recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online and face-to-face can communicate personal relationships information and basic immediate based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information language. Convey and organize information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures and I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines use simple in short, structured language to compare and make situations, interacting with relative brief statements about objects and ease. (I.3, I.4, S.4) I.EFL.4.11.1. possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 5 familiar subjects. (Example: news clues to help identify the most TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate sources to support an idea or advertising, online or print timetables, web pages, posters, (1.2,1.4, argument. J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 narratives, memoirs and personal 5 losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and by relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, ideas. Follow main ideas in topics covered in other curricular subjects everyday communication demands with the help of visual support, in familiar social and academic using concepts and vocabulary that contexts, such as following have been studied in advance. directions in class activities and Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify meaningful. (Example: skimming, 1203 (CompactPET) Let's shop! 5 scanning, previewing, reading for and apply a range of reading main ideas and details, using strategies in order to make texts context clues, meaningful structural and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own electronic forms for writing to others academic needs. (I.1, I.2, I.4, S.3) or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	academic topics. Create an	strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning cooperative groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

			I.EFL.5.11.1. Learners can Identify	
			and apply a range of reading	
		1	strategies in order to make texts	
		1	meaningful and to select	
		,	information within a text that might	
			be of practical use for one's own	
			academic needs. (I.1, I.2, I.4, S.3)	
		_	I.EFL.5.13.1. Learners can produce	
		I	emails, blog posts and other written	
		,	texts using an effective voice and a	
			variety of appropriate writing styles	
		, , , ,	and conventions. (I.3, S.3, J.2)	
			I.EFL.5.16.1. Learners can respond	
		1	to and interpret literary texts,	
		•	including original stories written by	_
1208	(CompactPET) We're off!	,	peers, referring to details and	5
		· ·	literary elements of the text. (S.1,	
		I	S.4, J.2) I.EFL.5.4.1. Learners can	
			communicate effectively using a	
		_	variety of media and formats,	
			including ICT, by saying things in	
		_	alternative ways and applying self-	
		(Example: notes, invitations, emails,	"	
		1	strategies when needed. (I.1, I.3,	
		,	J.4) I.EFL.5.7.1. Learners can	
		"	communicate clearly and effectively	
		1	by using appropriate vocabulary	
		I	and language in a variety of oral	
		learners have read or heard.	interactions for a range of	
			audiences and level-appropriate	
			purposes. (I.2, I.3, J.2)	

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY appropriate topics. (Example: 1301 5 **AFFAIR** identify the main points in simple, biographies, news articles, straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to and voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long and complex literary texts by literal and implied meanings. (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific correct and appropriate. Ref. EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the (CompleteFCE) HIGH opinions. Ref. EFL.5.2.11. Compare 1307 most appropriate sources to support 5 **ADVENTURE** complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and peer editing revising, while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies. news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses and to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners completely can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific correct and appropriate. Ref. EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal 5 make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

1406 (CompactFCE) Our Planet

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and mindfulness Demonstrate discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning spoken in and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen most appropriate sources to support 1408 5 Breakthrough skills and language literacy an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in texts. (Example: small literary collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

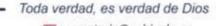
10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52











We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Tercer Año BGU CN

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 3BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news **TOGETHER** descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, information and ideas through simple illustrations) to identify the simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a about seasonal festivities, dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use customs, international climate. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple grammatical structures vocabulary learned in class. Frequent errors are expected and occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) Ref. expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters and of Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find relevant to find specific predictable information information, but often need support in short, simple texts in a range of to understand details. (I.2, I.4) Ref. age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref.

I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant **SUCCESSES** information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in establishing and maintaining familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors with practical. everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4,S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural Compare experiences while naming universal and contrast ora traditions, myths, folktales and cultural themes. (I.2, S.1, S.2, J.1) literature from Ecuador and Learners can grasp the general meaning of spoken texts set in international regions and cultures identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title. illustrations, organization, etc.) (I.2, ideas through simple transactional on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal by stories adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other

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concepts.

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and these resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent with errors tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 5 (AMT1B) Welcome details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social (J.3, standards. S.1, 1.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe inquiries, to ideas, answer 402 (AMT1B) The easy life 5 ideas feelings/opinions in order relationships and relate effectively influence an audience. between different subject areas. (Example: persuade, negotiate, (I.1, I.2, J.2) I.EFL.4.15.1. Learners argue, etc.) Locate and attempt to can convey information and ideas identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to influence an audience, and to learners' experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. give Learners can personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce wellprocess") to convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador and experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines simple in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world clues to help identify the most 5 familiar subjects. (Example: news about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, cooperative learning groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in and clarifying meaning. (I.3, I.4, contexts. Ref. EFL.5.1.7. Begin to S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in class activities and discussions in a empathy, tolerance and an overall respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can Produce emails and blog posts analyze emails, blog posts and describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. literary genres, I.EFL.5.13.1. periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying EFL.5.5.3. distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and verbal and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners can communicate opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate different cultures by recognizing an understanding of the integrity of cultures and sharing cross-cultural different bv experiences and ideas. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries and respect for others. (I.3, S.1, S.2, interviews reporting on seasonal J.1, J.3) I.EFL.5.1.1. Learners can festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, an idea or argument. (Example: I.4) Ref.I.EFL.5.5.1. Learners can Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,I.4, I.EFL.5.12.1. Learners can identify domain. (Example: audio/video, multimedia, website, database, and recommend a variety of book, thesaurus, scholarly/popular, potential resources and references, current/historical, etc.) Ref. including digital tools, that support EFL.5.4.2. Present personal and collaboration and productivity, for formal responses educational and academic use. (I.1, interpretations of published literary I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to literary texts and the works of peers, texts, including original stories Referring to features of the text. (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, J.3) language, tone, evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the process position papers and brochures. writing and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can 706 context clues, cognates, format, Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

Interpret and demonstrate knowledge of nonverbal and oral communication, and apply them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions which occur in formation in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, referring to details and literary elements of the text. (Example: text structure, plot, ideas, events, vocabulary, effering to details and literary elements of the text. (S.1, S.4, J.2)	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) personal and formal responses to I.EFL.5.13.1. Learners can produce and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfeffectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,1.3, J.2) evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations, charts, argument. (1.2,1.4, J.3) etc.) Use the I.EFL.5.15.1. Learners can plan advertisements, process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and in print) or a favorite activity to a evidence. I.EFL.5.18.1. Learners peer. can use a variety of criteria for evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio (1.2,1.4, J.3) argument. and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) I.EFL.5.19.1. Learners can engage groups, cooperative learning groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 skills literacy and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate sources to support an idea or tools to write, edit, revise, and publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience. while special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features real-life imaginative details to appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

5

904

(CompactKEY) We had a great time!

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and perspectives. practices Learners can share cross cultural experiences while naming universal Compare and contrast ora cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts infer everyday and pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository texts on familiar subjects in order to different language, formatting and special vocabulary. (Example: a influence an audience. recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original literary texts in different genres, have read or heard. including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online and face-to-face can communicate personal relationships information and basic immediate based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) **HAVE** personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? and evaluating them in order to evaluate a range of both physical and digital texts and materials in strengthen literacy skills order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can convey and organize information language. Convey and organize information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 5 clues to help identify the most familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate sources to support an idea or advertising, online or print timetables, web pages, posters, (1.2,1.4, argument. J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108 (CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 narratives, memoirs and personal 5 losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and by relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, ideas. Follow main ideas in topics covered in other curricular subjects everyday communication demands with the help of visual support, in familiar social and academic using concepts and vocabulary that contexts, such as following have been studied in advance. directions in class activities and Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify meaningful. (Example: skimming, 1203 (CompactPET) Let's shop! 5 scanning, previewing, reading for and apply a range of reading main ideas and details, using strategies in order to make texts context clues, meaningful structural and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own electronic forms for writing to others academic needs. (I.1, I.2, I.4, S.3) or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	academic topics. Create an	strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning groups. cooperative for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long and complex literary texts by literal and implied meanings. (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self (Example: meaning. asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. and a variety of potential resources and learning productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information appropriate and criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies, news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses and to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners completely can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other writing. (Example: notes, invitations, emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific correct and appropriate. Ref. EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

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Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52









We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Tercer Año BGU HM

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 3BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news TOGETHER descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, simple illustrations) to identify the information and ideas through simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles. support. (I.3, S.1, J.4) Ref. illustrations. organization, I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple (STARTERA) and attempt to understand relevant online or print texts on familiar 103 5 level-**EXCITED** information in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas predictions, inferences and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a about seasonal festivities, dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use customs, international climate. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Provide information and help, orally or in writing and in online or face-toface interactions, for personal, and academic purposes Ref. EFL.4.1.6. Attempt to use new words which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Ref. EFL.4.2.9. Employ learning strategies to analyze a short range of written materials by leveraging prior knowledge, utilizing graphic organizers, interpreting context 108 (STARTERA) REVIEW clues, taking notes, and consulting a dictionary for unfamiliar words. Ref. EFL.4.3.6. Begin to use the process of prewriting, drafting, revising. peer editing proofreading (i.e., "the writing process") to attempt to produce simple paragraphs. Ref. EFL.4.4.7. Attempt to create an effective voice using a small variety of ICT tools, writing styles and typical features of a genre to create stories, poems, songs sketches. and plays, including those that Reflect traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can provide personal information and state basic immediate needs in very familiar contexts. They cope with straightforward, practical everyday tasks with limited, using simple grammatical structures vocabulary learned in class. Frequent errors are expected and occasionally hinder communication. (I.1, I.2, I.3, S.1) Ref. I.EFL.4.8.1. Learners can use prior knowledge and pictures to understand new information in a text. They can see how the text is arranged, what it talks about, and why it was made, using different tools. Ref. I.EFL.4.13.1. Learners can write basic sentences using simple facts and familiar details. They require little to no use of the writing process, such as basic brainstorming, and utilize very basic digital tools for support, such as typing or using a word processor. Ref. I.EFL.4.17.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Use suitable vocabulary, expressions, I.EFL.4.4.1. Learners can give order to personal information and express communicate specific intentions in online and faceto-face basic immediate needs in familiar interactions. (Example: thanking, contexts. They handle simple, practical everyday tasks with a making promises, apologizing, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language. simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly in their writing.Ref:I.EFL.4.15.1 learners have read or heard. Ref. Learners EFL.4.5.4. can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and oral contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters of and Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find to relevant find specific predictable information information, but often need support to understand details. (I.2, I.4) Ref. in short, simple texts in a range of age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant SUCCESSES information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in establishing and maintaining familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors with practical. everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4,S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as limited rephrasing) with school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare and contrast experiences while naming universal oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and Learners can grasp the general literature from Ecuador and international regions and cultures meaning of spoken texts set in identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title, ideas through simple transactional illustrations, organization, etc.) (I.2, on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts commonalities some and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can selected literary identify share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting audience influence an and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal by stories adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other

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concepts.

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contrast

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compare

information.

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literary

I.EFL.4.20.1.

language

and classroom

level-appropriate

to-face social

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

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level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent with errors tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. through simple transactional on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about familiar subjects. They are able to influence audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 5 (AMT1B) Welcome details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe ideas, answer inquiries, 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to works and to learners' influence an audience. experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use students' other other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world 5 familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in and clarifying meaning. (I.3, I.4, contexts. Ref. EFL.5.1.7. Begin to S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and	5

Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim Reference | S.1, J.3, J.4) Ref. I.EFL.5.8.1. scan simple Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration and sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, Ref. verbal and nonverbal). J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods and demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and formats. Ref. EFL.5.1.9. Recognize etc.) and infer the meanings of unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by in conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and Produce emails and blog posts describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. can literary genres, periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by applying them in appropriate and build on other people's ideas in extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed while making informed decisions 604 (AMT2B) Working week 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and verbal and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners can communicate opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate an understanding of the integrity of different cultures by recognizing cultures and sharing cross-cultural different bv experiences and ideas. Ref. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can an idea or argument. (Example: Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,1.4, domain. (Example: audio/video, I.EFL.5.12.1. Learners can identify website, and recommend a variety of multimedia, database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary Referring to features of the text. texts, including original stories (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying reading strategies to make meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing and experiences by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences Learners can communicate clearly and Use and effectively by using appropriate ideas. new words and vocabulary and language in a expressions which occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions a range of age- and levelstraightforward texts on subjects of 5 appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration using productivity, for educational and imaginative stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond to and interpret literary texts, learners have read or heard. including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple, 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage Internet search engines, online with a variety of digital and print advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, J.3) language, tone, evidence well-developed I.EFL.5.15.1. Learners can plan and arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the process position papers and brochures. writing and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (1.3, 1.4, J.3)

I.EFL.5.4.1. Learners can Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday communication demands in familiar in advance. Identify and use social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas skimming, (Example: scanning, in other curricular subjects when previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can 706 context clues, cognates, format, Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses to variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond texts and the works of peers, Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate wherever purposes. appropriate and (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 search engines, online advertising, discrepancies in the information in online or print timetables, web order to find the most appropriate pages, posters, adverts, sources to support an idea or catalogues, etc.) Use a variety of (1.2,1.4, argument. J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written texts using an effective voice and a self, applying the conventions of social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) personal and formal responses to I.EFL.5.13.1. Learners can produce and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary vocabulary, etc.) texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of main points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class reading strategies make activities and identifying main ideas to informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, (Example: skimming, scanning, S.1) I.EFL.5.11.1. Learners can previewing, reading for main ideas identify and apply a range of (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. and recommend print and digital Learners can identify, critically sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources and deductions to demonstrate different references, including digital tools, levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners can explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by identifying distinguishing features, etc.) interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfideas effectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur in communicate clearly and effectively conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations. charts, argument. (1.2,1.4, J.3) advertisements, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating an ability to justify one's position on process") to produce wellan argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and evidence. I.EFL.5.18.1. Learners in print) or a favorite activity to a can use a variety of criteria for peer. evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats. including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) groups, cooperative learning I.EFL.5.19.1. Learners can engage groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news reports, etc.) and deduce the weather, etc., where the visuals support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 skills literacy and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate sources to support an idea or tools to write, edit, revise, and publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts infer everyday and rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners interviews, presentations, oral can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience. while special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features real-life imaginative details to appropriately in one's own writing. using stories and situations. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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904

(CompactKEY) We had a great time!

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities and differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 familiar subjects. (Example: news clues to help identify the most practice about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write describe ideas, answer inquiries, 5 to GOING HOME feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience. works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can give Learners personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts infer everyday and pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository texts on familiar subjects in order to different language, formatting and special vocabulary. (Example: a influence an audience. recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions. language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' etc.) other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills editina revising, peer and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) **HAVE** personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and traditions, myths, folktales Learners can share cross cultural and literature from Ecuador and experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and Learners can understand main possessions. (Example: family, school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual (CompleteKEY) LET'S GO 1007 clues to help identify the most familiar subjects. (Example: news TO THE MUSEUM! about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the ability to use these features create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing brainstorming and problem solving.

I.EFL.4.1.1. Learners can compare perspectives. structured games, (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school 5 narratives, memoirs and personal reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while wellprocess") to produce demonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate sources to support an idea or advertising, online or print timetables, web pages, posters, (1.2,1.4, argument. J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Differer feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5
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I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2. I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

		Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively	
1108	(CompletePET) Review	formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5

1201	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 narratives, memoirs and personal 5 losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Follow main ideas in topics Learners can deal with practical, covered in other curricular subjects everyday communication demands with the help of visual support. in familiar social and academic using concepts and vocabulary that contexts, such as following directions in class activities and have been studied in advance. Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) meaningful. (Example: skimming, I.EFL.5.11.1. Learners can Identify 1203 (CompactPET) Let's shop! 5 and apply a range of reading scanning, previewing, reading for main ideas and details, using strategies in order to make texts structural context clues. meaningful and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) electronic forms for writing to others or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles Evaluate and conventions. (I.3, S.3, J.2) to self, etc.) recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate advertising, sources to support an idea or online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading "the writing process and while (i.e., process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. Read aloud with confidence, through carefully selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

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1205	(CompactPET) Extreme diets	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written	5

I.EFL.5.1.1. Learners can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria learning groups. cooperative for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary Use appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,I.3. Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and by in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 skimming, scanning, AND PLEASURE (Example: reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. Ref. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources **HAPPY** (CompleteFCE) 1303 pages. posters, adverts, assessing and detecting 5 HOLIDAYS? catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long and complex literary texts by literal and implied meanings. (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for educational and academic use. (I.1, print and digital sources to other learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self (Example: meaning. asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by whole-class discussions expressing opinions and feelings personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Argue the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and academic use. (I.1, I.2, S.3, S.4) presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners completely can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, EFL.5.1.10. nonverbal). Ref. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in **ADVENTURE** an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Ref. Information. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple, biographies, news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses and to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. S.4, text. (S.1, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice and discrimination. (I.1, I.2, S.2, the use of language. EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters, adverts, assessing and detecting 5 Performance catalogues, etc.) Ref. EFL.5.3.4. complexities and discrepancies in Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can create emails, blog posts and other writing. (Example: notes, invitations, emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long implied meanings. and complex literary texts by literal and (Example: summarizing, explaining identifying distinguishing features, interpreting implicit and explicit and identifying, word choice, symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, knowledge Make use of and connect them in appropriate nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms with expressions and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompactFCE) Lessons points in straightforward texts on 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, evaluations, and negotiation of (Example: meaning. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. exploring pronunciations, etc.) EFL.5.1.11. Build on others' ideas when engaged in pair, group or whole-class discussions personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of correct and appropriate. Ref. EFL.5.2.9. Argue the conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration. learning productivity. (Example: editing, Google Drive, infographic that support collaboration and makers, audio and video editing, presentation apps, etc.) Ref. EFL.5.4.4. Debate one's own and others' work, individually and collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, and chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

make things in well-structured ways and applying self-correcting and selfasking monitoring strategies when needed. alternative Learners can compare, contrast Ref. and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can analyze specific main information and identify the main and a variety of potential resources and image references, including digital tools, productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can use a variety of criteria for evaluating, affect recognize how chosen criteria

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Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on an process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on an Engage in collaborative activities argument through carefully selected through a variety of student information appropriate and groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a groups, cooperative learning variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

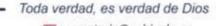
10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52











We belong to The Lord. Romans 14:8

SÍLABO DE ASIGNATURA

AÑO LECTIVO: 2024 - 2025

Grado/Curso: Tercer Año BGU QB

Área: LENGUA EXTRANJERA

Nombre de la asignatura: ENGLISH 3BGU COMUN (24-25)

1.- PALABRAS DE BIENVENIDA:

"So, do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand." Isaiah 41:10 Welcome back to school! We are very happy to start this new school year. We are facing a new challenge and we have decided to trust our God and rest on His promises. He says that He will be with us all the time, so there is no reason to fear. Remember that everything we will cover during this course is based on God's word. Our aim is to encourage you to learn English while you enjoy the process. If there is anything we can do to help you to reach this goal, do not doubt to contact us. I am sure this will be an amazing year; we will learn a lot of things and we will discover the wonders of our God in a new language! Let's do this TOGETHER

2.- PUNTO DE PARTIDA:

The biblical truths that form the basis for your studies are: "Therefore, its name was called Babel, because there the LORD confused the language of the whole earth; and from there the LORD scattered them abroad over the face of the whole earth." Genesis 11:1-9 Learning to speak a language well depends on hearing it constantly. Nehemiah 13:23-27 The ability to learn other languages can help us be useful in the service of God. Daniel 1:3-4 Source: Enciclopedia de Verdades Bíblicas; Ruth C. Haycock

3.- DESCRIPCIÓN DE LA ASIGNATURA:

English as a Foreign Language is a class that aims to develop student's English proficiency levels in five areas: communication and cultural awareness; oral communication (listening and speaking); reading; writing; and language through the arts. The English class is also meant to

help students gain the necessary language skills to study other subjects in a foreign language (Literature, Music and Science Lab). The curriculum is developed with the Common European Framework of Reference for Languages and the Bible.

4.- LOGROS DE APRENDIZAJE ESPERADOS Y OBJETIVOS DE CADA ASIGNATURA:

a.- LAES

- * Students master English as a second language and use it to expand their communication in other parts of the world, bringing the good news of Salvation.
- * Students master the English language grammatically and apply it effectively in oral expressions such as poetry and classical rhetoric.
- * Students master the linguistic skills of the English language to achieve international certifications and exemptions (exonerations) in their higher studies.

5.- UNIDADES DE ESTUDIO:

Nª	TÍTULO DE LA UNIDAD	DESTREZAS	INDICADORES DE EVALUACIÓN	DURACIÓN TIEMPO
101	(STARTERA) WELCOME	Understand basic phrases related to personal and school life when they are spoken slowly and clearly, like talking about daily routines, free time, and school activities. Ref. EFL.4.2.1. Understand the main ideas in short, very simple texts about familiar topics, like sports news or descriptions of famous people. Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. Ref. EFL.4.4.1. Recognize the main points in literary texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.	Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin to deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can recognize main ideas in very short, simple online or print texts on familiar subjects. They use very basic contextual clues (e.g., titles, simple illustrations) to identify the most relevant information and often require substantial assistance to understand the content. (I.2, I.4) Ref. I.EFL.4.11.1 Learners are able to give information and ideas and say their feelings and opinions in simple texts about things they know. They are able to influence an audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.	5

Learners can define oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the Understand and talk about the general meaning of spoken texts similarities and differences between set in familiar everyday contexts stories and traditions from Ecuador and notice some changes in the and other places around the world. topic of discussion, as well as begin Ref. EFL.4.1.1. Understand basic to deduce the meanings of some phrases related to personal and unfamiliar words and exchanges school life when they are spoken through the use of context clues, slowly and clearly, like talking about provided speech is given slowly and daily routines, free time, and school clearly and there is sufficient visual activities. Ref. EFL.4.2.1. support. (1.3,S.1, Understand the main ideas in short, Ref.I.EFL.4.6.1 Learners can very simple texts about familiar recognize main ideas in very short, (STARTERA) 102 simple online or print texts on 5 topics, like sports news TOGETHER descriptions of famous people. Ref. familiar subjects. They use very EFL.4.3.1. Attempt to convey basic contextual clues (e.g., titles, simple illustrations) to identify the information and ideas through simple transactional or expository most relevant information and often texts on familiar subjects using ICT require substantial assistance to tools and conventions and features understand the content. (I.2, I.4) of English appropriate to the Ref. I.EFL.4.11.1. Learners are able to give information and ideas audience and purpose. EFL.4.4.1. Begin to evaluate and and say their feelings and opinions recommend literary texts from in simple texts about things they books according to pre-established know. They are able to influence an criteria. Ref. EFL.4.5.8. audience and see that different texts have different styles, using these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners can provide basic feedback on very simple literary texts (written, oral, online, video, or print) guidance. They can participate in simple group activities to discuss their basic criteria for evaluating texts and their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Attempt to show understanding of Learners begin to understand the how different cultures live and think general meaning of spoken texts recognizing and sharing set in familiar everyday contexts experiences and ideas from various and notice some changes in the cultures. Ref. EFL. 4.1.3. Attempt to topic of discussion, as well as begin deduce the meanings of unfamiliar to deduce the meanings of some words based on context that unfamiliar words and exchanges includes familiar elements, like through the use of context clues, informal greetings, exclamations, or provided speech is given slowly and interjections. Ref. EFL.4.2.4. Make clearly and there is sufficient visual use of clues such as titles, support. (I.3, S.1, J.4) Ref. illustrations. organization. I.EFL.4.6.1. Learners can recognize outline and layout, etc. to highlight main ideas in very short, simple and attempt to understand relevant online or print texts on familiar 5 levelinformation in written subjects. They use very basic appropriate text types. Ref. contextual clues (e.g., titles, simple EFL.4.3.2. Brainstorm in a written illustrations) to identify the most way to describe feelings/opinions in relevant information and often order to attempt to effectively require substantial assistance to influence an audience. (Example: understand the content. (I.2, I.4) persuade, negotiate, argue, etc.) Ref. I.EFL.4.11.1. Learners are Ref. EFL.4.4.4. Attempt to make able to give information and ideas inferences predictions, and say their feelings and opinions deductions to demonstrate different in simple texts about things they levels of meaning of literary works know. They are able to influence an presented orally or in digital form, audience and see that different implied including literal and texts have different styles, using meanings. Ref. EFL.4.5.3. these styles correctly in their writing. Ref. I.EFL.4.15.1. Learners understand basic literal meanings in short, everyday texts (online, oral or in print) with visual support. They rely heavily on pictures and other visual aids to grasp the main idea and make simple predictions. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can define oral traditions,

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Learners can notice similarities differences different between aspects of cultural groups. Learners demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Ref. I.EFL.4.2.1. Learners begin to understand the general meaning of Highlight the consequences of spoken texts set in familiar actions by demonstrating everyday contexts and notice some responsible decision-making changes in the topic of discussion, school, online, at home, and in the as well as begin to deduce the community. while considerina meanings of some unfamiliar words ethical standards, safety concerns, and exchanges through the use of social norms, and mutual respect. context clues, provided speech is Ref. EFL.4.1.9. Highlight main given slowly and clearly and there ideas in topics covered in other is sufficient visual support. (I.3, S.1, curricular subjects with the help of J.4) Ref. I.EFL.4.6.1. Learners can the teacher and visual support, use basic reference materials, using concepts and vocabulary that mostly in print, to support very have been studied in advance. Ref. 105 (STARTERA) CITY LIFE simple ideas and answer direct 5 EFL.4.2.8. Use everyday Reference inquiries. They need substantial find materials to information support to find relationships and relevant to your inquiry and connect relate ideas within very familiar ideas between different written subject areas. (I.1, I.2, J.2) Ref. sources. Ref. EFL.4.3.5. Make and I.EFL.4.12.1. Learners can use use a simple print or digital learning basic learning resources, mostly in resource to compare information in print, to identify and differentiate order to demonstrate simple pieces of information. They understanding and command of a rely heavily on support to choose topic. Ref. EFL.4.4.2. Start to resources and need substantial present personal and formal guidance to evaluate the responses Referring to details and information based on value, features of the text. Ref. EFL.4.5.2. purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can recognize very basic literary elements in short, simple texts with support, including their own work. They can give simple personal responses to very simple texts, including those of a peer, by pointing out very basic details like main ideas and familiar words. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as begin Highlight self-correcting and selfto deduce the meanings of some monitoring strategies in classroom unfamiliar words and exchanges interactions. Ref. EFL.4.1.5. through the use of context clues, Highlight main ideas in topics provided speech is given slowly and covered in other curricular subjects clearly and there is sufficient visual with the help of the teacher and support. (I.3, S.1, J.4) Ref. visual support, using concepts and I.EFL.4.6.1. Learners can use basic vocabulary that have been studied reference materials, mostly in print, in advance. Ref. EFL.4.2.8. Attempt to support very simple ideas and find the most important answer direct inquiries. They need 106 (STARTERA) FREE TIME information in print or online 5 substantial support to sources to help with an idea or relationships and relate ideas within argument. Ref. EFL.4.3.4. Attempt very familiar subject areas. (I.1, I.2, evaluate information from J.2) Ref. I.EFL.4.12.1. Learners can References, including those found use basic learning resources, on the web, and recommend print mostly in print, to identify and and digital sources to other differentiate simple pieces learners. Ref. EFL.4.4.3. Create information. They rely heavily on personal short stories using some support to choose resources and vocabulary learners have read or need substantial guidance heard. Ref. EFL.4.5.4. evaluate the information based on value, purpose, and audience. (I.1, I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (l.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and mostly appropriate verbal and nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main show understanding idea and some details in short nonverbal and oral communication straightforward spoken audio texts by using them correctly in different set in familiar contexts when the situations. Ref. EFL.4.1.7. Highlight message is delivered very slowly the main idea and key details from and there is other contextual recorded news reports, support. (Example: rules for a interviews documentaries. and game, classroom instructions, a about seasonal festivities, dialogue in a scene from a cartoon environmental issues, food, or movie, etc.) Learners can use customs, international climate. other classmate's contributions in weather, etc., using visual cues to class as models for their own. (I.2, understand the content. I.3, S.4) Ref. I.EFL.4.7.1. Learners EFL.4.2.7. View and listen to can use basic reference materials, information from limited sources in (STARTERA) **BEST** mostly in print, to support very order to organize and discuss 107 5 **FRIENDS** simple ideas and answer direct relationships between academic inquiries. They need substantial content areas. Ref. EFL.4.3.7. support to find relationships and Attempt to identify some types and relate ideas within very familiar formats of potential resources and subject areas. (I.1, I.2, J.2) Ref. the value, purpose and audience of I.EFL.4.12.1. Learners can use each for use in the educational basic learning resources, mostly in domain. Ref. EFL.4.4.6. Attempt to print, to identify and differentiate gain a limited understanding of simple pieces of information. They literary concepts such as genre, rely heavily on support to choose plot, setting, character, point of resources and need substantial view, theme and other literary guidance to evaluate the elements in order to apply them to information based on value. one's own creative texts. Ref. purpose, and audience. (I.1, I.3, I.4, EFL.4.5.5. J.2, J.4) Ref. I.EFL.4.16.1. Learners can create very short and simple original texts in basic genres, possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can repeat and memorize how to give and ask for information usina assistance appropriate language and interaction styles in online or face-Provide information and help, orally to-face social and classroom or in writing and in online or face-tointeractions. (J.2, J.3, J.4, I.3) Ref. face interactions, for personal, and I.EFL.4.4.1. Learners can provide academic purposes Ref. EFL.4.1.6. personal information and state Attempt to use new words which basic immediate needs in very occur in conversations in the familiar contexts. They cope with personal and educational domains. straightforward, practical everyday and make use of such terms and tasks with limited, using simple expressions wherever appropriate grammatical structures and necessary. Ref. EFL.4.2.9. vocabulary learned in class. Employ learning strategies to Frequent errors are expected and analyze a short range of written occasionally hinder materials by leveraging prior communication. (I.1, I.2, I.3, S.1) knowledge, utilizing graphic Ref. I.EFL.4.8.1. Learners can use interpreting context organizers, prior knowledge and pictures to 108 (STARTERA) REVIEW clues, taking notes, and consulting 5 understand new information in a a dictionary for unfamiliar words. text. They can see how the text is Ref. EFL.4.3.6. Begin to use the arranged, what it talks about, and process of prewriting, drafting, why it was made, using different revising. peer editing and tools. Ref. I.EFL.4.13.1. Learners proofreading (i.e., "the writing can write basic sentences using process") to attempt to produce simple facts and familiar details. simple paragraphs. Ref. EFL.4.4.7. They require little to no use of the Attempt to create an effective voice writing process, such as basic using a small variety of ICT tools, brainstorming, and utilize very basic writing styles and typical features of digital tools for support, such as a genre to create stories, poems, typing or using a word processor. sketches. and songs plays, Ref. I.EFL.4.17.1. Learners can Reflect including that those create very short and simple traditional and popular Ecuadorian original texts in basic genres, cultures. Ref. EFL.4.5.6. possibly reflecting local cultures, using minimal digital tools, basic writing styles, and familiar words without advanced literary concepts.

(I.1, I.3). Ref. I.EFL.4.20.1.

Compare and contrast oral traditions, myths, folktales and literature from Ecuador international regions and cultures identify similarities and differences and universal cultural themes. Ref. EFL.4.1.1. Understand phrases related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.) Ref. EFL.4.2.1. Understand main paragraphs in short simple 201 (STARTERB) WELCOME texts on familiar subjects. (Example: news about sports or famous people, descriptions, etc.) Ref. EFL.4.3.1. Attempt to convey information and ideas through simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the audience and purpose. EFL.4.4.1. Observe the main points in literary texts (authentic and semiauthentic, oral and written) to understand short simple everyday stories, especially if there is visual support. Ref. EFL.4.5.1.

Learners distinguish oral can traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming a range of universal cultural themes. (I.2, S.1, S.2, J.1) Ref. I.EFL.4.1.1. Learners begin to understand the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can grasp the main ideas in short, simple online or print texts on familiar subjects. They rely on basic contextual clues (e.g., pictures) find to relevant information, but often need support to understand details. (I.2, I.4) Ref. I.EFL.4.11.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these differences correctly in their writing. Ref. I.EFL.4.15.1. Learners can understand and recognize literal meanings in short, simple, everyday texts (online, oral or in print) with visual support. They can make simple predictions about content with the help of images and other visual aids. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Use suitable vocabulary, expressions, I.EFL.4.4.1. Learners can give order to communicate specific intentions in personal information and express online basic immediate needs in familiar and faceto-face interactions. (Example: thanking, contexts. They handle simple. making apologizing, practical everyday tasks with a promises, asking permission, chatting with degree of effectiveness, relying on friends, answering in class, greeting grammatical structures an authority figure, etc.) Ref. vocabulary from class. Errors are EFL.4.1.8. Attempt to deal with frequent but do not impede basic practical, everyday communication communication. (I.1, I.2, I.3, S.1) demands within familiar contexts, Ref. I.EFL.4.8.1. Learners can use effectively and without undue effort. different ICT tools and classroom (STARTERB) LIVING Ref. EFL.4.2.15. Select from and resources and texts. They can pick 202 5 FOR SPORTS evaluate a range of both physical and check these resources to get and digital texts and materials in better at reading and writing and to order to recognize acquisition and help them learn more. Ref. develop an appreciation of the I.EFL.4.14.1. Learners are able to language. Ref. EFL.4.3.10. Attempt give information and ideas and talk to recognize that various types of about their feelings and opinions in writing require different language, simple texts about things they formatting and special vocabulary. know. They can affect an audience (Example: a recipe, a letter, etc.) and know that different texts look Ref. EFL.4.4.5. Create personal different, using these differences stories using some vocabulary correctly their in Learners learners have read or heard. Ref. writing.Ref:I.EFL.4.15.1 can create short, simple literary EFL.4.5.4. texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (1.3,S.4, J.4) Ref.I.EFL.4.3.1. Learners can give Attempt to demonstrate knowledge personal information and express nonverbal basic immediate needs in familiar and contexts. They handle simple. communication features bν them in appropriate practical everyday tasks with a applying contexts. Ref. EFL.4.1.7. Listen to a degree of effectiveness, relying on series of phrases and sentences to grammatical structures describe aspects of personal vocabulary from class. Errors are background, immediate frequent but do not impede basic communication. (I.1, I.2, I.3, S.1) environment matters of and Ref. I.EFL.4.8.1. Learners can immediate need in simple terms using grammatical structures learnt grasp the main ideas in short, in class (although there may be simple online or print texts on (STARTERB) FEEL THE frequent errors with tenses, familiar subjects. They rely on basic 203 5 **RHYTHM** personal pronouns, prepositions, contextual clues (e.g., titles. etc.). Ref. EFL.4.2.2. Attempt to pictures) find to relevant find specific predictable information information, but often need support to understand details. (I.2, I.4) Ref. in short, simple texts in a range of age- and level-appropriate topics. I.EFL.4.11.1. Learners are able to Ref. EFL.4.3.3. Draft to describe give information and ideas and talk feelings/opinions in order to attempt about their feelings and opinions in to effectively influence an audience. simple texts about things they (Example: persuade, negotiate, know. They can affect an audience argue, etc.) Ref. EFL.4.4.4. Present and know that different texts look personal and formal responses different, using these differences Referring to details and features of correctly in their writing. Ref. the text. Ref. EFL.4.5.2. I.EFL.4.15.1. Learners can identify simple literary elements in very simple texts, including their own work. They can give basic personal responses to simple texts, including those of a peer, by mentioning simple details like main ideas and basic vocabulary. (I.3, S.3, J.4) Ref. I.EFL.4.19.1.

Attempt to demonstrate knowledge nonverbal and oral of communication features them in appropriate applying contexts. Ref. EFL.4.1.7. Follow short, straightforward audio main messages and/or the idea/dialogue of a movie or cartoon (or other age-appropriate audiovisual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, (STARTERB) WHO'S 204 a dialogue supported by facial **HUNGRY?** expressions/gestures appropriate intonation, etc.) Ref. They can EFL.4.2.3. Attempt to find the most important information in print or familiar online sources in order to support idea or argument. Ref. EFL.4.3.4. describe Draft to feelings/opinions in order to attempt to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Ref. EFL.4.4.4. Create personal stories using some vocabulary learners have read or differences heard. Ref. EFL.4.5.4.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered very slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use a limited range of reference materials and sources, mainly in print, to support simple ideas and answer straightforward inquiries. identify basic relationships between ideas within subject areas with considerable assistance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners are able to give information and ideas and talk about their feelings and opinions in simple texts about things they know. They can affect an audience and know that different texts look different, using these correctly in writing.Ref. I.EFL.4.15.1. Learners can create short, simple literary texts in basic genres, possibly influenced by local cultures, using limited digital tools, basic writing styles, and familiar vocabulary with basic literary ideas. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can repeat, memorizeand interpret how to give and ask for information and assistance using level-appropriate language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. Provide information and assistance. I.EFL.4.4.1. Learners can use orally or in writing and in online or simple words and phrases to face-to-face interactions. describe familiar everyday topics personal, social and academic such as possessions, classroom purposes. Ref. EFL.4.1.6. Give objects, and routines in short, short descriptions of everyday structured situations. They manage activities, use simple descriptive interactions with some effort, often language to compare and make requiring support. (I.3, I.4, S.4) Ref. brief statements about objects and I.EFL.4.9.1. Learners can grasp the possessions. (Example: family, main ideas in short, simple online or school, living conditions, personal print texts on familiar subjects. belongings, etc.) Ref. EFL.4.2.11. They rely on basic contextual clues (STARTERB) Attempt to find specific predictable 205 5 (e.g., titles, pictures) to find relevant SUCCESSES information in short, simple texts in information, but often need support a range of age- and levelto understand details. (I.2, I.4) Ref. appropriate topics. Ref. EFL.4.3.3. I.EFL.4.11.1. Learners are able to Attempt to recognize that various types of writing require different give information and ideas and talk about their feelings and opinions in language, formatting and special simple texts about things they vocabulary. (Example: a recipe, a know. They can affect an audience letter, etc.) Ref. EFL.4.4.5. Engage and know that different texts look in collaborative activities through a different, using these differences variety of student groupings to correctly in their writing. Ref. respond to literature and other I.EFL.4.15.1. Learners can literary texts. Ref. EFL.4.5.9. participate in simple group activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can appreciate and show respect for some individual and group differences by establishing and maintaining healthy rewarding online and face-to-face interactions. Learners can begin to communicate and cooperate in a respectful, empathetic manner. (J.3, S.1, S.4) Ref. I.EFL.4.5.1. Learners Recognize individual and group can give personal information and similarities and differences by express basic immediate needs in maintaining establishing and familiar contexts. They handle healthy and rewarding online and simple, practical everyday tasks face-to- face relationships based on with a degree of effectiveness, communication and cooperation. relying on grammatical structures Ref. EFL.4.1.10. Attempt to deal and vocabulary from class. Errors practical, everyday are frequent but do not impede communication demands within basic communication. (I.1, I.2, I.3, familiar contexts, effectively and S.1) Ref. I.EFL.4.8.1. Learners can without undue effort. use different ICT tools and EFL.4.2.15. Select from and THE (STARTERB) classroom resources and texts. 206 evaluate a range of both physical 5 ANIMAL WORLD They can pick and check these and digital texts and materials in resources to get better at reading order to recognize acquisition and and writing and to help them learn develop an appreciation of the more. Ref. I.EFL.4.14.1 Learners Ref. EFL.4.3.10. language. can write simple sentences and Organize information using facts short paragraphs using basic facts and details in order to illustrate and details. They can follow diverse patterns and structures in minimal stages of the writing writing. Ref. EFL.4.4.8. Attempt to process, like brainstorming and collaboratively produce criteria for simple outlining, and use simple evaluating literary texts and the digital tools to aid their writing. effectiveness of group work. Ref. Ref.I.EFL.4.17.1. Learners can give EFL.4.5.10. basic evaluations and simple recommendations for very simple literary texts (written, oral, online, video, or print). They can work in groups to create basic criteria for evaluating texts and discuss how well their group worked together. (1.4, S.4, S.3, J.3). Ref. I.EFL.4.21.1.

Learners can employ a limited range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication Attempt to demonstrate knowledge features to communicate in familiar nonverbal and contexts. (I.3, S.4, J.4) Ref. communication features I.EFL.4.3.1. Learners can applying them in appropriate personal information and express contexts. Ref. EFL.4.1.7. Listen to a basic immediate needs in familiar series of phrases and sentences to contexts. They handle simple. describe aspects of personal practical everyday tasks with a background, immediate degree of effectiveness, relying on environment matters and grammatical structures immediate need in simple terms vocabulary from class. Errors are using grammatical structures learnt frequent but do not impede basic in class (although there may be communication. (I.1, I.2, I.3, S.1) tenses, frequent errors with Ref. I.EFL.4.8.1. Learners can use personal pronouns, prepositions, prior knowledge and graphic etc.). Ref. EFL.4.2.2. Apply learning organizers to understand new (STARTERB) **MOVING** 207 strategies to examine a variety of 5 information in a text. They can **AROUND** written materials using prior check how the text is organized, knowledge, graphic organizers, what it's about, and why it was context clues, note taking and written, using different methods and finding words in a dictionary. Ref. I.EFL.4.13.1. ICT tools. Ref. EFL.4.3.6. Use the process of Learners can write simple prewriting, drafting, revising, peer sentences and short paragraphs editing and proofreading (i.e., "the using basic facts and details. They writing process") to attempt to can follow minimal stages of the produce well-constructed writing process, like brainstorming informational texts. Ref. EFL.4.4.7. and simple outlining, and use Engage in collaborative activities simple digital tools to aid their through a variety of student writing. Ref. I.EFL.4.17.1. Learners groupings to respond to literature can participate in simple group and other literary texts. Ref. activities, using basic creative EFL.4.5.9. thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

Learners can associate similarities differences different between aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the Highlight the consequences of community, and evaluate their one's actions by demonstrating actions by ethical, safety and social responsible decision-making standards. (J.3, S.1, I.1) Ref. school, online, at home and in the I.EFL.4.2.1. Learners can engage community, while attempting to in familiar and predictable everyday consider ethical standards, safety conversations to complete a task, concerns, social norms and mutual satisfy a need, or handle a simple respect. Ref. EFL.4.1.9. transaction. They use basic repair straightforward follow- up questions strategies (e.g., repeating within familiar contexts, such as rephrasing) with limited school and family life, provided effectiveness. (I.3, J.3, J.4) Ref. there are opportunities to ask for I.EFL.4.10.1. Learners can use clarification, Reformulation different ICT tools and classroom repetition of key points. Ref. resources and texts. They can pick 208 (STARTERB) REVIEW EFL.4.2.14. Attempt to demonstrate and check these resources to get an ability to interact and engage better at reading and writing and to with a wide range of ICT and help them learn more. Ref. classroom resources in order to I.EFL.4.14.1. Learners can use and strengthen literacy skills and produce simple learning resources, strategies. Ref. EFL.4.3.9. Attempt mainly in print, to compare and to critically evaluate information contrast basic information. They from References, including those can choose appropriate resources found on the web, and recommend with support and begin to evaluate print and digital sources to other the information in these resources, learners. Ref. EFL.4.4.3. Engage in with frequent guidance on value, collaborative activities through a purpose, and audience. (I.1, I.3, I.4, variety of student groupings to J.2, J.4) Ref. I.EFL.4.16.1. Learners respond to literature and other can participate in simple group literary texts. Ref. EFL.4.5.9. activities, using basic creative thinking skills like playing games, simple brainstorming, and basic problem-solving with support. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross-cultural Compare and contrast experiences while naming universal oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and Learners can grasp the general literature from Ecuador and international regions and cultures meaning of spoken texts set in identify similarities familiar everyday contexts and infer differences and universal cultural changes in the topic of discussion, themes. Ref. EFL.4.1.1. as well as deduce the meanings of Understand expressions related to unfamiliar words and exchanges areas of most immediate priority through the use of context clues, within the personal and educational provided speech is given slowly and domains, provided speech is clearly clearly and there is sufficient visual and slowly articulated. (Example: support. (I.3, S.1, J.4) I.EFL.4.6.1. daily life, free time, school activities, I.EFL.4.11.1. Learners etc.) Ref. EFL.4.2.1. Understand understand main ideas and some 301 5 (AMT1A) Welcome supporting points in short simple details in short simple online or texts on familiarsubjects. (Example: print texts on familiar subjects, news about sports or famous using contextual clues to help people, descriptions, etc.) Ref. identify the most relevant EFL.4.3.1. Convey information and information. (Example: title, ideas through simple transactional illustrations, organization, etc.) (I.2, on familiar subjects using ICT tools I.4) Learners can share information and conventions and features of and ideas and talk about their feelings and opinions in simple English appropriate to the audience and purpose. Ref. EFL.4.4.1. Make texts about familiar subjects. They use of main points in literary texts to are able to influence an audience understand short simple everyday and understand that different texts stories, especially if there is visual have different features, using these support. Ref. EFL.4.5.1. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4) Ref. I.EFL.4.18.1.

Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1 Ref. I.EFL.4.2.1. Learners can grasp the general meaning of spoken texts Demonstrate an appreciation of set in familiar everyday contexts some commonalities and notice some changes in the distinctions across cultures and topic of discussion, as well as groups (differentiated by gender, deduce the meanings of some ability, generations, etc.) including unfamiliar words and exchanges the students' own. Ref. EFL.4.1.2. through the use of context clues, Identify most changes in the topic provided speech is given slowly and of discussion if people speak slowly. clearly and there is sufficient visual Ref. EFL.4.2.5. Use everyday support. (I.3, S.1, J.4) Ref. Reference material in order to I.EFL.4.6.1. Learners can use classify information appropriate to various reference materials and the purpose of an inquiry and relate sources, both online and in print, to (AMT1A) Having a good ideas from one written source to support ideas and answer inquiries. 302 5 another. Ref. EFL.4.3.5. Write to time They can find basic relationships describe feelings/opinions in order and connect ideas between familiar to effectively talk to an audience. subject areas, though they may (Example: persuade, negotiate, need some guidance. (I.1, I.2, J.2) argue, etc.) Ref. EFL.4.4.4. Locate Ref. I.EFL.4.12.1. Learners can identify selected literary share information and ideas and elements and techniques in texts talk about their feelings and and relate those elements to those opinions in simple texts about in other works and to learners' own familiar subjects. They are able to experiences. (Example: setting influence an audience and character, plot, theme, point of understand that different texts have view, imagery, foreshadowing, different features, using these climax, etc.) Ref. EFL.4.5.7. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can locate and identify basic literary elements in simple texts, including their own work. They can give personal responses and interpret simple literary texts, including those of a peer, by referring to basic details such as plot and events. (I.3, S.3, J.4). Ref. I.EFL.4.19.1.

Outline self-correcting and selfmonitoring strategies in social and classroom interactions. (Example: asking questions, starting over, rephrasing, exploring alternative pronunciations or wording, etc.) Ref. EFL.4.1.5. Identify main ideas in topics covered in other curricular subjects with the help of visual support, using concepts vocabulary that have been studied in advance. Ref. EFL.4.2.8. Gather. view and listen to information from various sources in order to organize and discuss relationships between academic content areas. 303 (AMT1A) Spending money (Example: nonfiction books for young adults, the Internet, audio and media presentations, oral interviews. maps, diagrams, Reference books, magazines, etc.) Ref. EFL.4.3.7. Identify that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.) Ref. EFL.4.4.5. Create personal stories by adding imaginative details to real-life stories and situations, using some vocabulary learners have read or heard. Ref. EFL.4.5.4.

Learners can employ a restricted range of self-monitoring and selfcorrecting strategies and interpret and use mostly appropriate verbal nonverbal communication features to communicate in familiar contexts. (I.3, S.4, J.4) Ref. I.EFL.4.3.1. Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and notice some changes in the topic of discussion, as well as deduce the meanings of some unfamiliar words and exchanges through the use of context clues, provided speech is given slowly and clearly and there is sufficient visual support. (I.3, S.1, J.4) Ref. I.EFL.4.6.1. Learners can use various reference materials and sources, both online and in print, to support ideas and answer inquiries. They can find basic relationships and connect ideas between familiar subject areas, though they may need some guidance. (I.1, I.2, J.2) Ref. I.EFL.4.12.1. Learners can share information and ideas and talk about their feelings opinions in simple texts about familiar subjects. They are able to influence an audience understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. 1.3). Ref. (1.1,I.EFL.4.20.1.

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Learners can start to develop the ability to give and ask

information and assistance using

interaction styles in online or face-

interactions. (J.2, J.3, J.4, I.3) Ref.

I.EFL.4.4.1. Learners can recognize

the main idea and some details in

short straightforward spoken audio

texts set in familiar contexts when

the message is delivered quite

slowly and there is other contextual

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, S.4) Ref. I.EFL.4.7.1. Learners

can use learning strategies like

using what they already know and

graphic organizers to understand

new information in a text. They can

also evaluate this information by

looking at how the text is organized,

the subject area, and its purpose,

using different criteria and ICT

tools. Ref. I.EFL.4.13.1. Learners

can use and create basic learning

resources, both online and in print,

They

suitable resources and evaluate the

information in these resources with

some guidance, considering the

value, purpose, and audience. (I.1,

I.3, I.4, J.2, J.4) Ref. I.EFL.4.16.1.

Learners can create short, original

literary texts in different genres,

Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other

those

concepts.

and

can

that

(1.1,

contrast

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1.3)

compare

information.

including

literary

I.EFL.4.20.1.

language

and classroom

level-appropriate

to-face social

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Seek information and assistance, orally or in writing and in Online or face-to-face interactions. personal, social and academic purposes. Ref. EFL.4.1.6. Understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audiovisual presentations) if delivered provide slowly visuals and 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.) Ref. EFL.4.2.3. Apply learning strategies to interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. Ref. EFL.4.3.6. Make and use a simple print or digital learning resource to contrast information in order to demonstrate understanding and command of a topic. Ref. EFL.4.4.2. Gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme and other literary elements in order to apply them to one's own creative texts. (EGB9) Ref. EFL.4.5.5.

(AMT1A) We are what we

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level-appropriate Use vocabulary. suitable expressions, language in order to communicate specific intentions in online and face-to-face interactions. making (Example: thanking, promises, apologizing, asking permission, chatting with friends, answering in class, greeting an authority figure, etc.) EFL.4.1.8. Identify other students' contributions in class as models for their own. Ref. EFL.4.2.6. Compare an ability to interact and engage with a wide range of ICT and 305 (AMT1A) All in the family classroom resources in order to strengthen literacy skills and strategies. Ref. EFL.4.3.9. Use the evaluate these process of prewriting, drafting, revising, peer editing proofreading "the writing (i.e., process") produce simple to organize informational texts. Ref. EFL.4.4.7. Create voice using some ICT tools, writing styles and typical features of a genre to create stories, poems, sketches. and songs plays, including those that Reflect enhace their traditional and popular Ecuadorian cultures. Ref. EFL.4.5.6.

Learners can start to develop the ability to give and ask for information and assistance using language and interaction styles in online or faceto-face social and classroom interactions. (J.2, J.3, J.4, I.3) Ref. I.EFL.4.4.1. Learners can recognize the main idea and some details in short straightforward spoken audio texts set in familiar contexts when the message is delivered quite slowly and there is other contextual 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, S.4) Ref. I.EFL.4.7.1. Learners can use and practice with a variety of ICT and classroom resources and texts. They can choose and resources improve their reading and writing skills and help them learn better. Ref. I.EFL.4.14.1. Learners can and present hasic information using simple facts and details, employing some stages of the writing process such as planning and drafting, and using basic digital tools to support and writing. Ref. I.EFL.4.17.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (I.1, I.3). Ref. I.EFL.4.20.1.

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Learners can appreciate and show respect for some individual and group differences by establishing maintaining healthy rewarding online and face-to-face interactions. Learners can Appreciate individual and group communicate and cooperate in a similarities and differences by respectful, empathetic manner. (J.3, maintaining establishing and S.1, S.4) Ref. I.EFL.4.5.1. Learners healthy and rewarding online and can share personal information and face-to face relationships based on basic immediate needs, addressing communication and cooperation. familiar practical everyday Ref. EFL.4.1.10. Identify a series of situations with some effectiveness phrases and sentences to describe and without excessive effort. They aspects of personal background, utilize grammatical structures and immediate environment and matters vocabulary learned in class, even of immediate need in simple terms though there may be regular, basic using grammatical structures learnt errors. (I.1, I.2, I.3, S.1) Ref. in class (although there may be I.EFL.4.8.1. Learners can use and frequent errors with tenses, practice with a variety of ICT and personal pronouns, prepositions, classroom resources and texts. (AMT1A) No place like etc.). Ref. EFL.4.2.2. Select from They can choose and evaluate 306 5 home and evaluate a range of both these resources to improve their physical and digital texts and reading and writing skills and help materials in order to outline them learn better. Ref. I.EFL.4.14.1. acquisition and develop Learners can organize and present appreciation of the language. Ref. basic information using simple facts EFL.4.3.10. Transfer information and details, employing some stages using facts and details in order to of the writing process such as illustrate diverse patterns and planning and drafting, and using structures in writing. (Example: basic digital tools to support and cause and effect, problem and enhance their writing. Ref. general-to-specific solution, I.EFL.4.17.1. Learners can presentation, etc.) Ref. EFL.4.4.8. evaluate and suggest Evaluate and recommend literary improvements for simple literary texts (both written and oral, online, texts (written, oral, online, video, or in video or in print) according to pre print) based on predetermined established criteria. Ref. EFL.4.5.8. criteria. They can collaborate in groups to create basic evaluation criteria for literary texts and assess the effectiveness of their group work. (I.4, S.3, S.4, J.3). Ref. I.EFL.4.21.1.

Compare and contrast traditions, myths, folktales literature from Ecuador international regions and cultures identify similarities differences and universal cultural themes. Ref. EFL.4.1.1. Give short, basic descriptions of everyday simple descriptive language to compare and make statements about objects and possessions. (Example: family, belongings, etc.) Ref. EFL.4.2.11. 307 (AMT1A) Friends forever short simple texts on familiar subjects. (Example: news about sports or famous people, through simple transactional on familiar subjects using ICT tools and conventions and features of and purpose. Ref. EFL.4.4.1. through a variety of student groupings to create and respond to literature and other literary texts. Ref. EFL.4.5.9.

Learners can compare and contrast oral traditions, myths, folktales and literature from Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.1.1. and Learners can use basic language to describe and compare familiar everyday topics like possessions, classroom objects, and routines in activities and events and use brief, structured situations. They interact with a degree of ease, although they may need occasional support. (I.3, I.4, S.4) Ref. I.EFL.4.9.1. Learners can school, living conditions, personal understand main ideas and a few details in short, simple online or Understand supporting points in print texts on familiar subjects. They use some contextual clues (e.g., titles, illustrations) to identify relevant information, though they descriptions, etc.) Ref. EFL.4.3.1. may need occasional guidance. Convey information and ideas (I.2, I.4) Ref. I.EFL.4.11.1. Learners can share information and ideas and talk about their feelings and opinions in simple texts about English appropriate to the audience familiar subjects. They are able to influence an audience Engage in collaborative activities understand that different texts have different features, using these features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can collaborate and participate actively in different student group activities, using various creative thinking skills such as playing games, brainstorming, and basic problem-solving. (S.2, S.4, J.1, J.2, J.3, J.4). Ref. I.EFL.4.22.1.

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Learners can name differences between different aspects cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1.) Ref. I.EFL.4.2.1. Learners can use basic Demonstrate an appreciation of language to describe and compare some commonalities and familiar everyday topics distinctions across cultures and possessions, classroom objects, groups (differentiated by gender, and routines in brief, structured ability, generations, etc.) including situations. They interact with a the Students' own. Ref. EFL.4.1.2. degree of ease, although they may Recognize habits, routines, past need occasional support. (1.3, 1.4, S.4) Ref. I.EFL.4.9.1. Learners can activities and experiences within the personal and educational domains. use various reference materials and Ref. EFL.4.2.12. Use everyday sources, both online and in print, to Reference material in order to support ideas and answer inquiries. classify information appropriate to They can find basic relationships 308 (AMT1A) Review 5 the purpose of an inquiry and relate and connect ideas between familiar ideas from one written source to subject areas, though they may another. Ref. EFL.4.3.5. Write to need some guidance. (I.1, I.2, J.2) describe feelings/opinions in order Ref. I.EFL.4.12.1. Learners can to effectively talk to an audience. share information and ideas and (Example: persuade, negotiate, talk about their feelings opinions in simple texts about argue, etc.) Ref. EFL.4.4.4. Create personal stories by adding familiar subjects. They are able to real-life influence imaginative details to an audience understand that different texts have stories and situations, using some vocabulary learners have read or different features, using these heard. Ref. EFL.4.5.4. features correctly in their own writing. Ref. I.EFL.4.15.1. Learners can create simple, original literary texts in basic genres, including those influenced by local cultures, using some digital tools, varied writing styles, and appropriate vocabulary with basic literary concepts. (1.1,1.3). Ref. I.EFL.4.20.1.

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross-cultural experiences while naming universal Compare oral and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions. myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some Understand main points in short 401 (AMT1B) Welcome 5 details in short simple online or simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support another. Write describe ideas, answer inquiries, 402 (AMT1B) The easy life 5 feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to works and to learners' influence an audience. experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view, imagery, foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. Learners can give personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar contexts rephrasing, exploring alternative everyday and infer pronunciations or wording, etc.). changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual gather, view and listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and both online and in print, in order to discuss relationships between 403 (AMT1B) Ready, set, go! academic content areas. (Example: support ideas, answer inquiries, find 5 nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners oral maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository different language, formatting and texts on familiar subjects in order to special vocabulary. (Example: a influence an audience, Create recognizing that different texts have recipe, a letter, etc.) adding different features and showing the personal stories by imaginative details to real-life ability to use these features using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (AMT1B) Wild organizers to interpret 404 appropriate intonation, etc.) Apply 5 wonderful information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom vocabulary Use suitable interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises. support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use etc.) Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 405 (AMT1B) Out and about 5 range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing promote acquisition. (I.2, I.4, S.3, proofreading "the writing (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce process") wellto convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners individual and group similarities and can communicate and cooperate in differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners communicate online and face-to-face can personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can interact and engage with a wide frequent errors with tenses. personal pronouns, prepositions, range of ICT and classroom 406 (AMT1B) Future bodies 5 etc.). Select from and attempt to resources and texts by selecting evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and order to promote acquisition and promote acquisition. (I.2, I.4, S.3, develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) and attempt to recommend literary I.EFL.4.21.1. Learners evaluate and recommend literary texts (both written and oral, online, in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and international regions and cultures cultural themes. (I.2, S.1, S.2, J.1) I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe. themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and simple descriptive routines in short, structured language to compare and make situations, interacting with relative ease. (I.3, I.4, S.4) I.EFL.4.11.1. brief statements about objects and possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on points in short simple texts on familiar subjects, using contextual 407 (AMT1B) Travel the world 5 familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence audience, an collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4).

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 408 (AMT1B) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

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501	(AMT2A) Welcome	Begin to display an understanding between different cultures by recognizing and sharing crosscultural experiences and ideas. Ref. EFL.5.1.1. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Discover specific predictable information in short, simple texts in a range of age- and level- appropriate topics. (BGU1) Ref. EFL.5.3.1. Begin to produce simple emails describing personal experiences and feelings. Ref. EFL.5.4.6. Read aloud with general confidence, to attempt to demonstrate understanding and to convey a simple interpretation of meaning. Ref. EFL.5.5.4.	Learners can identify different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) Ref. I.EFL.5.1.1. Learners clarify communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can recognize specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) Ref. I.EFL. 5.10.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. Learners can demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.	5

Learners can identify cultural and language patterns in English, including nonverbal communication, and use them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. I.EFL.5.3.1. Learners can reason Begin to interpret and demonstrate and build on other people's ideas in some knowledge of nonverbal and extended conversations on familiar oral communication features by social and academic topics by appropriate expressing opinions and feelings them in and clarifying meaning. (I.3, I.4, contexts. Ref. EFL.5.1.7. Begin to S.1, J.3, J.4) Ref. I.EFL.5.8.1. build on others' ideas when engaged in pair, group or whole-Learners can recognize specific class discussions on personal, information and identify the main social, community and academic points in simple, straightforward topics. Ref. EFL.5.2.9. Discover texts on subjects of personal specific predictable information in interest or familiar academic topics 502 (AMT2A) Amazing People 5 short, simple texts in a range of while making informed decisions age- and level- appropriate topics. about one's own reaction to the (BGU1) Ref. EFL.5.3.1. Begin to text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. produce simple emails describing Learners can compare emails, blog personal experiences and feelings. posts and other written texts using Ref. EFL.5.4.6. Read aloud with an effective voice and a variety of general confidence, to attempt to appropriate writing styles demonstrate understanding and to conventions. (I.3, S.3, J.2) Ref. convey a simple interpretation of I.EFL.5.13.1. Learners can meaning. Ref. EFL.5.5.4. demonstrate and convey different levels of meaning in short and simple literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

503	(AMT2A) Sports moments	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to use new words and expressions, which occur in conversations in the personal and educational domains. Ref. EFL.5.2.6. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to create an effective voice, using simple writing styles and attempt to adjust these styles as necessary. Ref. EFL.5.4.8. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works	communication by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level appropriate purposes. (I.2, I.3, J.2) Ref. I.EFL.5.7.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5
504	(AMT2A) That's entertainment	Begin to discover how to communicate information and simple ideas effectively to diverse audiences using a variety of media and formats. Ref. EFL.5.1.9. Begin to request and provide some information and assistance orally for personal, social and academic purposes in order to clarify meaning in spoken interactions. Ref. EFL.5.2.14. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Discover how to select and make effective use of simple digital tools to write, edit, revise and attempt to publish written work in a way that supports collaboration, learning and productivity. Ref. EFL.5.4.4. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and the effectiveness of group work. Ref. EFL.5.5.7.	Learners can communicate effectively using a variety of media and formats, including ICT. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can engage in collaborative activities through a variety of student groupings in order to solve problems. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.	5

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Begin to interpret and demonstrate Learners can identify cultural and some knowledge of nonverbal and language patterns in English, oral communication features by including nonverbal communication, applying them in appropriate and use them in appropriate contexts. Ref. EFL.5.1.7. Begin to contexts. (I.3, I.4, S.1, S.2) Ref. identify the main idea and some I.EFL.5.3.1. Learners can recognize details of recorded news reports the main idea in a variety of audio interviews reporting recordings (e.g., interviews, radio seasonal festivities, environmental ads, news reports, etc.) and issues, food, climate, weather, etc., recognize the meanings where the visuals support the unfamiliar phrases and words in EFL.5.2.2. commentary. Ref. familiar contexts where speech is Discover how to find the most clear and visuals help support important information in print or meaning. (I.3, I.4) Ref. I.EFL.5.5.1. online sources in order to support Learners can engage limited digital (AMT2A) The way an idea or argument. (Example: 505 and print texts and resources in 5 learn online or print timetables, web order to find the most appropriate pages, posters, adverts, etc.) Ref. sources to support an idea or EFL.5.3.4. Begin to use different argument. (I.2, I.4, J.3) simple oral, print and electronic I.EFL.5.12.1. Learners forms for writing to others or for compare emails, blog posts and writing for self, attempting to apply other written texts using the conventions of social writing. effective voice and a variety of (Example: notes, invitations, emails, appropriate writing styles and blog entries and comments, notes conventions. (I.3, S.3, J.2) Ref. to self, etc.) Ref. EFL.5.4.9. Begin I.EFL.5.13.1. Learners can respond create simple original. to short and simple literary texts, imaginative stories using including original stories written by appropriate vocabulary and some peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. Ref. S.4, J.2) Ref. I.EFL.5.16.1. EFL.5.5.5.

506	(AMT2A) My life in music	Begin to find parallels between Ecuadorian cultural and those of other countries by talking about holidays, symbols, customs and schooling. Ref. EFL.5.1.3. Begin to deduce the meanings of some unfamiliar phrases and words from a context containing familiar elements. Ref. EFL.5.2.1. Discover how to compare and evaluate simple written texts and visual presentations using simple criteria and ICT tools related to the organization, subject area and purpose of a text. (Examples of text types: illustrations, charts, advertisements, etc.) Ref. EFL.5.3.5. Discover how to evaluate information from References, including those found on the web, and attempt to recommend print and digital sources to other learners. Ref. EFL.5.4.1. Discover how to compare and present simple personal and formal responses to and interpretations of published simple literary texts and the works of peers, Referring to details and features of the text. Ref. EFL.5.5.1.	words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Learners can engage limited digital and print texts and resources in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) Ref. I.EFL.5.12.1. Learners can identify a variety of potential resources, including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. Learners can respond to short in	5
507	(AMT2A) Making a difference	respect for the integrity of cultures in daily classroom activities. Ref. EFL.5.1.2. Begin to express opinions on everyday topics, such as film and music, and concrete topics, such as personal experiences, while attempting to describe one's reactions to them and others' opinions. Ref. EFL.5.2.11. Begin to identify and use simple reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, sequence, etc.) Ref. EFL.5.3.2. Begin to use different simple oral, print and electronic forms for writing to others or for writing for self, attempting to apply the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Ref. EFL.5.4.9. Discover how to collaboratively reproduce simple criteria for evaluating simple literary texts and	activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1,J.3) Ref. I.EFL.5.1.1. Learners can reason and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) Ref. I.EFL.5.8.1. Learners can identify a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. Learners can compare emails, blog posts and other written texts using an effective voice and a variety of	5

Learners can identify different cultures by sharing experiences Begin to take initiative in simple and by participating in class discussions in a positive way by activities and discussions in a way being sensitive to the nuances of that shows empathy and respect for peers' comments, reactions and others. (I.3, S.1, S.2, J.1, J.3) Ref. responses. Ref. EFL.5.1.10. Begin I.EFL.5.1.1. Learners can reason to request and provide some and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify meaning expressing opinions and feelings spoken interactions. and clarifying meaning. (I.3, I.4, EFL.5.2.14. Discover how to skim S.1, J.3, J.4) Ref. I.EFL.5.8.1. and scan simple Reference Learners can identify a range of materials, in print or online, in order reading strategies in order to make to identify information that might be texts meaningful and to select 508 (AMT2A) Review 5 of practical use for one's own information within a text that might research and academic needs. Ref. be of practical use for one's own EFL.5.3.9. Discover how to academic needs. (I.1, I.2, I.4, S.3) evaluate information from Ref. I.EFL.5.11.1. Learners can References, including those found identify a variety of potential on the web, and attempt to resources, including digital tools, recommend print and digital that support collaboration sources to other learners. Ref. productivity, for educational and EFL.5.4.1. Begin to create simple academic use. (I.1, I.2, S.3, S.4) original, imaginative stories using Ref. I.EFL.5.14.1. Learners can appropriate vocabulary and some respond to short and simple literary elements of the literature that texts, including original stories learners have read or heard. Ref. written by peers, referring to details EFL.5.5.5. and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can partially demonstrate an understanding of the integrity of different cultures by sharing Take initiative in a discussion in a experiences and by participating in positive way by being sensitive to class activities and discussions in a the nuances of peers' comments, way that shows empathy and reactions and responses (both respect for others. (I.3, S.1, S.2, verbal and nonverbal). Ref. J.1, J.3) I.EFL.5.1.1. Learners can EFL.5.1.10. Apply new words and explain clearly and effectively by expressions which occur using appropriate vocabulary and conversations in the personal and language in a variety of oral educational domains and make use interactions for a range of such terms and expressions audiences and level appropriate wherever appropriate purposes. (I.2, I.3, J.2) Ref. necessary. Ref. EFL.5.2.6. Analyze I.EFL.5.7.1. Learners can Identify and use reading strategies to make and display a range of reading informative and narrative texts strategies in order to make texts comprehensible and meaningful. 601 (AMT2B) Welcome 5 meaningful and to select (Example: skimming, scanning, information within a text that might previewing, reading for main ideas be of practical use for one's own and details, using structural and academic needs. (I.1, I.2, I.4, S.3) context clues, cognates, format, Ref. I.EFL.5.11.1. Learners can sequence, etc.) Ref. EFL.5.3.2. analyze emails, blog posts and Produce emails and blog posts other written texts using describing personal experiences effective voice and a variety of and feelings. Ref. EFL.5.4.6. Begin appropriate writing styles and to identify and explain the conventions. (I.3, S.3, J.2) Ref. distinguishing features of diverse I.EFL.5.13.1. Learners can literary genres, periods demonstrate and convey different traditions, and use those features to levels of meaning in short and aid comprehension, interpretation complex literary texts by identifying and discussion of literary texts. Ref. distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can communicate effectively using a variety of media and formats, including ICT, by brainstorming things and applying self-correcting when needed. (I.1, I.3, J.4) Ref. I.EFL.5.4.1. Learners can identify the main idea in a Predict information and ideas variety of audio recordings (e.g., effectively to diverse audiences interviews, radio ads, news reports, using a variety of media and etc.) and infer the meanings of formats. Ref. EFL.5.1.9. Recognize unfamiliar phrases and words in the main idea of radio and audio familiar contexts where speech is recordings on subjects of personal clear and visuals help support interest, provided speech is clear. meaning. (I.3, I.4) Ref. I.EFL.5.5.1. Ref. EFL.5.2.5. Outline the main Learners can infer specific points in straightforward texts on information and identify the main subjects of personal interest or points in simple, straightforward familiar academic topics. Ref. 602 (AMT2B) The future now texts on subjects of personal 5 EFL.5.3.8. Use a few oral forms for interest or familiar academic topics writing to others or for writing for while making informed decisions self, applying the conventions of about one's own reaction to the social writing. (Example: notes, text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. invitations, emails, blog entries and Learners can analyze emails, blog comments, notes to self, etc.) posts and other written texts using (BGU2) Ref. EFL.5.4.9. Read aloud an effective voice and a variety of with confidence, to demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing Demonstrate mindfulness. experiences and by participating in empathy, tolerance and an overall class activities and discussions in a respect for the integrity of cultures way that shows empathy and respect for others. (I.3, S.1, S.2, in daily classroom activities. Ref. EFL.5.1.2. Apply new words and J.1, J.3) I.EFL.5.1.1. Learners can expressions which occur explain clearly and effectively by in conversations in the personal and using appropriate vocabulary and educational domains, and make language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level appropriate necessary. Ref. EFL.5.2.6. Analyze purposes. (I.2, I.3, J.2) Ref. and use reading strategies to make I.EFL.5.7.1. Learners can Identify informative and narrative texts and display a range of reading strategies in order to make texts comprehensible and meaningful. 603 (AMT2B) Science and us 5 (Example: skimming, scanning, meaningful and to select previewing, reading for main ideas information within a text that might and details, using structural and be of practical use for one's own context clues, cognates, format, academic needs. (I.1, I.2, I.4, S.3) sequence, etc.) Ref. EFL.5.3.2. Ref. I.EFL.5.11.1. Learners can analyze emails, blog posts and Produce emails and blog posts describing personal experiences other written texts using and feelings. Ref. EFL.5.4.6. Begin effective voice and a variety of identify and explain appropriate writing styles distinguishing features of diverse conventions. (I.3, S.3, J.2) Ref. I.EFL.5.13.1. can literary genres, periods and Learners traditions, and use those features to demonstrate and convey different aid comprehension, interpretation levels of meaning in short and and discussion of literary texts. Ref. complex literary texts by identifying distinguishing features, interpreting EFL.5.5.3. implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation. pace. etc.) Ref. expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Working week while making informed decisions 604 5 decisions about one's own opinion about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools. that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Learners can partially demonstrate an understanding of the integrity of cultures by different sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, Take initiative in a discussion in a J.1, J.3) I.EFL.5.1.1. Learners can positive way by being sensitive to identify the main idea in a variety of the nuances of peers' comments, audio recordings (e.g., interviews, reactions and responses (both radio ads, news reports, etc.) and verbal and nonverbal). infer the meanings of unfamiliar EFL.5.1.10. Recognize the main phrases and words in familiar idea of radio and audio recordings contexts where speech is clear and on subjects of personal interest, visuals help support meaning. (I.3, provided speech is clear. Ref. I.4) Ref. I.EFL.5.5.1. Learners can EFL.5.2.5. Outline the main points infer specific information and in straightforward texts on subjects identify the main points in simple, of personal interest or familiar straightforward texts on subjects of 605 (AMT2B) Mind and body 5 academic topics. Ref. EFL.5.3.8. personal interest familiar or Use a few oral forms for writing to academic topics while making others or for writing for self, informed decisions about one's own applying the conventions of social reaction to the text. (I.1, I.2, S.2) writing. (Example: notes, invitations, Ref. I.EFL.5.10.1. Learners can emails, blog entries and comments, analyze emails, blog posts and notes to self, etc.) (BGU2) Ref. other written texts using aloud EFL.5.4.9. Read with effective voice and a variety of confidence. demonstrate appropriate writing styles and understanding and to convey an conventions. (I.3, S.3, J.2) Ref. interpretation of meaning. Ref. I.EFL.5.13.1. Learners can EFL.5.5.4. demonstrate and convey different levels of meaning in short and complex literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Apply self-correcting in social and classroom interactions by adjusting presentation and language production to effectively express Learners can communicate opinions and make evaluations. effectively using a variety of media (Example: asking and formats, including ICT, by questions, brainstorming things and applying starting over, rephrasing, exploring alternative pronunciations, etc.) self-correcting when needed. (I.1, Ref. EFL.5.1.11. Associate the main I.3, J.4) Ref. I.EFL.5.4.1. Learners idea and some details of recorded can identify the main idea in a news reports, documentaries and variety of audio recordings (e.g., interviews, radio ads, news reports, interviews reporting on seasonal festivities. environmental issues, etc.) and infer the meanings of food and international customs, unfamiliar phrases and words in climate, weather, etc., where the familiar contexts where speech is visuals support the commentary. clear and visuals help support Ref. EFL.5.2.2. Skim for some of meaning. (I.3, I.4) Ref. I.EFL.5.5.1. the important information in print or Learners can engage with a variety online sources in order to support of digital and print texts and 606 (AMT2B) Breaking news resources 5 an idea or argument. (Example: by reviewing Internet search engines, complexities and discrepancies in advertising, online print the information in order to find the most appropriate sources to support timetables, web pages, posters, an idea or argument. (I.2, I.4, J.3) adverts, catalogues, etc.) Ref. EFL.5.3.4. Identify types of potential I.EFL.5.12.1. Learners can identify resources and the value, of each and recommend a variety of one for use in the educational potential resources and references. domain. (Example: audio/video, including digital tools, that support multimedia, website, database, collaboration and productivity, for educational and academic use. (I.1, book, thesaurus, scholarly/popular, current/historical, etc.) Ref. I.2, S.3, S.4) Ref. I.EFL.5.14.1. EFL.5.4.2. Present personal and Learners can respond to literary formal responses to and texts, including original stories interpretations of published literary written by peers, referring to details texts and the works of peers. and literary elements of the text. Referring to features of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1. (Example: text structure, plot, ideas, events, vocabulary, etc.) EFL.5.5.1.

Learners can recognize cultural and language patterns in English, including nonverbal communication, and relate them in appropriate contexts. (I.3, I.4, S.1, S.2) Ref. Interpret knowledge of nonverbal I.EFL.5.3.1. Learners can interpret and oral communication features by and build on other people's ideas in applying them in appropriate extended conversations on familiar contexts. (Example: use of stress, social and academic topics by intonation, pace, etc.) expressing opinions and feelings EFL.5.1.7. Follow others' ideas and clarifying meaning. (I.3, I.4, when engaged in pair, group or S.1, J.3, J.4) Ref. I.EFL.5.8.1. whole-class discussions Learners can infer specific personal, social, community and information and identify the main academic topics. Ref. EFL.5.2.9. points in simple, straightforward Underline the main conclusion in texts on subjects of personal texts which clearly argue a point of interest or familiar academic topics view in order to make informed (AMT2B) Rules while making informed decisions 607 5 decisions about one's own opinion regulations about one's own reaction to the and reaction to the text. Ref. text. (I.1, I.2, S.2) Ref. I.EFL.5.10.1. EFL.5.3.3. Evaluate information Learners can identify from References, and recommend recommend a variety of potential digital sources to other learners. resources and references, including (BGU2) Ref. EFL.5.4.1. Make digital tools, that support predictions about literary texts collaboration and productivity, for presented orally or in digital form, educational and academic use. (I.1, including literal and implied I.2, S.3, S.4) Ref. I.EFL.5.14.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in short and complex literary texts etc.) Ref. EFL.5.5.2. identifying distinguishing by features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1.

Display an understanding between Learners can partially demonstrate an understanding of the integrity of different cultures by recognizing cultures and sharing cross-cultural different bv experiences and ideas. Ref. experiences and by participating in EFL.5.1.1. Associate the main idea class activities and discussions in a and some details of recorded news way that shows empathy and reports, documentaries respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can interviews reporting on seasonal festivities, environmental issues, identify the main idea in a variety of food and international customs, audio recordings (e.g., interviews, climate, weather, etc., where the radio ads, news reports, etc.) and visuals support the commentary. infer the meanings of unfamiliar Ref. EFL.5.2.2. Skim for some of phrases and words in familiar the important information in print or contexts where speech is clear and online sources in order to support visuals help support meaning. (I.3, I.4) Ref.I.EFL.5.5.1. Learners can an idea or argument. (Example: Internet search engines, online engage with a variety of digital and 608 (AMT2B) Review advertising, online or print print texts and resources 5 timetables, web pages, posters, reviewing complexities and adverts, catalogues, etc.) Ref. discrepancies in the information in EFL.5.3.4. Identify types of potential order to find the most appropriate resources and the value, of each sources to support an idea or one for use in the educational argument. (1.2,1.4, domain. (Example: audio/video, I.EFL.5.12.1. Learners can identify website, and recommend a variety of multimedia, database, book, thesaurus, scholarly/popular, potential resources and references, current/historical. Ref. including digital tools, that support etc.) EFL.5.4.2. Present personal and collaboration and productivity, for formal responses to educational and academic use. (I.1, I.2, S.3, S.4) Ref. I.EFL.5.14.1. interpretations of published literary texts and the works of peers, Learners can respond to literary Referring to features of the text. texts, including original stories (Example: text structure, plot, ideas, written by peers, referring to details events, vocabulary, etc.) Ref. and literary elements of the text. EFL.5.5.1. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-Communicate information and correcting and self-monitoring ideas effectively to diverse strategies when needed. (I.1, I.3, audiences using a variety of media J.4) I.EFL.5.8.1. Learners can and formats. Build on others' ideas respond to and build on other when engaged in pair, group or people's ideas in extended whole-class discussions conversations on familiar social and personal, social, community and academic topics by expressing academic topics. Identify and use opinions and feelings and clarifying make reading strategies to meaning. (I.3, I.4, S.1, J.3, J.4) informative and narrative texts I.EFL.5.11.1. Learners can Identify comprehensible and meaningful. and apply a range of reading (Example: skimming, scanning, strategies in order to make texts previewing, reading for main ideas meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, 701 (AMT3A) Welcome be of practical use for one's own sequence, etc.) Use the process of academic needs. (I.1, I.2, I.4, S.3) prewriting, drafting, revising, peer I.EFL.5.15.1. Learners can plan editing and proofreading (i.e., "the produce well-constructed writing process") to produce wellinformational texts by applying the constructed informational texts. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, information and appropriate including literal and implied language, tone and evidence. (I.2, meanings. (Example: summarizing, I.3, I.4, S.3, J.1) I.EFL.5.17.1. explaining and identifying, word Learners can demonstrate and choice, symbols, points of view, convey different levels of meaning etc.) in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows empathy and respect for others. and perspectives of different cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.7.1. cross-cultural experiences and Learners can communicate clearly Use and effectively by using appropriate ideas. new words and which vocabulary and language in a expressions occur conversations in the personal and variety of oral interactions for a educational domains, and make range of audiences and leveluse of such terms and expressions appropriate purposes. (I.2, I.3, J.2) wherever appropriate I.EFL.5.10.1. Learners can find necessary. Find specific predictable specific information and identify the information in short, simple texts in main points in simple, 702 (AMT3A) Big decisions 5 a range of age- and levelstraightforward texts on subjects of appropriate topics. (Example: personal interest or familiar academic topics while biographies, news articles. making narratives, memoirs and personal informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Critically evaluate information I.EFL.5.14.1. Learners can identify, from References, including those critically evaluate and recommend found on the web, and recommend a variety of potential resources and print and digital sources to other references, including digital tools, learners. Create original, that support collaboration imaginative using productivity, for educational and stories appropriate vocabulary and academic use. (I.1, I.2, S.3, S.4) elements of the literature that I.EFL.5.16.1. Learners can respond learners have read or heard. to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. can Learners demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and of different and perspectives discussions in a way that shows cultures by recognizing and sharing empathy and respect for others. cross-cultural experiences (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. ideas. Deal with practical, everyday Learners can deal with practical, communication demands within everyday communication demands familiar contexts, effectively and in familiar social and academic without undue effort. (Example: contexts. such as following meeting people, extending and directions in class activities and accepting invitations, exchanging identifying main ideas in other information, giving reasons, asking curricular subjects when given and answering questions about sufficient support. (I.1, I.3, S.1) routines and pReferences, etc.) I.EFL.5.10.1. Learners can find Find specific predictable information specific information and identify the in short, simple texts in a range of main points in simple. 703 (AMT3A) A hard life 5 age- and level-appropriate topics. straightforward texts on subjects of (Example: biographies, news personal interest or familiar articles, narratives, memoirs and academic topics while making personal accounts, formal letters informed decisions about one's own and emails, etc.) Critically evaluate reaction to the text. (I.1, I.2, S.2) information from References, I.EFL.5.14.1. Learners can identify, including those found on the web, critically evaluate and recommend and recommend print and digital a variety of potential resources and sources to other learners. Compare references, including digital tools, and present personal and formal that support collaboration and responses to and interpretations of productivity, for educational and published literary texts and the academic use. (I.1, I.2, S.3, S.4) works of peers, Referring to details I.EFL.5.16.1. Learners can respond and features of the text. (Example: to and interpret literary texts, text structure, plot, ideas, events, including original stories written by vocabulary, etc.) peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and bγ relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. ideas. Deduce the meanings of Learners can identify the main idea unfamiliar phrases and words from in a variety of audio recordings familiar (e.g., interviews, radio ads, news containing elements. (Example: colloquial reports, etc.) and deduce the greetings, exclamations, meanings of unfamiliar phrases and interjections, etc.) Find the most words in familiar contexts where important information in print or speech is clear and visuals help online sources in order to support support meaning. an idea or argument. (Example: I.EFL.5.12.1. Learners can engage with a variety of digital and print Internet search engines, online advertising, online print texts and resources by evaluating timetables, web pages, posters, and detecting complexities and (AMT3A) What's in a 704 5 name? adverts, catalogues, etc.) Justify discrepancies in the information in and explain the rationale for a order to find the most appropriate position on an argument, using sources to support an idea or persuasive argument. (1.2,1.4, language, tone, J.3) evidence and well-developed I.EFL.5.15.1. Learners can plan arguments through essays, produce well-constructed editorials, movie and book reviews, informational texts by applying the position papers and brochures. writing process and while Make predictions, inferences and demonstrating an ability to justify deductions to demonstrate different one's position on an argument levels of meaning of literary texts through carefully selected presented orally or in digital form, appropriate information and literal including and implied language, tone and evide meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3))

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in Interpret and demonstrate appropriate contexts. (I.3, I.4, S.1, knowledge of nonverbal and oral S.2) I.EFL.5.6.1. Learners can deal communication features practical, everyday applying them in appropriate communication demands in familiar contexts. (Example: use of stress, social and academic contexts, such intonation, pace, etc.) Follow main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) I.EFL.5.10.1. Learners can find advance. Find specific specific information and identify the predictable information in short, points simple texts in a range of age- and straightforward texts on subjects of level-appropriate topics. (Example: personal interest or familiar biographies, news articles. (AMT3A) What would you academic topics while making 705 narratives, memoirs and personal 5 do? informed decisions about one's own accounts, formal letters and emails, reaction to the text. (I.1, I.2, S.2) etc.) Use the process of prewriting, I.EFL.5.15.1. Learners can plan drafting, revising, peer editing and produce well-constructed proofreading (i.e., "the writing informational texts by applying the process") produce welltο writing process and while constructed informational texts. demonstrating an ability to justify Make predictions, inferences and one's position on an argument deductions to demonstrate different through carefully selected levels of meaning of literary texts information and appropriate presented orally or in digital form, language, tone and evidence. (I.2, including literal and implied I.3, I.4, S.3, J.1) I.EFL.5.17.1. meanings. (Example: summarizing, Learners can demonstrate and explaining and identifying, word convey different levels of meaning choice, symbols, points of view, in literary texts by identifying etc.) distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. can Learners Communicate communicate effectively using a information and variety of media and formats, effectively to diverse audiences using a variety of media including ICT, by saying things in and formats. Follow main ideas in alternative ways and applying selftopics covered in other curricular correcting and self-monitoring subjects with the help of visual strategies when needed. (I.1, I.3, using concepts J.4) I.EFL.5.6.1. Learners can deal support, and vocabulary that have been studied with practical, everyday in advance. Identify and use communication demands in familiar social and academic contexts, such reading strategies to make as following directions in class informative and narrative texts comprehensible and meaningful. activities and identifying main ideas in other curricular subjects when (Example: skimming, scanning, previewing, reading for main ideas given sufficient support. (I.1, I.3, and details, using structural and S.1) I.EFL.5.11.1. Learners can 706 context clues, cognates, format, Identify and apply a range of (AMT3A) Storytelling 5 sequence, etc.) Use a variety of reading strategies in order to make oral, print and electronic forms for texts meaningful and to select writing to others or for writing for information within a text that might self, applying the conventions of be of practical use for one's own social writing. (Example: notes, academic needs. (I.1, I.2, I.4, S.3) invitations, emails, blog entries and I.EFL.5.13.1. Learners can produce emails, blog posts and other written comments, notes to self, etc.) Compare and present personal and texts using an effective voice and a formal responses variety of appropriate writing styles interpretations of published literary and conventions. (I.3, S.3, J.2) texts and the works of peers, I.EFL.5.16.1. Learners can respond Referring to details and features of to and interpret literary texts, the text. (Example: text structure, including original stories written by plot, ideas, events, vocabulary, peers, referring to details and literary elements of the text. (S.1, etc.) S.4, J.2)

1 /0/ 1	(AMT3A) That's impossible	communication features by applying them in appropriate contexts. (Example: use of stress, intonation, pace, etc. Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. Find the most important information in print or online sources in order to support an idea or argument. (Example: Internet search engines, online advertising, online or print timetables, web pages, posters, adverts, catalogues, etc.) Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts. Compare and present personal and formal responses to and interpretations of published literary texts and the works of peers, Referring to details and features of the text. (Example: text structure,	communication, and apply them in appropriate contexts. (I.3, I.4, S.1, S.2) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.12.1. Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3) I.EFL.5.15.1. Learners can plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected	5
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I.EFL.5.3.1. Learners can interpret Interpret demonstrate cultural and language patterns in and knowledge of nonverbal and oral English, includina nonverbal communication features by communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.7.1. Learners can intonation, pace, etc. Use new communicate clearly and effectively words and expressions which occur by using appropriate vocabulary in conversations in the personal and language in a variety of oral educational domains, and make interactions for a range use of such terms and expressions audiences and level-appropriate and purposes. wherever appropriate (1.2,1.3, I.EFL.5.12.1. Learners can engage necessary. Find the most important information in print or online with a variety of digital and print sources in order to support an idea texts and resources by evaluating or argument. (Example: Internet and detecting complexities and 708 (AMT3A) Review 5 discrepancies in the information in search engines, online advertising, online or print timetables, web order to find the most appropriate pages, posters. adverts. sources to support an idea or 1.4, catalogues, etc.) Use a variety of argument. (1.2,J.3) oral, print and electronic forms for I.EFL.5.13.1. Learners can produce writing to others or for writing for emails, blog posts and other written self, applying the conventions of texts using an effective voice and a social writing. (Example: notes, variety of appropriate writing styles invitations, emails, blog entries and and conventions. (I.3, S.3, J.2) comments, notes to self, etc.) Read I.EFL.5.17.1. Learners can aloud with confidence, accuracy, demonstrate and convey different levels of meaning in literary texts by fluency and expression to demonstrate understanding and to identifying distinguishing features, interpretation interpreting implicit and explicit convey an messages and responding in a meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and Display an understanding of the participating in class activities and relationship between the practices discussions in a way that shows and perspectives of different empathy and respect for others. cultures by recognizing and sharing (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. cross-cultural experiences and Learners can identify the main idea ideas. Deduce the meanings of in a variety of audio recordings unfamiliar phrases and words from (e.g., interviews, radio ads, news context containing familiar reports, etc.) and deduce the elements. (Example: colloquial meanings of unfamiliar phrases and greetings, words in familiar contexts where exclamations, interjections, etc.) Find specific speech is clear and visuals help predictable information in short, support meaning. (1.3,simple texts in a range of age- and I.EFL.5.10.1. Learners can find 801 (AMT3B) WELCOME 5 level-appropriate topics. (Example: specific information and identify the biographies, news articles, main points in simple, narratives, memoirs and personal straightforward texts on subjects of accounts, formal letters and emails, personal interest or etc.) Produce emails and blog posts academic topics while making describing personal experiences informed decisions about one's own and feelings. Compare and present reaction to the text. (I.1, I.2, S.2) personal and formal responses to I.EFL.5.13.1. Learners can produce and interpretations of published emails, blog posts, and other literary texts and the works of written texts using an effective peers, Referring to details and voice and a variety of appropriate features of the text. (Example: text writing styles and conventions. (I.3, structure, plot, ideas, events. S.3, J.2) I.EFL.5.16.1. Learners can vocabulary, etc.) respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance, and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. in daily classroom activities. Identify Learners can identify the main idea the main idea and some details of in a variety of audio recordings recorded news reports. (e.g., interviews, radio ads, news documentaries. and interviews reports, etc.) and deduce the reporting on seasonal festivities, meanings of unfamiliar phrases and environmental issues, food and words in familiar contexts where international customs, climate. speech is clear and visuals help weather, etc., where the visuals support meaning. (1.3,support the commentary. Identify I.EFL.5.10.1. Learners can find and understand the main points in 802 (AMT3B) Breaking away specific information and identify the straightforward texts on subjects of points in simple, personal interest or familiar straightforward texts on subjects of academic topics. Use a variety of personal interest or familiar oral, print, and electronic forms for academic topics while making writing to others or for writing for informed decisions about one's own self, applying the conventions of reaction to the text. (I.1, I.2, S.2) social writing. (Example: notes, I.EFL.5.13.1. Learners can produce invitations, emails, blog entries and emails, blog posts, and other comments, notes to self, etc.) written texts using an effective Create original, imaginative stories voice and a variety of appropriate using appropriate vocabulary and writing styles and conventions. (I.3, elements of the literature that S.3, J.2) I.EFL.5.16.1. Learners can learners have read or heard. respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and Find parallels between Ecuadorian referents from Ecuador and other cultural and political Referents and countries while making informed those of other countries by talking choices about and taking action on about holidays, symbols, customs, issues of prejudice and and schooling. Follow main ideas in discrimination. (I.1, I.2, S.2, J.1, topics covered in other curricular J.3) I.EFL.5.6.1. Learners can deal subjects with the help of visual with practical, everyday communication demands in familiar support. usina concepts vocabulary that have been studied social and academic contexts, such in advance. Identify and use as following directions in class strategies activities and identifying main ideas reading to make informative and narrative texts in other curricular subjects when comprehensible and meaningful. given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can (Example: skimming, scanning, identify and apply a range of previewing, reading for main ideas (AMT3B) Crime 803 and details, using structural and reading strategies in order to make 5 punishment context clues, cognates, format, texts meaningful and to select sequence, etc.) Critically evaluate information within a text that might information from References. be of practical use for one's own including those found on the web, academic needs. I.EFL.5.14.1. Learners can identify, critically and recommend print and digital sources to other learners. Make evaluate, and recommend a variety predictions, inferences, and potential resources deductions to demonstrate different references, including digital tools. levels of meaning of literary texts that support collaboration and presented orally or in digital form, productivity, for educational and including literal and academic use. (I.1, I.2, S.3, S.4) implied meanings. (Example: summarizing, I.EFL.5.17.1. Learners explaining, and identifying, word demonstrate and convey different choice, symbols, points of view, levels of meaning in literary texts by etc.) identifying distinguishing features, interpreting implicit and explicit messages, and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.3.1. Learners can interpret Interpret demonstrate and cultural and language patterns in knowledge of nonverbal and oral Enalish. includina nonverbal communication features communication, and apply them in applying them in appropriate appropriate contexts. (I.3, I.4, S.1, contexts. (Example: use of stress, S.2) I.EFL.5.6.1. Learners can deal intonation, pace, etc.) Deal with practical, everyday practical, everyday communication communication demands in familiar demands within familiar contexts. social and academic contexts, such effectively and without undue effort. as following directions in class (Example: meeting activities and identifying main ideas extending and accepting invitations, in other curricular subjects when exchanging information, giving given sufficient support. (I.1, I.3, reasons, asking and answering S.1) I.EFL.5.12.1. Learners can questions about routines and engage with a variety of digital and pReferences, etc.) Find the most print texts and resources important information in print or evaluating and detecting online sources in order to support 804 (AMT3B) It's a mystery! complexities and discrepancies in 5 an idea or argument. (Example: the information in order to find the Internet search engines, online most appropriate sources to support advertising, online print an idea or argument. I.EFL.5.14.1. timetables, web pages, posters, Learners can identify, critically adverts, catalogues, etc.) Identify a evaluate, and recommend a variety variety of types and formats of potential resources potential resources and the value, references, including digital tools, purpose, and audience of each one that support collaboration and for use in the educational domain. productivity, for educational and (Example: audio/video, multimedia, academic use. (I.1, I.2, S.3, S.4) website, database, book, I.EFL.5.17.1. Learners can thesaurus, scholarly/popular, demonstrate and convey different current/historical, etc.) Read aloud levels of meaning in literary texts by with confidence, accuracy, fluency, identifying distinguishing features, and expression to demonstrate interpreting implicit and explicit understanding and to convey an messages, and responding in a interpretation of meaning. variety of ways. (I.3, I.4, J.3)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in Communicate information alternative ways and applying selfeffectively to diverse correcting and self-monitoring audiences using a variety of media strategies when needed. (I.1, I.3, and formats. Use new words and J.4) I.EFL.5.7.1. Learners can expressions that occur communicate clearly and effectively in conversations in the personal and by using appropriate vocabulary educational domains, and make and language in a variety of oral use of such terms and expressions interactions for a range wherever appropriate audiences and level-appropriate necessary. Assess, compare, and purposes. (1.2,I.3. evaluate the quality of written texts I.EFL.5.12.1. Learners can engage and visual presentations using with a variety of digital and print different criteria and ICT tools texts and resources by evaluating related to the organization, subject and detecting complexities and 805 (AMT3B) Money 5 area, and purpose of a text. discrepancies in the information in (Examples of text types: editorials, order to find the most appropriate the editor, political sources to support an idea or speeches, illustrations, charts, argument. (1.2,1.4, J.3) etc.) Use the I.EFL.5.15.1. Learners can plan advertisements, process of prewriting, drafting, and produce well-constructed editing, and informational texts by applying the revising, peer proofreading (i.e., "the writing writing process and demonstrating process") to produce wellan ability to justify one's position on an argument through carefully constructed informational texts. Evaluate and recommend a literary selected information and text (written, oral, online, in video or appropriate language, tone, and in print) or a favorite activity to a evidence. I.EFL.5.18.1. Learners peer. can use a variety of criteria for evaluating and recommending literary texts to others, recognize how chosen criteria affect evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying selfcorrecting and self-monitoring Apply self-correcting and selfstrategies when needed. (I.1, I.3, monitoring strategies in social and J.4) I.EFL.5.8.1. Learners can classroom interactions by adjusting respond to and build on other presentation and language people's ideas in extended production to effectively express conversations on familiar social and opinions and make evaluations. academic topics by expressing (Example: asking questions, opinions and feelings and clarifying starting over, rephrasing, exploring meaning. (I.3, I.4, S.1, J.3, J.4) alternative pronunciations, etc.) I.EFL.5.12.1. Learners can engage Build on others' ideas when with a variety of digital and print engaged in pair, group, or wholetexts and resources by evaluating class discussions on personal, and detecting complexities and social, community, and academic discrepancies in the information in topics. Display an appreciation of 806 (AMT3B) Emergency! order to find the most appropriate 5 the language by interacting and sources to support an idea or engaging with a variety of digital argument. (1.2,1.4, J.3) and print texts and resources and I.EFL.5.15.1. Learners can plan by selecting and evaluating these well-constructed produce materials as a means to promote informational texts by applying the and strengthen literacy skills and writing process and demonstrating language acquisition. Apply new an ability to justify one's position on and prior knowledge in order to plan an argument through carefully and create texts and determine if selected information and the new knowledge adds value to or appropriate language, tone, and contradicts prior information. evidence. (I.2, I.3, I.4, S.3, J.1) Collaboratively produce criteria for I.EFL.5.19.1. Learners can engage evaluating literary texts and the in collaborative activities through a effectiveness of group work. variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Take initiative in a discussion in a discussions in a way that shows empathy and respect for others. positive way by being sensitive to the nuances of peers' comments, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reactions, and responses (both Learners can identify the main idea verbal and nonverbal). Understand in a variety of audio recordings the main idea of radio and audio (e.g., interviews, radio ads, news recordings on subjects of personal reports, etc.) and deduce the interest, provided speech is clear. meanings of unfamiliar phrases and **Detects** complexities words in familiar contexts where discrepancies in information speech is clear and visuals help presented in both print and online meaning. support (1.3,References and resources. Select I.EFL.5.12.1. Learners can engage and make effective use of a range with a variety of digital and print of digital tools to write, edit, revise, texts and resources by evaluating and publish written work in a way and detecting complexities and 807 (AMT3B) Life's firsts 5 that supports collaboration, discrepancies in the information in learning. and productivity. order to find the most appropriate (Example: image editing, Google sources to support an idea or Drive, infographic makers, audio 1.4, argument. (1.2,J.3) and video editing, presentation I.EFL.5.14.1. Learners can identify, apps, etc.) Engage in collaborative critically evaluate, and recommend activities through a variety of a variety of potential resources and references, including digital tools, student groupings to share, Reflect on, express, and interpret opinions that support collaboration and evaluations of a range of productivity for educational and literary texts. (Example: small academic use. (I.1, I.2, S.3, S.4) groups, cooperative learning I.EFL.5.19.1. Learners can engage groups, literature circles, process in collaborative activities through a writing groups, etc.) variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

Take initiative in a discussion in a I.EFL.5.1.1. Learners can positive way by being sensitive to demonstrate an understanding of the nuances of peers' comments, the integrity of different cultures by reactions, and responses (both sharing experiences and verbal and nonverbal). Identify the participating in class activities and discussions in a way that shows main idea and some details of recorded news reports, empathy and respect for others. documentaries, (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. and interviews reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs. climate. (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Display meanings of unfamiliar phrases and an appreciation of the language by words in familiar contexts where interacting and engaging with a speech is clear and visuals help variety of digital and print texts and support meaning. (1.3,resources and by selecting and I.EFL.5.12.1. Learners can engage evaluating these materials as a with a variety of digital and print 808 (AMT3B) Review means to promote and strengthen texts and resources by evaluating 5 literacy skills and language and detecting complexities and Select and discrepancies in the information in acquisition. make effective use of a range of digital order to find the most appropriate tools to write, edit, revise, and sources to support an idea or publish written work in a way that argument. (1.2,1.4, J.3) supports collaboration, learning, I.EFL.5.14.1. Learners can identify, and productivity. (Example. image critically evaluate, and recommend editing, Google Drive, infographic a variety of potential resources and makers, audio and video editing, references, including digital tools, presentation apps, etc.) Evaluate that support collaboration one's own and others' work, productivity, for educational and individually and collaboratively, on academic use. (I.1, I.2, S.3, S.4) the basis of a variety of criteria, and I.EFL.5.18.1. Learners can use a recognize how chosen criteria affect variety of criteria for evaluating and evaluation. (Examples of criteria. recommending literary texts to clarity of ideas, use of English others, and recognize how chosen grammar and vocabulary, register, criteria affect evaluation. (S.1, S.4, originality, visual presentation, etc.) J.2, J.4)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts and identify similarities and and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompactKEY) In my free Understand main points in short details in short simple online or 901 5 simple texts on familiar subjects. time. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example: title, through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support (CompactKEY) What are 902 another. Write describe answer inquiries, 5 to ideas, you doing now? feelings/opinions in order relationships and relate ideas effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to works and to learners' influence an audience, experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. can personal Learners give responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features to communicate in familiar contexts. Apply self-correcting and self-(I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and can grasp the general meaning of classroom interactions. Example: spoken texts set in familiar asking questions, starting over, contexts everyday and infer rephrasing, exploring alternative changes in the topic of discussion. pronunciations or wording, etc.) as well as deduce the meanings of Follow main ideas in topics covered unfamiliar words and exchanges in other curricular subjects with the through the use of context clues, help of visual support, using provided speech is given slowly and concepts and vocabulary that have clearly and there is sufficient visual been studied in advance. Read, support. (I.3, S.1, J.4) I.EFL.4.12.1. gather, view and listen Learners can employ a range of information from various sources in reference materials and sources, order to attempt to organize and both online and in print, in order to discuss relationships between (CompactKEY) Getting support ideas, answer inquiries, find 903 5 academic content areas. (Example: there! relationships and relate ideas nonfiction books for young adults, between different subject areas. the Internet, audio and media (I.1, I.2, J.2) I.EFL.4.15.1. Learners presentations. oral interviews. can convey information and ideas maps, diagrams, Reference books, and describe feelings and opinions magazines, etc.) Recognize that in simple transactional or expository various types of writing require texts on familiar subjects in order to different language, formatting and influence an audience, special vocabulary. (Example: a recognizing that different texts have recipe, a letter, etc.) Create adding different features and showing the personal stories by ability to use these features imaginative details to real-life appropriately in one's own writing. using stories and situations, (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary and Learners can create short, original elements of the literature learners literary texts in different genres, have read or heard. includina those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify online or face-to-face the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when and understand short. the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in (Example: support. class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures organizers to interpret appropriate intonation, etc.) Apply information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and

other literary concepts. (I.1, I.3)

I.EFL.4.4.1.

Learners

can

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904

(CompactKEY) We had a great time!

I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social or academic short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking. making promises, support. (Example: rules for a apologizing, asking permission, game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can interact and engage with a wide interact and engage with a wide 905 5 (CompactKEY) What's on? range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills and revising, peer editing promote acquisition. (I.2, I.4, S.3, "the writing proofreading (i.e., J.2, J.3) I.EFL.4.17.1. Learners can produce wellprocess") to convey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and face-to-face interactions. Learners Recognize and appreciate can communicate and cooperate in individual and group similarities and a respectful, empathetic manner. differences by establishing and (J.3, S.1, S.4) I.EFL.4.8.1. Learners maintaining healthy and rewarding communicate personal online and face-to-face information and basic immediate relationships based needs and deal with other practical communication and cooperation. everyday demands in familiar Use a series of phrases and contexts, effectively and without sentences to describe aspects of undue effort and using grammatical personal background, immediate structures and vocabulary seen in environment and matters class (although there may be immediate need in simple terms frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt S.1) I.EFL.4.14.1. Learners can in class (although there may be interact and engage with a wide frequent errors with tenses, range of ICT and classroom (CompactKEY) Are you an personal pronouns, prepositions, 906 resources and texts by selecting 5 outdoors person? etc.). Select from and attempt to and evaluating them in order to evaluate a range of both physical strengthen literacy skills and digital texts and materials in promote acquisition. (I.2, I.4, S.3, order to promote acquisition and J.2, J.3) I.EFL.4.17.1. Learners can develop an appreciation of the convey and organize information language. Convey and organize through the use of facts and details information using facts and details and by employing various stages of in order to attempt to illustrate the writing process, while using a diverse patterns and structures in range of digital tools to promote and writing. (Example: cause and effect, support collaboration, learning and problem and solution, general-toproductivity. (I.1, I.3, S.4, J.2, J.4) specific presentation, etc.) Evaluate I.EFL.4.21.1. Learners and attempt to recommend literary evaluate and recommend literary texts (both written and oral, online, texts (both written and oral, online, in video or in print) according to in video or in print) according to pre-established criteria. pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural Compare and contrast oral practices and perspectives. traditions, folktales Learners can share cross cultural myths, and literature from Ecuador experiences while naming universal and cultural themes. (I.2, S.1, S.2, J.1) international regions and cultures and I.EFL.4.9.1. Learners can use and identify similarities differences and universal cultural simple language to describe, themes. Give short. basic compare and state facts about descriptions of everyday activities familiar everyday topics such as and events within familiar contexts possessions, classroom objects and descriptive routines simple in short, structured language to compare and make situations, interacting with relative brief statements about objects and ease. (I.3, I.4, S.4) I.EFL.4.11.1. possessions. (Example: family, Learners can understand main school, living conditions, personal ideas and some details in short belongings, etc.) Understand main simple online or print texts on (CompactKEY) Exam points in short simple texts on familiar subjects, using contextual 907 5 practice familiar subjects. (Example: news clues to help identify the most about sports or famous people, relevant information. (Example: title, descriptions, etc.) Convey illustrations, organization, etc.) (I.2, information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository convey information and ideas and texts on familiar subjects using ICT describe feelings and opinions in tools and conventions and features simple transactional or expository of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence an audience, collaborative activities through a recognizing that different texts have variety of student groupings to different features and showing the create and respond to literature and ability to use these features other literary texts. (Example: small appropriately in one's own writing. groups, cooperative learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. groups, literature circles, process Learners can collaborate writing groups, etc.) participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such as playing games, brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to purpose of an inquiry and relate support ideas, answer inquiries, find 908 (CompactKEY) Review 5 ideas from one written source to relationships and relate ideas describe between different subject areas. another. Write to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural and practices perspectives. Learners can share cross cultural experiences while naming universal Compare and contrast oral cultural themes. (I.2, S.1, S.2, J.1) traditions, myths, folktales and I.EFL.4.6.1. Learners can grasp the literature from Ecuador and general meaning of spoken texts international regions and cultures set in familiar everyday contexts identify similarities and infer changes in the topic of differences and universal cultural discussion, as well as deduce the themes. Understand phrases and meanings of unfamiliar words and expressions related to areas of exchanges through the use of most immediate priority within the context clues, provided speech is personal and educational domains, given slowly and clearly and there provided speech is clearly and is sufficient visual support. (I.3, S.1, slowly articulated. (Example: daily J.4) I.EFL.4.11.1. Learners can life, free time, school activities, etc.) understand main ideas and some (CompleteKEY) HI, HOW Understand main points in short details in short simple online or 1001 5 ARE YOU? simple texts on familiar subjects. print texts on familiar subjects, (Example: news about sports or using contextual clues to help famous people, descriptions, etc.) identify the most relevant Convey information and ideas information. (Example. title. through simple transactional or illustrations, organization, etc.) (I.2, expository texts on familiar subjects I.4) I.EFL.4.15.1. Learners can using ICT tools and conventions convey information and ideas and and features of English appropriate describe feelings and opinions in to the audience and purpose. Make simple transactional or expository use of main points in literary texts texts on familiar subjects in order to (authentic and semi-authentic, oral influence an audience, and written) to understand everyday recognizing that different texts have stories, especially if there is visual different features and showing the support. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.18.1. Learners can understand, predict, infer and deduce literal and implied meanings in short, simple, everyday literary texts (online, oral or in print), especially when visual support is provided. (I.2, I.3, I.4)

I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3, S.1, I.1) I.EFL.4.6.1. Learners can grasp the general meaning of spoken texts Recognize and demonstrate an set in familiar everyday contexts appreciation of some commonalities and infer changes in the topic of and distinctions across cultures and discussion, as well as deduce the groups (differentiated by gender, meanings of unfamiliar words and ability, generations, etc.) including exchanges through the use of the students' own. Understand most context clues, provided speech is changes in the topic of discussion if given slowly and clearly and there people speak slowly. Use everyday is sufficient visual support. (I.3, S.1, Reference material in order to J.4) I.EFL.4.12.1. Learners can select information appropriate to the employ a range of reference purpose of an inquiry and relate materials and sources, both online ideas from one written source to and in print, in order to support WE'RE (CompleteKEY) 1002 another. Write to describe ideas. answer inquiries. 5 **GOING HOME** in feelings/opinions order relationships and relate ideas to effectively influence an audience. between different subject areas. (Example: persuade, negotiate. (I.1, I.2, J.2) I.EFL.4.15.1. Learners can convey information and ideas argue, etc.) Locate and attempt to identify selected literary elements and describe feelings and opinions and techniques in texts and relate in simple transactional or expository those elements to those in other texts on familiar subjects in order to audience, works and to learners' influence an experiences. (Example: setting, recognizing that different texts have character, plot, theme, point of different features and showing the view. imagery. foreshadowing. ability to use these features climax, etc.) appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.19.1. Learners can locate and identify literary elements and techniques in other works, including one's own. give Learners can personal responses to and interpret a variety of literary texts, including those of a peer, referring to details and features of the text. (Example: text structure, plot, ideas, events, vocabulary, etc.) (I.3, S.3, J.4)

I.EFL.4.3.1. Learners can employ a range of self-monitoring and selfcorrecting strategies and interpret and use appropriate verbal and nonverbal communication features Apply self-correcting and selfto communicate in familiar contexts. (I.3, S.4, J.4) I.EFL.4.6.1. Learners monitoring strategies in social and classroom interactions. Example: can grasp the general meaning of asking questions, starting over, spoken texts set in familiar rephrasing, exploring alternative contexts infer everyday and pronunciations or wording, etc.) changes in the topic of discussion, Follow main ideas in topics covered as well as deduce the meanings of in other curricular subjects with the unfamiliar words and exchanges help of visual support, using through the use of context clues, concepts and vocabulary that have provided speech is given slowly and been studied in advance. Read, clearly and there is sufficient visual and gather, view listen support. (I.3, S.1, J.4) I.EFL.4.12.1. to Learners can employ a range of information from various sources in reference materials and sources. order to attempt to organize and relationships both online and in print, in order to discuss between (CompleteKEY) DINNER academic content areas. (Example: support ideas, answer inquiries, find 1003 5 TIME nonfiction books for young adults, relationships and relate ideas the Internet, audio and media between different subject areas. presentations, oral interviews, (I.1, I.2, J.2) I.EFL.4.15.1. Learners maps, diagrams, Reference books, can convey information and ideas magazines, etc.) Recognize that and describe feelings and opinions various types of writing require in simple transactional or expository texts on familiar subjects in order to different language, formatting and special vocabulary. (Example: a influence an audience. recipe, a letter, etc.) Create recognizing that different texts have adding different features and showing the personal stories by imaginative real-life ability to use these features details to using stories and situations, appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. appropriate vocabulary elements of the literature learners Learners can create short, original have read or heard. literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. can Learners demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Seek and provide information and interactions. (J.2, J.3, J.4, I.3) assistance, orally or in writing and I.EFL.4.7.1. Learners can identify face-to-face online or the main idea and some details in interactions, for personal, social short straightforward spoken audio and academic purposes. Follow texts set in familiar contexts when understand and short, the message is delivered slowly straightforward audio messages and there is other contextual and/or the main idea/dialogue of a support. (Example: rules for a movie or cartoon (or other agegame, classroom instructions, a appropriate audio-visual dialogue in a scene from a cartoon presentations) if delivered slowly or movie, etc.) Learners can use and visuals provide contextual other classmate's contributions in support. (Example: class as models for their own. (I.2, announcement of a bus delay, an I.3, S.4) I.EFL.4.13.1. Learners can intercom announcement at school, apply learning strategies such as a dialogue supported by facial using prior knowledge and graphic expressions/gestures (CompleteKEY) organizers to interpret 1004 5 appropriate intonation, etc.) Apply SHOPPING! information in a text. Learners can learning strategies to examine and assess this information according to interpret a variety of written the organization, subject area and materials using prior knowledge, purpose of the text, through the use graphic organizers, context clues, of different criteria, including ICT note taking and finding words in a tools. (I.2, I.4, J.4) I.EFL.4.16.1. dictionary. Make and use a simple Learners can use and make simple print or digital learning resource to learning resources, both online and compare and contrast information in print, in order to compare and order to demonstrate contrast information. Learners can understanding and command of a choose appropriate resources and topic. Gain an understanding of critically evaluate the information in literary concepts such as genre, these resources, according to the plot, setting, character, point of value, purpose and audience of view, theme and other literary each. (I.1, I.3, I.4, J.2, J.4) elements in order to apply them to I.EFL.4.20.1. Learners can create one's own creative texts. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

I.EFL.4.4.1. Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles in online or face-to-face social and classroom Use suitable vocabulary, interactions. (J.2, J.3, J.4, I.3) expressions, language I.EFL.4.7.1. Learners can identify interaction styles for formal and the main idea and some details in informal social academic or short straightforward spoken audio situations in order to communicate texts set in familiar contexts when specific intentions in online and the message is delivered slowly face-to-face interactions. (Example: and there is other contextual thanking, making promises, support. (Example: rules for a permission, apologizing, asking game, classroom instructions, a chatting with friends, answering in dialogue in a scene from a cartoon class, greeting an authority figure, or movie, etc.) Learners can use Use other etc.) students' other classmate's contributions in contributions in class as models for class as models for their own. (I.2, their own. Demonstrate an ability to I.3, S.4) I.EFL.4.14.1. Learners can (CompleteKEY) IT'S MY interact and engage with a wide 1005 interact and engage with a wide 5 **FAVOURITE SPORT** range of ICT and classroom range of ICT and classroom resources in order to strengthen resources and texts by selecting literacy skills and strategies. Use and evaluating them in order to the process of prewriting, drafting, strengthen literacy skills revising, peer editing and promote acquisition. (I.2, I.4, S.3, proofreading (i.e., "the writing J.2, J.3) I.EFL.4.17.1. Learners can process") to produce wellconvey and organize information constructed informational texts. through the use of facts and details Create an effective voice using a and by employing various stages of variety of ICT tools, writing styles the writing process, while using a and typical features of a genre to range of digital tools to promote and create stories, poems, sketches, support collaboration, learning and songs and plays, including those productivity. (I.1, I.3, S.4, J.2, J.4) that Reflect traditional and popular I.EFL.4.20.1. Learners can create Ecuadorian cultures. short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary, and other literary concepts. (I.1, I.3)

I.EFL.4.5.1. Learners can appreciate and show respect for individual and group differences by establishing and maintaining healthy and rewarding online and Recognize and appreciate face-to-face interactions. Learners can communicate and cooperate in individual and group similarities and differences by establishing and a respectful, empathetic manner. maintaining healthy and rewarding (J.3, S.1, S.4) I.EFL.4.8.1. Learners online face-to-face can communicate and personal information and basic immediate relationships based communication and cooperation. needs and deal with other practical Use a series of phrases and everyday demands in familiar sentences to describe aspects of contexts, effectively and without personal background, immediate undue effort and using grammatical environment structures and vocabulary seen in and matters immediate need in simple terms class (although there may be frequent, basic errors). (I.1, I.2, I.3, using grammatical structures learnt in class (although there may be S.1) I.EFL.4.14.1. Learners can frequent errors interact and engage with a wide with tenses. (CompleteKEY) HAVE personal pronouns, prepositions, range of ICT and classroom 1006 YOU **GOT** 5 etc.). Select from and attempt to resources and texts by selecting ANY HOMEWORK? evaluate a range of both physical and evaluating them in order to and digital texts and materials in strengthen literacy skills and promote acquisition. (I.2, I.4, S.3, order to promote acquisition and develop an appreciation of the J.2, J.3) I.EFL.4.17.1. Learners can language. Convey and organize convey and organize information information using facts and details through the use of facts and details in order to attempt to illustrate and by employing various stages of diverse patterns and structures in the writing process, while using a writing. (Example: cause and effect, range of digital tools to promote and problem and solution, general-tosupport collaboration, learning and specific presentation, etc.) Evaluate productivity. (I.1, I.3, S.4, J.2, J.4) I.EFL.4.21.1. and attempt to recommend literary Learners texts (both written and oral, online, evaluate and recommend literary in video or in print) according to texts (both written and oral, online, pre-established criteria. in video or in print) according to pre-established criteria. Learners can work in collaborative groups to write their own criteria for evaluating literary texts and the effectiveness of group work. (I.4, S.3, S.4, J.3)

Compare and contrast oral traditions, folktales myths, and literature from Ecuador and international regions and cultures and identify similarities differences and universal cultural themes. Give short. basic descriptions of everyday activities and events within familiar contexts descriptive routines use simple language to compare and make situations, interacting with relative brief statements about objects and ease. (I.3, I.4, S.4) I.EFL.4.11.1. possessions. (Example: family, school, living conditions, personal belongings, etc.) Understand main points in short simple texts on (CompleteKEY) LET'S GO 1007 familiar subjects. (Example: news clues to help identify the most TO THE MUSEUM! about sports or famous people, descriptions, etc.) Convey information and ideas through I.4) I.EFL.4.15.1. Learners can simple transactional or expository texts on familiar subjects using ICT tools and conventions and features of English appropriate to the texts on familiar subjects in order to audience and purpose. Engage in influence collaborative activities through a variety of student groupings to create and respond to literature and other literary texts. (Example: small appropriately in one's own writing. groups, cooperative groups, literature circles, process writing groups, etc.)

I.EFL.4.1.1. Learners can compare and contrast oral traditions, myths, folktales and literature Ecuador and other cultures in order to demonstrate an understanding of the relationship between cultural practices and perspectives. Learners can share cross cultural experiences while naming universal cultural themes. (I.2, S.1, S.2, J.1) and I.EFL.4.9.1. Learners can use simple language to describe, compare and state facts about familiar everyday topics such as possessions, classroom objects and in short, structured Learners can understand main ideas and some details in short simple online or print texts on familiar subjects, using contextual relevant information. (Example: title, illustrations, organization, etc.) (I.2, convey information and ideas and describe feelings and opinions in simple transactional or expository an audience, recognizing that different texts have different features and showing the ability to use these features learning (I.3, I.4, S.3, J.2) I.EFL.4.22.1. Learners can collaborate participate effectively in a variety of student groupings by employing a wide range of creative thinking skills through the completion of activities such playing games, as brainstorming and problem solving. (S.2, S.4, J.1, J.2, J.3, J.4)

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I.EFL.4.2.1. Learners can name similarities and differences between different aspects of cultural groups. Learners can demonstrate socially responsible behaviors at school, online, at home and in the community, and evaluate their actions by ethical, safety and social standards. (J.3,S.1. I.1) Recognize and demonstrate an I.EFL.4.9.1. Learners can use appreciation of some commonalities simple language to describe, and distinctions across cultures and compare and state facts about groups (differentiated by gender, familiar everyday topics such as ability, generations, etc.) including possessions, classroom objects and the students' own. Describe habits, routines in short, structured routines, past activities situations, interacting with relative experiences within the personal and ease. (I.3, I.4, S.4) I.EFL.4.12.1. educational domains. Use everyday Learners can employ a range of Reference material in order to reference materials and sources, select information appropriate to the both online and in print, in order to (CompleteKEY) DID YOU 1008 purpose of an inquiry and relate support ideas, answer inquiries, find 5 GET MY MESSAGE? ideas from one written source to relationships and relate ideas Write describe between different subject areas. another. to feelings/opinions in order (I.1, I.2, J.2) I.EFL.4.15.1. Learners to effectively influence an audience. can convey information and ideas (Example: persuade, negotiate, and describe feelings and opinions argue, etc.) Create personal stories in simple transactional or expository by adding imaginative details to texts on familiar subjects in order to real-life stories and situations, using influence an audience, appropriate vocabulary and recognizing that different texts have elements of the literature learners different features and showing the have read or heard. ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2) I.EFL.4.20.1. Learners can create short, original literary texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles, appropriate vocabulary and other literary concepts. (I.1, I.3)

Display an understanding of the relationship between the practices and perspectives of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, texturel and context clues, cognates, format, sequence, etc.) If CompletePET) My life and home My life and home My life and lome My life and home My life and lome experiences and deductions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (1,1,1.3, S.1) meaningful. (Example: skimming, IEFL.5.11.1. Learners can loed identifying main ideas in other curricular subjects when given sufficient support. (1,1,1.3, S.1) meaningful and apply a range of reading structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Experiences and denutifying, word choice, symbols, points of view, etc.) IEFL.5.11. Learners can demonstrate and understanding of the integrity of distinguishing features, interpreting implicit and explicit measuring available of the integrity of distinguishing features, interpreting implicit and explicit measuring available of the integrity of distinguishing in a variety of ways. (I.3, I.4, J.3)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points simple, predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies, news articles. informed decisions about one's own 1102 (CompletePET) At school narratives, memoirs and personal 5 reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, well-constructed and produce drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") to produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

1103	(CompletePET) Having fun	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Evaluate and recommend a literary text (written,	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic	5
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I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in a variety of audio recordings in daily classroom activities. Identify the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help meaning. international customs, climate, support (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and an idea or argument. (Example: discrepancies in the information in 1104 (CompletePET) On holiday 5 Internet search engines, online order to find the most appropriate sources to support an idea or advertising, online or print timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading (i.e., "the writing process and while process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. through carefully Read aloud with confidence, selected accuracy, fluency and expression to information and appropriate demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

1105	(CompletePET) Different feelings	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics. Create an effective voice, using a variety of writing styles appropriate to different audiences, purposes and settings, and adjust these styles as necessary. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining and identifying, word choice, symbols, points of view, etc.)	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.8.1. Learners can respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning. (I.3, I.4, S.1, J.3, J.4) I.EFL.5.10.1. Learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's own reaction to the text. (I.1, I.2, S.2) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.17.1. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)	5

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports, empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international customs, climate, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,(Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading (CompletePET) That's 1106 and details, using structural and 5 strategies in order to make texts entertainment! context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups, for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can Apply self-correcting and selfcommunicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation and language alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, (Example: asking questions. J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations, etc.) by using appropriate vocabulary appropriate vocabulary, and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social or academic purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a main points in simple, (CompletePET) Getting suggestion, etc. Determine the 1107 5 straightforward texts on subjects of around main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

1108	(CompletePET) Review	Communicate information and ideas effectively to diverse audiences using a variety of media and formats. Use appropriate vocabulary, expressions, language, routines and interaction styles in formal and informal social or academic situations by asking permission, thanking someone, apologizing to friends, giving advice, making a suggestion, etc. Skim and scan Reference materials, in print or online, in order to identify information that might be of practical use for one's own research and academic needs. Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. (Example: notes, invitations, emails, blog entries and comments, notes to self, etc.) Create original, imaginative stories using appropriate vocabulary and elements of the literature that learners have read or heard.	I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed. (I.1, I.3, J.4) I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. (I.2, I.3, J.2) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2) I.EFL.5.16.1. Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text. (S.1, S.4, J.2)	5
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1 1201 1	(CompactPET) All about me!	and perspectives of different cultures by recognizing and sharing cross-cultural experiences and ideas. Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance. Identify and use reading strategies to make informative and narrative texts comprehensible and meaningful. (Example: skimming, scanning, previewing, reading for main ideas and details, using structural and context clues, cognates, format, sequence, etc.) Produce emails and blog posts describing personal experiences and feelings. Make predictions, inferences and deductions to demonstrate different levels of meaning of literary texts presented orally or in digital form, including literal and implied meanings. (Example: summarizing, explaining	participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, everyday communication demands in familiar social and academic contexts, such as following directions in class activities and identifying main ideas in other curricular subjects when given sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) I.EFL.5.13.1. Learners can produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions. (I.3, S.3, J.2)	5

I.EFL.5.3.1. Learners can interpret cultural and language patterns in Enalish. includina nonverbal communication, and apply them in appropriate contexts. (I.3, I.4, S.1, Interpret and demonstrate S.2) I.EFL.5.6.1. Learners can deal knowledge of nonverbal and oral practical, everyday communication features by communication demands in familiar applying them in appropriate social and academic contexts, such contexts. (Example: use of stress, as following directions in class intonation, pace, etc.) Follow main activities and identifying main ideas ideas in topics covered in other in other curricular subjects when curricular subjects with the help of given sufficient support. (I.1, I.3, visual support, using concepts and S.1) I.EFL.5.10.1. Learners can find vocabulary that have been studied specific information and identify the advance. Find specific points in predictable information in short, straightforward texts on subjects of simple texts in a range of age- and personal interest or familiar level-appropriate topics. (Example: academic topics while making biographies. news articles. (CompactPET) Winning & informed decisions about one's own 1202 narratives, memoirs and personal 5 losing reaction to the text. (I.1, I.2, S.2) accounts, formal letters and emails, I.EFL.5.15.1. Learners can plan etc.) Use the process of prewriting, and produce well-constructed drafting, revising, peer editing and informational texts by applying the proofreading (i.e., "the writing writing process and while process") produce welldemonstrating an ability to justify constructed informational texts. one's position on an argument Engage in collaborative activities selected through carefully through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) I.EFL.5.19.1. evaluations of a range of literary Learners can engage texts. (Example: small groups, collaborative activities through a cooperative learning groups. variety of student groupings in order literature circles, process writing to solve problems and reflect on groups, etc.) literary texts, and produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by Display an understanding of the sharing experiences and by relationship between the practices participating in class activities and and perspectives of different discussions in a way that shows empathy and respect for others. cultures by recognizing and sharing cross-cultural experiences and (I.3, S.1, S.2, J.1, J.3) I.EFL.5.6.1. Learners can deal with practical, ideas. Follow main ideas in topics covered in other curricular subjects everyday communication demands with the help of visual support, in familiar social and academic using concepts and vocabulary that contexts, such as following have been studied in advance. directions in class activities and Identify and use reading strategies identifying main ideas in other to make informative and narrative curricular subjects when given comprehensible sufficient support. (I.1, I.3, S.1) I.EFL.5.11.1. Learners can Identify meaningful. (Example: skimming, 1203 (CompactPET) Let's shop! 5 scanning, previewing, reading for and apply a range of reading main ideas and details, using strategies in order to make texts context clues, meaningful structural and and to select cognates, format, sequence, etc.) information within a text that might Use a variety of oral, print and be of practical use for one's own electronic forms for writing to others academic needs. (I.1, I.2, I.4, S.3) or for writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) and conventions. (I.3, S.3, J.2) Evaluate recommend a literary text (written, I.EFL.5.18.1. Learners can use a oral, online, in video or in print) or a variety of criteria for evaluating and favorite activity to a peer. recommending literary texts to others and recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4)

I.EFL.5.1.1. Learners can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. Demonstrate mindfulness empathy, tolerance and an overall (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. respect for the integrity of cultures Learners can identify the main idea in daily classroom activities. Identify in a variety of audio recordings the main idea and some details of (e.g., interviews, radio ads, news recorded reports, reports, etc.) and deduce the news documentaries and interviews meanings of unfamiliar phrases and reporting on seasonal festivities, words in familiar contexts where environmental issues, food and speech is clear and visuals help international climate, support meaning. customs, (1.3,weather, etc., where the visuals I.EFL.5.12.1. Learners can engage support the commentary. Find the with a variety of digital and print most important information in print texts and resources by evaluating or online sources in order to support and detecting complexities and 1204 (CompactPET) Star quality an idea or argument. (Example: discrepancies in the information in 5 Internet search engines, online order to find the most appropriate print sources to support an idea or advertising, online or timetables, web pages, posters, argument. (1.2,1.4, J.3) adverts, catalogues, etc.) Use the I.EFL.5.15.1. Learners can plan process of prewriting, drafting, and produce well-constructed revising, editing and informational texts by applying the peer writing proofreading (i.e., "the writing process and while process") produce welldemonstrating an ability to justify constructed informational one's position on an argument texts. through carefully Read aloud with confidence, selected accuracy, fluency and expression to appropriate information and demonstrate understanding and to language, tone and evidence. (I.2, I.3, I.4, S.3, J.1) I.EFL.5.17.1. convey an interpretation meaning. Learners can demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3)

I.EFL.5.1.1. Learners can Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom activities. Identify participating in class activities and the main idea and some details of discussions in a way that shows recorded news reports. empathy and respect for others. documentaries and interviews (I.3, S.1, S.2, J.1, J.3) I.EFL.5.5.1. reporting on seasonal festivities, Learners can identify the main idea environmental issues, food and in a variety of audio recordings international climate, customs, (e.g., interviews, radio ads, news weather, etc., where the visuals reports, etc.) and deduce the support the commentary. Identify meanings of unfamiliar phrases and and use reading strategies to make words in familiar contexts where informative and narrative texts speech is clear, and visuals help comprehensible and meaningful. support meaning. (1.3,1.4) (Example: skimming, scanning, I.EFL.5.11.1. Learners can Identify previewing, reading for main ideas and apply a range of reading 1206 (CompactPET) My home and details, using structural and 5 strategies in order to make texts context clues, cognates, format, meaningful and to select sequence, etc.) Use a variety of information within a text that might oral, print and electronic forms for be of practical use for one's own writing to others or for writing for academic needs. (I.1, I.2, I.4, S.3) self, applying the conventions of I.EFL.5.13.1. Learners can produce social writing. (Example: notes, emails, blog posts and other written invitations, emails, blog entries and texts using an effective voice and a comments, notes to self, etc.) variety of appropriate writing styles Engage in collaborative activities and conventions. (I.3, S.3, J.2) through a variety of student I.EFL.5.19.1. Learners can engage groupings to share, Reflect on, in collaborative activities through a express and interpret opinions and variety of student groupings in order evaluations of a range of literary to solve problems and reflect on texts. (Example: small groups, literary texts, and produce criteria cooperative learning groups. for evaluating the effectiveness of literature circles, process writing the group. (I.1, I.2, S.2, S.3, S.4, groups, etc.) J.3, J.4)

I.EFL.5.4.1. Learners can self-Apply self-correcting and communicate effectively using a monitoring strategies in social and variety of media and formats. classroom interactions by adjusting including ICT, by saying things in presentation language and alternative ways and applying selfproduction to effectively express correcting and self-monitoring opinions and make evaluations. strategies when needed. (I.1, I.3, asking questions, (Example: J.4) I.EFL.5.7.1. Learners can starting over, rephrasing, exploring communicate clearly and effectively alternative pronunciations. etc.) by using appropriate vocabulary Use appropriate vocabulary. and language in a variety of oral expressions, language, routines interactions for a range and interaction styles in formal and audiences and level-appropriate informal social academic or purposes. (1.2,I.3. J.2) situations by asking permission, I.EFL.5.10.1. Learners can find thanking someone, apologizing to specific information and identify the friends, giving advice, making a points in simple, main suggestion, etc. Determine the 1207 (CompactPET) In the wild straightforward texts on subjects of 5 main conclusion in texts which personal interest or familiar clearly argue a point of view in academic topics while making order to make informed decisions informed decisions about one's own about one's own opinion and reaction to the text. (I.1, I.2, S.2) reaction to the text. Select and I.EFL.5.14.1. Learners can identify, make effective use of a range of critically evaluate and recommend digital tools to write, edit, revise and a variety of potential resources and publish written work in a way that references, including digital tools, supports collaboration, learning and that support collaboration and productivity. (Example: image productivity, for educational and editing, GoogleDrive, infographic academic use. (I.1, I.2, S.3, S.4) makers, audio and video editing, I.EFL.5.16.1. Learners can respond presentation apps, etc.) Create to and interpret literary texts, original, imaginative stories using including original stories written by appropriate vocabulary peers, referring to details and elements of the literature that literary elements of the text. (S.1, learners have read or heard. S.4, J.2)

I.EFL.5.4.1. Learners can communicate effectively using a variety of media and formats, Communicate information and including ICT, by saying things in ideas effectively to diverse alternative ways and applying selfaudiences using a variety of media correcting and self-monitoring and formats. Use appropriate strategies when needed. (I.1, I.3, vocabulary, expressions, language, J.4) I.EFL.5.7.1. Learners can routines and interaction styles in communicate clearly and effectively formal and informal social or by using appropriate vocabulary academic situations by asking and language in a variety of oral permission, thanking someone, interactions for a range apologizing to friends, giving audiences and level-appropriate advice, making a suggestion, etc. purposes. (1.2,1.3, Skim and scan Reference I.EFL.5.11.1. Learners can Identify materials, in print or online, in order and apply a range of reading 1208 (CompactPET) We're off! to identify information that might be 5 strategies in order to make texts of practical use for one's own meaningful and to select research and academic needs. Use information within a text that might a variety of oral, print and electronic be of practical use for one's own forms for writing to others or for academic needs. (I.1, I.2, I.4, S.3) writing for self, applying the I.EFL.5.13.1. Learners can produce conventions of social writing. emails, blog posts and other written (Example: notes, invitations, emails, texts using an effective voice and a blog entries and comments, notes variety of appropriate writing styles to self, etc.) Create original, and conventions. (I.3, S.3, J.2) imaginative stories using I.EFL.5.16.1. Learners can respond appropriate vocabulary and to and interpret literary texts, elements of the literature that including original stories written by learners have read or heard. peers, referring to details and literary elements of the text. (S.1, S.4, J.2)

Learners can completely demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by between the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and levelanalyze specific information and (CompleteFCE) A FAMILY 1301 appropriate topics. (Example: 5 **AFFAIR** identify the main points in simple, biographies, articles, news straightforward texts on subjects of narratives, memoirs and personal personal interest or accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers, S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners can completely Demonstrate mindfulness demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports, documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies visuals help support meaning. (I.3, and narrative texts informative I.4) Ref.I.EFL.5.5.1. Learners can (CompleteFCE) LEISURE comprehensible and meaningful. Identify, apply and reflect a range of 1302 5 (Example: skimming, scanning, AND PLEASURE reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify parallels between the culture by analyzing cultural Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. Ref. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support meaning. (I.3, I.4) Ref. EFL.5.5.1. or argument. (Example: Internet search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompleteFCE) **HAPPY** 1303 pages, posters. adverts. assessing and detecting 5 HOLIDAYS? complexities and discrepancies in catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support an idea or argument. (I.2, I.4, J.3) or for writing for self, applying the Ref. I.EFL.5.12.1. Learners can conventions of social and academic writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and Connect them in appropriate Make use of knowledge nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompleteFCE) FOOD, organization, subject area and the information in order to find the 1304 5 **GLORIOUS FOOD** purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and demonstrate understanding and to in long and complex literary texts by apply stress and intonation identifying distinguishing features, interpreting implicit and explicit patterns. Ref. EFL.5.5.4. messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which occur in natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) expressions with terms and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of (CompleteFCE) **STUDY** points in straightforward texts on 1305 personal interest or familiar 5 TIME subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self correcting and self meaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar social and academic topics by when engaged in pair, group or expressing opinions and feelings whole-class discussions personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Arque the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal (CompleteFCE) MY FIRST 1306 5 make informed decisions about interest or familiar academic topics JOB one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration, learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, affect recognize how chosen criteria chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.) Ref. EFL.5.5.6.

Learners can completely demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, EFL.5.1.10. nonverbal). Ref. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare (CompleteFCE) HIGH 1307 most appropriate sources to support 5 complexities and discrepancies in ADVENTURE an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and revising, peer editing while demonstrating an ability to proofreading (i.e., "the writing justify one's position on process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners completely can demonstrate an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompleteFCE) DREAM means to promote and strengthen 1308 most appropriate sources to support 5 OF THE STARS literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, adapt and wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref. EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a learning groups, cooperative variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners completely can demonstrate an understanding of the integrity of different cultures by Find out about the relationship sharing experiences and by hetween the practices participating in class activities and perspectives of different cultures by discussions in a way that shows recognizing and sharing crossempathy and respect for others. cultural experiences and ideas and (I.3, S.1, S.2, J.1, J.3) Ref. using expressions commonly used I.EFL.5.1.1. Learners can identify by native English speakers. Ref. the main idea in a variety of audio EFL.5.1.1. Deduce the meanings of recordings (e.g., interviews, radio unfamiliar phrases and words from ads, news reports, etc.) and a context containing familiar and interpret the meanings of unfamiliar unfamiliar elements. (Example: phrases and words in familiar colloquial greetings, exclamations, contexts where speech is clear and interjections, etc.) Ref. EFL.5.2.1. visuals help support meaning. (I.3, Find information in long, complex I.4) Ref.I.EFL.5.5.1. Learners can texts in a range of age- and level-(CompactFCE) analyze specific information and appropriate topics. (Example: 1401 5 community identify the main points in simple. biographies, news articles. straightforward texts on subjects of narratives, memoirs and personal personal interest or familiar accounts, formal letters and emails, academic topics while making etc.) Ref. EFL.5.3.1. Produce informed decisions about one's own emails, blog posts, and essays reaction to the text. (I.1, I.2, S.2) describing personal experiences Ref. I.EFL. 5.10.1. Learners can and feelings. Ref. EFL.5.4.6. create emails, blog posts and other Contrast present personal and written texts using an effective formal responses and to voice and a variety of appropriate interpretations of published literary writing styles and conventions. (I.3, texts and the works of peers. S.3, J.2) Ref. I.EFL.5.13.1 Learners Referring to details and features of can respond, write and interpret the text. (Example: text structure, literary texts, including original plot, ideas, events, vocabulary, stories written by peers, referring to etc.) Ref. EFL.5.5.1. details and literary elements of the text. (S.1, S.4, J.2) Ref. I.EFL.5.16.1.

Learners completely can mindfulness Demonstrate demonstrate an understanding of empathy, tolerance and an overall the integrity of different cultures by respect for the integrity of cultures sharing experiences and bγ in daily classroom and life activities. participating in class activities and Ref. EFL.5.1.2. Identify the gist and discussions in a way that shows specific details of recorded news empathy and respect for others. reports. documentaries (I.3, S.1, S.2, J.1, J.3) Ref. interviews reporting on seasonal I.EFL.5.1.1. Learners can identify festivities, environmental issues, the main idea in a variety of audio food and international customs, recordings (e.g., interviews, radio climate, weather, etc., where the ads, news reports, etc.) and visuals and linguistic aspects interpret the meanings of unfamiliar support the commentary. Ref. phrases and words in familiar EFL.5.2.2. Recognize and create contexts where speech is clear and reading strategies make visuals help support meaning. (I.3, informative and narrative texts I.4) Ref.I.EFL.5.5.1. Learners can (CompactFCE) Home and comprehensible and meaningful. 1402 Identify, apply and reflect a range of 5 away (Example: skimming, scanning, reading strategies in order to make previewing, reading for main ideas texts meaningful and to select and details, using structural and information within a text that might context clues, cognates, format, be of practical use for one's own sequence, etc.) Ref. EFL.5.3.2. Use academic needs. (I.1, I.2, I.4, S.3) a variety of oral, print and electronic Ref. I.EFL.5.11.1. Learners can forms for writing to others or for create emails, blog posts and other writing for self, applying the written texts using an effective conventions of social and academic voice and a variety of appropriate writing. (Example: notes, invitations, writing styles and conventions. (I.3, emails, blog entries and comments, S.3, J.2) Ref. I.EFL.5.13.1 Learners notes to self, etc.) Ref. EFL.5.4.9. can respond, write and interpret Create original, imaginative stories literary texts, including original using complex vocabulary and stories written by peers, referring to elements of the literature that details and literary elements of the learners have read or heard. Ref. text. (S.1, S.4, J.2) Ref. EFL.5.5.5. I.EFL.5.16.1.

Learners can compare and contrast Identify between the culture by analyzing cultural parallels Ecuadorian cultural and political products and referents Referents and those of other Ecuador and other countries while countries by talking about holidays, making informed choices about and symbols, customs, schooling, and taking action on issues of prejudice the use of language. Ref. and discrimination. (I.1, I.2, S.2, EFL.5.1.3. Understand and react to J.1, J.3) Ref. I.EFL.5.2.1. Learners the main idea of radio and audio can identify the main idea in a recordings on subjects of personal variety of audio recordings (e.g., interest, when speech is clear in interviews, radio ads, news reports, familiar and unfamiliar topics. Ref. etc.) and interpret the meanings of EFL.5.2.5. Find the most important unfamiliar phrases and words in information in print or online familiar contexts where speech is sources in order to support an idea clear and visuals help support or argument. (Example: Internet meaning. (I.3, I.4) Ref. EFL.5.5.1. search engines, online advertising, Learners can implement a variety of online or print timetables, web digital and print texts and resources (CompactFCE) 1403 pages, posters. adverts. assessing and detecting 5 Performance complexities and discrepancies in catalogues, etc.) Ref. EFL.5.3.4. Use a variety of oral, print and the information in order to find the electronic forms for writing to others most appropriate sources to support or for writing for self, applying the an idea or argument. (I.2, I.4, J.3) conventions of social and academic Ref. I.EFL.5.12.1. Learners can writing. (Example: notes, invitations, create emails, blog posts and other emails, blog entries and comments, written texts using an effective notes to self, etc.) Ref. EFL.5.4.9. voice and a variety of appropriate Predict and infer deductions to writing styles and conventions. (I.3, demonstrate different levels of S.3, J.2) Ref. I.EFL.5.13.1 Learners meaning of literary texts presented can demonstrate and convey orally or in digital form, including different levels of meaning in long literal and implied meanings. and complex literary texts by (Example: summarizing, explaining identifying distinguishing features, and identifying, word choice, interpreting implicit and explicit symbols, points of view, etc.) Ref. messages and responding in a EFL.5.5.2. variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can value cultural and language patterns in English, including nonverbal communication, and connect them in appropriate Make use of knowledge of nonverbal and oral communication contexts. (I.3, I.4, S.1, S.2) Ref. features by applying them in I.EFL. 5.3.1 Learners can manage appropriate contexts and in with practical, everyday different speech acts. (Example: communication demands in familiar use intonation, pace, etc.) Ref. social and academic contexts, such EFL.5.1.7. React creatively to main as following directions in class ideas in topics covered in other activities and identifying main ideas curricular subjects with the help of in other curricular subjects when visual support, using concepts and given sufficient support. (I.1, I.3, vocabulary that have been studied S.1) Ref. I.EFL.5.6.1. Learners can in advance. Ref. EFL.5.2.3. Predict implement a variety of digital and the quality of written texts and print texts and resources visual presentations using different assessing and detecting criteria and ICT tools related to the complexities and discrepancies in (CompactFCE) Fit and organization, subject area and the information in order to find the 1404 5 healthy purpose of a text. (Examples of text most appropriate sources to support types: editorials, letters to the an idea or argument. (I.2, I.4, J.3) editor. political speeches, Ref. I.EFL.5.12.1. Learners can illustrations, charts, advertisements, create, critically evaluate and etc.) Ref. EFL.5.3.5. Critically recommend a variety of potential compare and contrast information resources and references, including from References, including those digital tools, that support found on the web, and recommend collaboration and productivity, for print and digital sources to other educational and academic use. (I.1, learners. Ref. EFL.5.4.1. Read I.2, S.3, S.4) Ref. I.EFL.5.14.1. aloud with confidence, accuracy, Learners can demonstrate and expression convey different levels of meaning fluency and in long and complex literary texts by demonstrate understanding and to apply stress and intonation identifying distinguishing features, patterns. Ref. EFL.5.5.4. interpreting implicit and explicit messages and responding in a variety of ways. (I.3, I.4, J.3) Ref. I.EFL.5.17.1

Learners can persuade effectively using a variety of media and formats, including ICT, by saying things in well-structured ways and Communicate information and applying self-correcting and selfideas effectively and in a natural monitoring strategies when needed. manner to diverse audiences using (I.1, I.3, J.4) Ref. I.EFL.5.4.1. a variety of media, formats and Learners produce can social situations. Ref. EFL.5.1.9. communications clearly and Use new words and expressions effectively by using appropriate which in occur natural vocabulary and language in a conversations in the personal, variety of oral interactions for a educational, and professional range of audiences and leveldomains, and make use of such appropriate purposes. (I.2, I.3, J.2) terms expressions with and Ref. I.EFL.5.7.1 Learners can accuracy wherever appropriate and analyze specific information and necessary. Ref. EFL.5.2.6. identify the main points in simple, Compare and contrast the main straightforward texts on subjects of points in straightforward texts on (CompactFCE) Lessons 1405 personal interest or familiar 5 learnt subjects of personal interest and academic topics while making familiar academic topics. Ref. informed decisions about one's own EFL.5.3.8 Explain the variety of reaction to the text. (I.1, I.2, S.2) types and formats of potential Ref. I.EFL. 5.10.1. Learners can resources and the value, purpose create, critically evaluate and and audience of each one for use in recommend a variety of potential the educational domain. (Example: resources and references, including audio/video, multimedia, website, digital tools. that support database. book. thesaurus, collaboration and productivity, for scholarly/ popular, educational and academic use. (I.1, current/historical, etc.) I.2, S.3, S.4) Ref. I.EFL.5.14.1 EFL.5.4.2 Criticize a literary text Learners can use a variety of (written, oral, online, in video or in criteria for evaluating. print) or a favorite activity to a peer. recommending, and explaining long Ref. EFL.5.5.10. literary texts to others, recognize how chosen criteria affects evaluation. (S.1, S.4, J.2, J.4) Ref. I.EFL.5.18.1.

Apply self-correcting and selfmonitoring strategies to provide accurate and effective language in social and classroom interactions Learners can persuade effectively by adjusting presentation and using a variety of media and language production to effectively formats, including ICT, by saying express opinions, make things in well-structured ways and evaluations, and negotiation of applying self-correcting and selfmeaning. (Example: asking monitoring strategies when needed. questions, starting over, rephrasing, (I.1, I.3, J.4) Ref. I.EFL.5.4.1. alternative Learners can compare, contrast exploring Ref. and build on other people's ideas in pronunciations, etc.) EFL.5.1.11. Build on others' ideas extended conversations on familiar when engaged in pair, group or social and academic topics by expressing opinions and feelings whole-class discussions personal, social, community and and clarifying meaning. (I.3, I.4, academic topics by Making use of S.1, J.3, J.4) Ref. I.EFL.5.8.1. correct and appropriate. Ref. Learners can analyze specific EFL.5.2.9. Arque the main information and identify the main conclusion in texts which clearly points in simple, straightforward argue a point of view in order to texts on subjects of personal 1406 (CompactFCE) Our Planet make informed decisions about interest or familiar academic topics one's own opinion and reaction to while making informed decisions the text. Ref. EFL.5.3.3 Analyze the about one's own reaction to the use of a range of digital tools to text. (I.1, I.2, S.2) Ref. I.EFL. write, edit, revise and publish 5.10.1. Learners can written work in a way that supports critically evaluate and recommend collaboration, learning and a variety of potential resources and productivity. (Example: image references, including digital tools, editing, Google Drive, infographic that support collaboration and makers, audio and video editing, productivity, for educational and presentation apps, etc.) Ref. academic use. (I.1, I.2, S.3, S.4) EFL.5.4.4. Debate one's own and Ref. I.EFL.5.14.1. Learners can use others' work, individually and a variety of criteria for evaluating, collaboratively, on the basis of a recommending, and explaining long variety of criteria, and recognize literary texts to others, chosen criteria affect recognize how chosen criteria evaluation. (Examples of criteria: affects evaluation. (S.1, S.4, J.2, clarity of ideas, use of English | J.4) Ref. I.EFL.5.18.1. grammar and vocabulary, register, originality, visual presentation, etc.)

Ref. EFL.5.5.6.

Learners completely can demonstrate an understanding of the integrity of different cultures by sharing experiences and bγ participating in class activities and discussions in a way that shows empathy and respect for others. (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. Learners can compare, contrast Take part actively in a discussion in and build on other people's ideas in a positive way by being sensitive to extended conversations on familiar the nuances of peers' comments, social and academic topics by reactions and responses as well as expressing opinions and feelings non-linguistic cues (both verbal and and clarifying meaning. (I.3, I.4, nonverbal). Ref. EFL.5.1.10. S.1, J.3, J.4) Ref. I.EFL.5.8.1. Express opinions on abstract Learners can implement a variety of topics, such as film and music, and digital and print texts and resources concrete topics, such as personal assessing and detecting experiences, while describing one's complexities and discrepancies in reactions to them and others' the information in order to find the opinions. Ref. EFL.5.2.11. Compare 1407 (CompactFCE) Influences most appropriate sources to support 5 complexities and discrepancies in an idea or argument. (I.2, I.4, J.3) information presented in both print I.EFL.5.12.1. Learners can plan, online References produce, and adapt wellresources. Ref. EFL.5.3.7. Use the constructed informational texts by process of prewriting, drafting, applying the writing process and editing revising, peer while demonstrating an ability to proofreading (i.e., "the writing justify one's position on process") to produce essays. Ref. argument through carefully selected EFL.5.4.7. Collaboratively validate information and appropriate criteria for evaluating literary texts language, tone and evidence. (I.2, and the effectiveness of group I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. work. Ref. EFL.5.5.7. Learners can engage in collaborative activities through a variety of student groupings in order to solve real and complex problems and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref. I.EFL.5.19.1.

Learners completely can demonstrate an understanding of the integrity of different cultures by sharing experiences and participating in class activities and Demonstrate mindfulness discussions in a way that shows empathy, tolerance and an overall empathy and respect for others. respect for the integrity of cultures (I.3, S.1, S.2, J.1, J.3) I.EFL.5.1.1. in daily classroom and life activities. Learners can compare, contrast Ref. EFL.5.1.2. Infer and provide and build on other people's ideas in information and assistance orally for extended conversations on familiar personal, social and academic social and academic topics by purposes in order to clarify and expressing opinions and feelings extend meaning in spoken and clarifying meaning. (I.3, I.4, interactions. Ref. EFL.5.2.14. Show S.1, J.3, J.4) Ref. I.EFL.5.8.1. an appreciation of the language by Learners can implement a variety of interacting and engaging with a digital and print texts and resources variety of digital and print texts and assessing and detecting resources and by selecting and complexities and discrepancies in evaluating these materials as a the information in order to find the (CompactFCE) means to promote and strengthen 1408 most appropriate sources to support 5 Breakthrough literacy skills and language an idea or argument. (I.2, I.4, J.3) acquisition. Ref. EFL.5.3.6. Apply I.EFL.5.12.1. Learners can plan, new and prior knowledge in order to produce, and adapt wellcompare and contrast texts and constructed informational texts by determine if the new knowledge applying the writing process and adds value to or contradicts prior while demonstrating an ability to Information. Ref EFL.5.4.3. justify one's position on Engage in collaborative activities argument through carefully selected through a variety of student information and appropriate groupings to share, Reflect on, language, tone and evidence. (I.2, express and interpret opinions and I.3, I.4, S.3, J.1) Ref. I.EFL.5.15.1. evaluations of a range of complex Learners can engage in literary texts. (Example: small collaborative activities through a learning groups, cooperative variety of student groupings in order groups, literature circles, process to solve real and complex problems writing groups, etc.) Ref. EFL.5.5.9 and reflect on literary texts, articles to produce criteria for evaluating the effectiveness of the group. (I.1, I.2, S.2, S.3, S.4, J.3, J.4) Ref.

6.- RECURSOS O MEDIOS PARA EL APRENDIZAJE:

7.- RESULTADOS O LOGROS DE APRENDIZAJE (EVALUACIÓN):

EVALUACIÓN LAES

I.EFL.5.19.1.

¿A dónde quiero llegar, al finalizar el año?

En este año deseo llegar a cumplir los LAES y una forma de verificar serán los siguientes puntos:

As a result of this course, students will be able to demonstrate the ability to:

- OG.EFL 1 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.EFL 2 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.
- OG.EFL 3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.
- OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.
- OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.
- OG.EFL 6 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.EFL 7 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).

8.- CLAVES PARA LA EXCELENCIA:

Every minute of life is a gift from God, so we must make the most of it. Here are some ways you can make good use of your learning time:

- Have necessary materials ready before the start of class (notebook, pen, portfolio, etc.) You should not request permission to remove material from your locker.
- Arrive prepared. Before class read the topic to be covered and review previous topics that you have studied. Bring enriching questions to the class.
- Be punctual from the beginning to the end of the class and respect the allotted times for each activity, as well as the dates for the delivery of tasks and homework.
- DO NOT discriminate against any member of the Educational Community, apply biblical principles such as "love your neighbor as yourself".
- When you argue or express your opinion, you must respect the Vision and Mission of the institution.
- Be cautious and make good use of the facilities and other materials that the institution puts at your service.
- Demonstrate honesty and transparency. "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity." 1 Timothy 4:12

9.- EVALUACIÓN

- a.- Daily lessons
- b.- Team work
- c.- Homework
- d.- Unit test

10.- PRUEBAS:

11.- RECOMENDACIONES GENERALES:

- Striving and perseverance will lead you to receive Academic Stimuli.
- All classes are based on the Word of God; and we apply biblical principles in our daily lives, so we ask that you make an effort and walk alongside Jesus every day.
- Attend remedial classes to strengthen some topics not understood, not because you have not fulfilled your duties or jobs.

Let's make it a special year! Try your best in everything you do, enjoy your classes as much as you can, and remember that attitude is especially important when we are learning, so let's keep a positive attitude all the time – We know sometimes it may be difficult, but if you try, we are sure we will have a great time together. We are open to comments, suggestions and recommendations regarding the planning and activities proposed for this school year, do not doubt to contact us if you have any question. THANK YOU "And Jesus grew in wisdom and stature, and in favor with God and man." Luke 2:52





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