MINISTERIO DE EDUCACIÓN PÚBLICA
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Asssessment Strategies and Suggested Learning Indicators 2023

First and Second Cycles

"Encendamos juntos la luz"

Presentation

This document is intended to be a resource for English teachers that they can use as a guide in their process of writing learning indicators. It provides English teachers of First and Second Cycles with a list of suggested learning indicators that can be used for pedagogical mediation and for the assessment process.

The learning indicators derive from the learning goals and assessment strategies of the English Curriculum. Consequently, they have an impact on the rest of the elements of the curriculum and in all the stages of the lesson planning.

This document includes the following information:

- Definition and characteristics of learning indicators

- Function of indicators

- Learning indicators. Planning and mediation

- Learning indicators. Assessment and testing

- Lists of suggested indicators for every school level

Introduction

This section explains in detail what learning indicators are and how they are embedded in the lesson plan and used for the different learning processes carried out in the classroom. The information is presented in the form of questions and their corresponding answers.

1. What are learning indicators?

According to the Ministry of Public Education (2015) learning indicators are descriptors of observable behaviors that indirectly provide information necessary to carry out the evaluation process of school activities. Learning indicators can be used as reference to assess the achievement of abilities, skills, competencies and attitudes that are connected with the learning goals and assessment strategies of the English curriculum. The following example shows the connection between the assessment strategy and the learning indicators.

Example:

Grade level: Fourth grade

Unit: 2

Scenario: Natural Treasures

Goal	L.2. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated and accompanied with drawings and/or diagrams.

Assessment strategy:	L.2. recognizes the main points in short, simple stories and reports.
Learning indicators:	L.2.1. identifies key words and phrases about wild life and flora found in a national park. L.2.2. recognizes the main ideas presented in a video/ story or a conversation about a national park.

This table shows how learning indicators can be used for assessing students´ learning.

Students´ Assessment Checklist

Indicators	Level of achievement		
Learner...	Not achieved yet ☹	In progress 😐	Achieved ☺
identifies key words and phrases about wild life and flora found in a national park.			
recognizes the main ideas presented in a video/ story or a conversation about a national park.			

2. What characteristics should learning indicators have?

MEP (2015) establishes a list of characteristics learning indicators should have. They should:

- be coherent with the nature of the subject, abilities, skills and competences included in the curriculum and lesson plan.

- be observable.

- include one single aspect to observe.

- written in a clear, precise, and comprehensible way that allows one single interpretation.

- provide relevant information about the learning process.

3. What are learning indicators used for?

According to MEP (2015), learning indicators allow to gather evidence about the achievement of abilities, skills, attitudes, values or competencies during the learning process according to the curriculum and the lesson plan. In the implementation of the English curriculum for First and Second Cycles, learning indicators help establish the scaffolding process to guide the teacher in his/her planning process and mediation.

The table below provides <u>an example</u> of an assessment strategy and its learning indicators which allow to gather evidence about students´ learning and scaffold the teaching and learning process as well.

Grade level: Third grade

Unit: 6

Scenario: Welcome to Costa Rica

Linguistic competence: Spoken interaction

Assessment strategy	SI.2. interacts in a simple way.		
Learning indicators:	SI.2.1. brainstorms questions, words, phrases and sentences with classmates to interact orally about attractions in Costa Rica.	Pre-task	**Task for students:** Your group is going to participate in a tourist fair about the best places to visit in Costa Rica. You have to investigate and select a place you want to invite people to visit. Create a poster with pictures and information such as location, main attractions, places to stay, prices, among others. During the fair, be ready to respond to questions about the place selected and also to ask questions to the other groups participating in the fair, about the places they are showing. 1. Once you select the place you will show, find information about it, start brainstorming ideas, phrases and sentences you need

			to share your information. You can use the model provided by the teacher in this phase.
	SI.2.2. rehearses orally with classmates using questions, words, phrases and sentences to interact about attractions in Costa Rica.	Task-rehearsal	2. Once you have decided on: a) the content of the poster and how to present the information, b) types of questions, phrases and sentences you will use to ask or respond to questions about location, main attractions, prices, etc., Start rehearsing with your group partners a conversation about main attractions of Costa Rica.

	SI.2.3. interacts in a simple way about attractions in Costa Rica.	Task completion	3. You are in the tourist fair now. Be ready to present your poster and be ready to interact with the people in the fair by asking and responding to questions in a simple way about attractions in Costa Rica.
		Task assessment	4. Use peer- self assessment and teacher assessment instruments based on the learning indicators to assess learner´s achievement of assessment strategy during the task.

Example of a checklist for formative assessment using learning indicators as the guide to assess students 'achievement of learning goal and assessment strategy.

Indicators	Level of achievement

Learner...	Not achieved yet ☹	In progress 😐	Achieved ☺
SI.2.1. brainstorms questions, words, phrases and sentences with classmates to interact orally about attractions in Costa Rica.			
SI.2.2. rehearses orally with classmates using questions, words, phrases and sentences to interact about attractions in Costa Rica.			
SI.2.3. interacts in a simple way about attractions in Costa Rica.			

4. What is the relation between learning indicators, planning and mediation?

Indicators are directly related to goals and assessment strategies of the syllabus as it was mentioned before. Hence, learning indicators have to be included in the lesson plan within the same column in which the assessment strategy of the lesson is. The indicators are linked with the scaffolding process for the corresponding assessment strategy which follows the steps of the task cycle: **pre-task, task rehearsal, task completion and task assessment**. When there is just one indicator for an assessment

strategy, then all the steps of the scaffolding process are designed to match that indicator.

In the lesson planning process, the connection between the learning indicators and the tasks for each phase must be clear. Based on the assessment strategy and the learning indicators, the teacher designs the tasks that will enable students to achieve them.

In the following table, there is an example of how learning indicators relate to lesson planning and mediation activities showing horizontal coherence.

Teacher's guide for sixth grade.

Unit 3: Scenario: Environmentally Speaking

Week 1: Theme: What is litter?

Assessment strategy	
W.1. writes straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and' because'	
Learning indicators	Pedagogical mediation
W.1.1. lists key words, phrases and expressions to write a straightforward text to describe places and things.	**Task rehearsal** Students make a list of verbs and key words found in the commitment copy to start working on the graphic organizer. Students work in pairs. Student A reads his/her commitments to student B and he/she retells them using past tense.
W.1.2. organizes main ideas using graphic organizers to describe places and things.	

Teacher shows students an example of the expected outcome (annex 13). She/he shows a graphic organizer with all the information provided and gives clear explanations on how to do it. She/he presents and explains each section to finally present an example of the expected paragraph. Then, teacher gives students an empty graphic organizer (annex 14) for students to complete it.

Topic:	My commitment to my community

Introduction:	In my community there are many places that have a lot of trash. I do not want my community to be this way, so I decided to do some actions to clean it up.

Name: Noah	First	Then	Finally
	Pick up trash in the park	Clean the local creek up	Recycle paper, glass, plastic and metal.

Conclusion:	I feel happy because I was a super hero that helped my community to look better.

Paragraph:

My commitment to my community

In my community there are many places that have a lot of trash. I do not want my community to look this way, so I decided to do some actions to clean it up.

First, I picked up trash in the park. I found many plastic objects and cans. Then, I cleaned the local creek up because it was full of trash. I found many things that could be recycled like tires, plastic bottles and bags. Finally, I recycled paper, glass, plastic and metal.

I feel happy because I was a super hero that helped my community to be better and look more beautiful.

Topic:	
Introduction:	

Name:	First	Then	Finally

Conclusion:	

Paragraph:

W.1.3. drafts a text that describe places and things using appropriate transitional words such as 'and', 'but' and' because'.	**Task completion** Once they finished the conclusion, they start drafting the text. Teacher reminds students some aspects to be included in the draft. • Use the information from the graphic organizer to make the draft.

	• Make sure the commitments are in order. • Add more details to each commitment. • Use sequencing and linking word.
W.1.4 revises the text to look for mistakes related to capitalization, spelling, and basic punctuation and appropriate transitional words such as 'and', 'but' and' because'.	**Task assessment** Using a checklist each student revises their own paragraph and tries to improve it, then using the same instrument each student will check her/his elbow partner´s paragraph. Teacher monitors the process and provides feedback.

Checklist	Yes	No	Partially
I wrote a topic			
I wrote an introduction			
My actions are in order			
My spelling is correct			
I used capitals and periods			
I used sequencing words			
I used linking words			
I wrote a conclusion			

5. **How are learning indicators related to assessment and testing/evaluation?**

In relation to assessment, learning indicators help gather information about the students' learning process as part of everyday formative assessment. Based on the information that is gathered about the indicators, the teacher makes decisions to support the learning process of the students. There are some assessment strategies

that require a series of other steps or processes that are not obvious in the syllabus. The learning indicators help the teacher pave a path for students to reach the final goal and assessment strategy proposed. Besides this, MEP (2021) states that learning indicators can also be used to assess the tasks proposed during the pedagogical mediation process. Indicators of learning are related to the task achievement, and they help to provide specific and timely descriptive feedback to students during the learning process.

In regards to testing and evaluation, MEP (2018) has established that parents and students should be informed about the learning indicators that will be used for the evaluation of the components of every period. Besides that, learning indicators are necessary for the elaboration of tests, whether they be written or oral, and the selected goals, assessment strategies and learning indicators have to be sent home for parents and students to know the ones that have been chosen for the test. Learning indicators can be shared with the students to help them guide their own learning process and self-evaluate their work based on them.

Learning indicators are necessary to build a performance scale for an oral production test as you can see in the following example for third grade.

SP.1. SP.1. Talks about the duties each family member has around the house.

Task: A friend, who lives in another country, has asked you about what your family does on Saturday mornings. Since he/she does not know your family, you will show him/her pictures of your family members and will tell him/her about what each person does.

Learning indicators	Points per indicator	NA	1	2	3	4
1.1 Names house chores	4		Names 1 house	Names 2 house	Names 3 house	Names 4 house

members of the family do at home.			chore in an illustration.	chores in illustrations.	chores in illustrations.	chores in illustrations.
1.2 Uses the structure person + action (I wash... My brother sweeps…)	4		Uses the structure person + action in 1 sentence.	Uses the structure person + action in 2 sentences.	Uses the structure person + action in 3 sentences.	Uses the structure person + action in 4 sentences.
1.3 Communicates the message with the correct pronunciation.	3		Less than 69% of de words were pronounced correctly.	70% to 89% of de words were pronounced correctly.	90% to 100% of de words were pronounced correctly.	
Total points of the scale	11					
Points obtained						
Grade						

Assessment Strategies and Indicators of Learning for I Cycle

First Grade

Unit 1

All about Me

Assessment Strategy	Indicators of learning:
L.1.2. recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) and transparent phrases (e.g., **excellent, pay attention**) when that information is given slowly and clearly.	**L.1.2.1.** identifies personal information **name, age, country of origin and personal traits** when that information is given slowly and clearly.
L.1.2. recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) and transparent phrases (e.g., **excellent, pay attention**) when that information is given slowly and clearly.	**L.1.2.2.** recognizes personal information **name, age, country of origin and personal traits** when that information is given slowly and clearly.
L.1.2. recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) and transparent phrases (e.g., **excellent, pay attention**) when that information is given slowly and clearly.	**L.1.2.3.** identifies transparent phrases such as **excellent, pay attention** when that information is given slowly and clearly.

Assessment Strategy	Indicators of learning:
L.1.2. recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) and transparent phrases (e.g., **excellent, pay attention**) when that information is given slowly and clearly.	**L.1.2.4.** recognizes transparent phrases such as **excellent, pay attention** when that information is given slowly and clearly.
L.3. recognizes simple questions, which directly concern them such as their name and where they are from.	**L.3.1.** identifies simple questions, which directly concern them such as their name and where they are from.
L.3. recognizes simple questions, which directly concern them such as their name and where they are from.	**L.3.2.** recognizes simple questions, which directly concern them such as their name and where they are from.
L.4. recognizes one or two forms of greetings, farewells (Hello, Good-bye) expressions of politeness and personal feelings when expressed slowly and clearly.	**L.4.1.** recognizes one or two forms of greetings when expressed slowly and clearly.
L.4. recognizes one or two forms of greetings, farewells (Hello, Good-bye) expressions of politeness and personal feelings when expressed slowly and clearly.	**L.4.2.** recognizes one or two forms of farewells when expressed slowly and clearly.

Assessment Strategy	Indicators of learning:
L.4. recognizes one or two forms of greetings, farewells (Hello, Good-bye) expressions of politeness and personal feelings when expressed slowly and clearly.	**L.4.3.** recognizes one or two personal feelings when expressed slowly and clearly.
L.4. recognizes one or two forms of greetings, farewells (Hello, Good-bye) expressions of politeness and personal feelings when expressed slowly and clearly.	**L.4.4.** recognizes one or two expressions of politeness when expressed slowly and clearly.
R.1. participates in choral reading to identify greetings and leave-takings	**R.1.1.** identifies greetings while participating in choral reading.
R.1. participates in choral reading to identify greetings and leave-takings	**R.1.2.** identifies leave takings while participating in choral reading.
R.PA.2. identifies each letter sounds right after the teacher (e.g., me (/m/ sound), self (/s/ /e/, egg sound).	**R.PA 2.1** identifies the initial phoneme of **/t/, /e/** a spoken word.
R.PA.2. identifies each letter sounds right after the teacher (e.g., me (/m/ sound), self (/s/ /e/, egg sound).	**R.PA 2.2** identifies the initial phoneme of **/l/, /a/** a spoken word.
R.PA.2. identifies each letter sounds right after the teacher (e.g., me (/m/ sound), self (/s/ /e/, egg sound).	**R.PA 2.3** identifies the initial phoneme of **/m/, /e/** a spoken word.

Assessment Strategy	Indicators of learning:
R.PA.2. identifies each letter sounds right after the teacher (e.g., me (/m/ sound), self (/s/ /e/, egg sound).	**R.PA 2.4** Identifies the initial phoneme of **/s/, /a/** a spoken word.
SI.1. asks for something when pointing or gesturing to support request.	**SI.1.1.** asks personal questions accompanied by pointing or gesturing.
SI.2. uses one or two forms of greetings and farewells (Hello, Good-bye).	**SI.2.1.** uses one or two forms of greetings.
SI.2. uses one or two forms of greetings and farewells (Hello, Good-bye).	**SI.2.2.** uses one or two forms of farewells.
SI.3. expresses a lack of understanding.	**SI.3.1.** recognizes familiar from unfamiliar vocabulary, words, phrases or expressions about personal information.
SI.3. expresses a lack of understanding.	**SI.3.2.** expresses a lack of understanding by means of gestures or simple phrases or expressions personal information.
SI.4. responds in a predictable pattern to simple questions about familiar things.	**S.I.4.1.** answers simple questions about personal information using predictable patterns.
SP.1. recognizes how he/she or other person is feeling using simple, standard expressions.	**SP.1.1.** identifies how he/she or other person is feeling using simple, standard expressions.

Assessment Strategy	Indicators of learning:
SP.1. recognizes how he/she or other person is feeling using simple, standard expressions.	**SP.1.2.** recognizes how he/she or other person is feeling using simple, standard expressions.
SP.1. describes personal appearance and feelings with simple words.	**SP.1.1**. selects words to describe personal appearance and feelings.
SP.1. describes personal appearance and feelings with simple words.	**SP.1.2**. describes personal appearance with simple words.
SP.1. describes personal appearance and feelings with simple words.	**SP.1.3**. describes feelings with simple words.
W.1. says words for the teacher to write.	**W.1.1.** names words about personal information, appearance or feelings for the teacher to write.
W.2. represents an event or character from a picture story or one main idea.	**W.2.1.** identifies an event, character or one main idea from a picture story about personal information.
W.2. represents an event or character from a picture story or one main idea.	**W.2.2.** draws a picture/acts out an event or a character or one main idea from a picture story about personal information.

Unit 2

This is our classroom

Assessment Strategy	Indicators of learning
L.1. recognizes simple classroom instructions, when expressed slowly and clearly.	**L.1.1.** identifies simple classroom instructions, when expressed slowly and clearly.
L.1. recognizes simple classroom instructions, when expressed slowly and clearly.	**L.1.2** recognizes simple classroom instructions, when expressed slowly and clearly.
L.2. identifies simple information about an object.	**L.2.1.** identifies simple information about school supplies.
L.3. recognizes spoken words similar to the native language.	**L.3.1.** identifies classroom objects by pointing to them when heard.
L.3. recognizes spoken words similar to the native language.	**L.3.2.** identifies classroom objects.
L.3. recognizes spoken words similar to the native language.	**L.3.3.** recognizes spoken words related to color if the person speaks slowly and clearly.
L.3. recognizes spoken words similar to the native language.	**L.3**.4.recognizes spoken words related to size if the person speaks slowly and clearly.
R.1. identifies one or two-step directions.	**R.1.1.** follows one or two-step classroom directions accompanied.

Assessment Strategy	Indicators of learning
R.2. participates in choral reading.	**R.2.1.**participates in choral reading about classroom objects and people supported with visual aids. .
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.1** identifies the initial phoneme **/o/** in spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.2** identifies the initial phoneme /**g/, /b/** in spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.3** identifies the initial phoneme of **/n/, /h/** in spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.4** identifies the initial phoneme **/r/** in spoken word.
SI.1. asks what the object is.	**SI.1.1.** asks what the object is using the expression Is this a _____?
SI.2. expresses a lack of understanding.	**SI.2.1.** recognizes familiar from unfamiliar vocabulary, words, phrases or expressions.
SI.2. expresses a lack of understanding.	**SI.2.2.** expresses a lack of understanding in relation to classroom directions by means of gestures or simple phrases or expressions.
SI.3. responds in a predictable pattern to simple questions.	**SI.3.1.** responds to simple questions about school objects and people using Yes/No

Assessment Strategy	Indicators of learning
	pattern if the other person speaks slowly and clearly.
S.P.1. names some common objects in familiar environments.	**S.P.1.1.** names some school supplies.
W.1. says words for teacher to write.	**W.1.1.** names school objects and people for the teacher to write.
W.2. identifies one main idea from an event or character in a picture story.	**W.2.1.** identifies one main idea from an event or a character in a picture story about school supplies.
W.3. classifies drawings or pictures within a graphic organizer.	**W.3.1.** recognizes drawings or pictures about school objects and people within a graphic organizer.
W.3. classifies drawings or pictures within a graphic organizer.	**W.3.2.** classifies drawings or pictures about school objects and people within a graphic organizer.

Unit 3

We all are different

Assessment Strategy	Indicators of learning
L.1. identifies nuclear family members from aural stimuli when it is spoken slowly and clearly.	**L.1.1.** identifies nuclear family members (father, mother, brother, sister, baby) from aural stimuli when it is spoken slowly and clearly.
L.2. recognizes simple information about family members if the person speaks slowly and clearly.	**L.2.1** recognizes personal appearance descriptions about family members if the person speaks slowly and clearly.
L.2. recognizes simple information about family members if the person speaks slowly and clearly.	**L.2.2** recognizes feelings about family members if the person speaks slowly and clearly.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.1** recognizes words and names related to likes and dislikes related to family activities and food (I like ice cream) when heard in a short, simple recording delivered at a slow pace.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.2** recognizes numbers from 1 to 10 related to likes and dislikes related to family activities and food, when heard in a short, simple recording delivered at a slow pace from audio or video.

Assessment Strategy	Indicators of learning
R.1. participates in choral reading to identify family members.	**R.1.1.** identifies family members while participating in choral reading.
R.PA2. identifies the initial phoneme of a spoken word.	**R.PA2.1** identifies the initial phoneme the **/d/, /i/** sounds of a spoken word.
R.PA2. identifies the initial phoneme of a spoken word.	**R.PA2.2** identifies the initial phoneme the **/p/, /u/** sounds of a spoken word.
R.PA2. identifies the initial phoneme of a spoken word.	**R.PA2.3** identifies the initial phoneme the **/f/, / i /** sounds of a spoken word.
R.PA2. identifies the initial phoneme of a spoken word.	**R.PA2.4** identifies the initial and final phoneme the **/c/, /u/** sounds of a spoken word.
SI.1. responds in a predictable pattern to simple questions.	**SI.1.1.** responds to a simple question Who is this? This is my …
SI.2. expresses a lack of understanding.	**SI.2.1.** recognizes familiar from unfamiliar vocabulary, words, phrases or expressions about family members, hobbies or activities when heard.
SI.2. expresses a lack of understanding.	**SI.2.2.** expresses a lack of understanding in relation to family members by means of gestures or simple phrases or expressions.

Assessment Strategy	Indicators of learning
SP.1. recognizes how he/she or other person is feeling using simple, standard expressions.	**SP.1.1.** tells how he/she or other person is feeling by using simple, standard expressions.
SP.2. recognizes basic family activities using expressions like "My father likes cooking".	**SP.2.1.** states basic activities family likes to do by using expressions like "My father likes cooking".
W.1. represents an event or character from a picture story or one main idea.	**W.1.1.** identifies an event, character or one main idea from a picture story about family hobbies and activities.
W.1. represents an event or character from a picture story or one main idea.	**W.1.2.** draws a picture/acts out an event or a character from a picture story or one main idea about family hobbies and activities.
W.2. organizes drawings or pictures within a graphic organizer.	**W.2.1.** recognizes drawings or pictures about family members, hobbies and activities within a graphic organizer.
W.2. organizes drawings or pictures within a graphic organizer.	**W.2.2.** classifies drawings or pictures about family members, hobbies and activities within a graphic organizer.
W.3. says words for the teacher to write.	**W.1.1.** names family members, hobbies and activities for the teacher to write.

Unit 4

Going to school, so cool!

Assessment Strategy	Indicators of learning
L.1.recognizes the words for people around them.	**L.1.1.** identifies helpers or people at school if the person speaks slowly and clearly.
L.1.recognizes the words for people around them.	**L.1.2.** recognizes helpers or people at school if the person speaks slowly and clearly.
L.2. recognizes simple information about a place if the person speaks slowly and clearly.	**L.2.1.** identifies places in the school if the person speaks slowly and clearly.
L.2. recognizes simple information about a place if the person speaks slowly and clearly.	**L.2.2.** recognizes simple information about places in the school if the person speaks slowly and clearly.
L.3. recognizes simple instructions when expressed slowly and clearly.	**L.3.1.** identifies simple instructions related to classroom language and school places.
L.3. recognizes simple instructions when expressed slowly and clearly.	**L.3.2.** recognizes simple instructions related to classroom language and school places.
R.1. identifies main characters from a picture story.	**R.1.1.** identifies main characters from a picture story about location of school places by matching names tags with the pictures.

Assessment Strategy	Indicators of learning
R.2. sequences pictures to show understanding of a text heard or read.	**R.2.1.** indicates understanding of a text about basic school routines heard or read by sequencing pictures of the story.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.1** identifies the initial phoneme /**j/** in spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA.3.2** identifies the initial phoneme **/k/** in spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA 3.3** identifies the initial phoneme of **/w/** a spoken word.
R.PA.3. identifies the initial phoneme in spoken word.	**R.PA 3.4** identifies the initial phoneme of **/y/** a spoken word.
S.I.1. responds in a predictable pattern to simple questions about familiar things.	**S.I.1.1.** responds to simple questions about prepositions Where is the _____?
S.I.2. asks for something when pointing or gesturing.	**S.I.2.1.** asks for places in the school like Where is the gym? when pointing or gesturing to the school map.
S.I.2. asks for something when pointing or gesturing.	**S.I.2.2.** asks for people at school **Is he/she the principal?** when pointing or gesturing.
S.I.3. responds in a predictable pattern to simple questions about familiar things	**S.I.3.1.** responds to simple questions like What do you do first, them and next? about school activities.

Assessment Strategy	Indicators of learning
SP.1. names some common places and people in familiar environments.	**SP.1.1** names some places at school by pointing at pictures of the places.
SP.1. names some common places and people in familiar environments.	**SP.1.2** names some helpers or people at school by pointing at pictures.
W.1. says words for teacher to write.	**W.1.1.** names places, people or activities at school for the teacher to write.
W.2. represents an event or character from a picture story or one main idea.	**W.2.1.** identifies an event, character or one main idea from a picture story about places, people or activities at school.
W.2. represents an event or character from a picture story or one main idea.	**W.2.2** draws a picture/acts out an event or a character from a picture story or one main idea about places, people or activities at school.
W.3. organizes drawings or pictures within a graphic organizer.	**W.3.1.** recognizes drawings or pictures about places, people or activities at school within a graphic organizer.
W.3. organizes drawings or pictures within a graphic organizer.	**W.3.2.** classifies drawings or pictures about places, people or activities at school within a graphic organizer.

Unit 5

My Neighborhood

Assessment Strategy	Indicators of learning
L.1. recognizes simple questions which directly concern them such as their name and where they are from.	**L.1.1.** recognizes simple questions such as What is your name?
L.1. recognizes simple questions which directly concern them such as their name and where they are from.	**L.1.2.** recognizes simple questions such as Where do you live?
L.1. recognizes simple questions which directly concern them such as their name and where they are from.	**L.1.3.** recognizes simple questions such as What is this place in your community?
L.1. recognizes simple questions which directly concern them such as their name and where they are from.	**L.1.4.** recognizes simple questions such as Where are you from?
L.2. recognizes names of community helpers.	**L.2.1.** identifies community helpers.
L.2. recognizes names of community helpers.	**L.2.2.** recognizes names of community helpers.
R.1. participates in choral reading.	**R.1.1.** participates in choral reading supported with visual aids.

Assessment Strategy	Indicators of learning
R.2. sequences pictures to show understanding of text heard or read aloud.	**R.2.1.** identifies the main idea of a text about people and places in the community, heard or read aloud.
R.2. sequences pictures to show understanding of text heard or read aloud.	**R.2.2**. identifies the main events in a text about people and places in the community, heard or read aloud.
R.2. sequences pictures to show understanding of text heard or read aloud.	**R.2.3.** sequences pictures of a story about people and places in the community to show understanding of text heard or read aloud.
R.PA.3. identifies the initial phoneme a spoken word.	**R.PA.3.1** identifies the initial phoneme /**v/** in a spoken word.
R.PA.3. identifies the initial phoneme a spoken word.	**R.PA.3.2** identifies the initial phoneme **/x/** in a spoken word.
R.PA.3. identifies the initial phoneme a spoken word.	**R.PA.3.3** identifies the initial phoneme **/z/** in a spoken word.
R.PA.3. identifies the initial phoneme a spoken word.	**R.PA.3.4** identifies the initial phoneme **/qu/** in a spoken word.
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1.1.** responds to simple questions "Where is the _____?" about location of places in the community.

Assessment Strategy	Indicators of learning
SI.2. asks for something when pointing or gesturing.	**SI.2.1.** Asks for the location of community helpers in the places of the community when pointing or gesturing.
SP.1. names some common words or objects in familiar environments.	**SP.1.1.** names some people and places in the community by a short presentation.
SP.2. uses one or two learned expressions greeting, farewell, and politeness.	**SP.2.1.** uses one or two learned expressions of greeting.
SP.2. uses one or two learned expressions greeting, farewell, and politeness.	**SP.2.2.** uses one or two learned expressions of farewell.
SP.2. uses one or two learned expressions greeting, farewell, and politeness.	**SP.2.3.** uses one or two learned expressions of politeness.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.1.** recognizes drawings or pictures about community places, helpers or prepositions of place within a graphic organizer.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.2.** classifies drawings or pictures about community places, helpers or prepositions of place within a graphic organizer.

Assessment Strategy	Indicators of learning
W.2. represents an event or character from a picture story or one main idea.	**W.2.1.** identifies an event, character or one main idea from a picture story about places in the community.
W.2. represents an event or character from a picture story or one main idea.	**W.2.2** draws a picture/acts out an event or character from a picture story or one main idea about places in the community and activities.
W.3. says words for teacher to write.	**W.3.1.** names community places, helpers or prepositions of place for the teacher to write.

Unit 6

Playtime

Assessment Strategy	Indicators of learning
L.1. recognizes spoken words similar to the language with which they are familiar.	**L.1.1.** identifies spoken words related with games and fun activities similar to the language with which they are familiar.
L.1. recognizes spoken words similar to the language with which they are familiar.	**L.1.2.** recognizes spoken words related with games and fun activities similar to the language with which they are familiar.

Assessment Strategy	Indicators of learning
L.2. recognizes simple instructions when expressed slowly and clearly.	**L.2.1.** identifies simple instructions for games and activities when expressed slowly and clearly.
L.2. recognizes simple instructions when expressed slowly and clearly.	**L.2.2.** recognizes simple instructions for games and activities when expressed slowly and clearly.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.1.** identifies words related with games and fun activities, when heard in a short, simple recording delivered at a slow pace.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.2.** recognizes words related with games and fun activities, when heard in a short, simple recording delivered at a slow pace.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.3.** identifies numbers related with games and fun activities, when heard in a short, simple recording delivered at a slow pace.
L.3. recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.	**L.3.4.** recognizes numbers related with games and fun activities, when heard in a short, simple recording delivered at a slow pace.
R.1. participates in choral reading.	**R.1.1.** participates in choral reading about games and fun activities supported with visual aids. .

Assessment Strategy	Indicators of learning
R.2. sequences pictures to show understanding of text heard or read.	**R.2.1.** identifies the main idea of a text about games and fun activities, heard or read aloud.
R.2. sequences pictures to show understanding of text heard or read.	**R.2.2.** identifies the main events in a text about games and fun activities, heard or read aloud.
R.2. sequences pictures to show understanding of text heard or read.	**R.2.3.** sequences pictures of a story about games and fun activities, to show understanding of text heard or read aloud.
R.PA.3 identifies the short vowels in spoken word.	**R.PA.3.1.** identifies the short vowel /a/ (apple, arm) in a spoken word.
R.PA.3 identifies the short vowels in spoken word.	**R.PA.3.2.** identifies the short vowel /e/ (egg, elephant) in a spoken word.
R.PA.3 identifies the short vowels in spoken word.	**R.PA.3.3.** identifies the short vowel /i/ (iguana, ice cream) /o/ (on, off) in a spoken word.
R.PA.3 identifies the short vowels in spoken word.	**R.PA.3.4.** identifies the short vowel /u/ (umbrella, uniform) in a spoken word.
SI.1. asks for something when pointing or gesturing.	**SI.1.1.** asks about what something is by pointing or gesturing.

Assessment Strategy	Indicators of learning
S.P.1. names some common activities in familiar environments.	**S.P.1.1.** names games and fun activities that are acted out by another person or shown in an illustration.
S.P.1. names some common activities in familiar environments.	**S.P.1.2.** states instructions orally to play a game or do a fun activity.
S.P.2. expresses likes and dislikes using simple, standard expressions.	**S.P.2.1.** identifies favorite games and fun activities.
S.P.2. expresses likes and dislikes using simple, standard expressions.	**S.P.2.2.** names games and fun activities supported by pictures.
S.P.2. expresses likes and dislikes using simple, standard expressions.	**S.P.2.3.** rehearses ways to express likes and dislikes about games and fun activities orally using simple, standard expression.
S.P.2. expresses likes and dislikes using simple, standard expressions.	**S.P.2.4.** expresses likes and dislikes about games and fun activities orally using simple, standard expression.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.1.** recognizes drawings or pictures about games and fun activities within a graphic organizer.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.2.** classifies drawings or pictures about games and fun activities within a graphic organizer.

Assessment Strategy	Indicators of learning
W.2. represents an event or character from a picture story or one main idea.	**W.2.1.** identifies an event, character or one main idea from a picture story about games and fun activities.
W.2. represents an event or character from a picture story or one main idea.	**W.2.2.** draws a picture/acts out an event or a character or one main idea from a picture story about games and fun activities.
W.3. says words for teacher to write.	**W.3.1.** names games and fun activities for the teacher to write.

Second Grade

Unit 1

Learning Is Fun

Assessment Strategy	Indicators of learning
L.1. recognizes basic greetings, farewells, and common expressions of politeness.	**L.1.1.** recognizes basic greetings in a short, simple school conversation.
L.1. recognizes basic greetings, farewells, and common expressions of politeness.	**L.1.2.** recognizes basic farewells in a short, simple school conversation.

Assessment Strategy	Indicators of learning
L.1. recognizes basic greetings, farewells, and common expressions of politeness.	**L.1.3.** recognizes common expressions of politeness in a short, simple school conversation.
L.2. recognizes simple classroom instructions when expressed slowly and clearly.	**L.2.1.** identifies simple classroom instructions when expressed slowly and clearly.
L.2. recognizes simple classroom instructions when expressed slowly and clearly.	**L.2.2.** recognizes simple classroom instructions when expressed slowly and clearly.
L.3. recognizes simple questions which directly concern them such as their name, where they are from, likes and dislikes.	**L.3.1.** recognizes simple questions which directly concern them such as their name, where they are from, how they feel at school and likes and dislikes.
R.1. answers yes/no questions about text heard.	**R.1.1.** answers yes/no questions related to favorite school activities in a text heard that is supported by pictures.
R.2. recognizes some high frequency words and straightforward phrases in simple texts.	**R.2.1.** identifies some high frequency words and straightforward phrases in simple texts related to favorite school activities.

Assessment Strategy	Indicators of learning
R.2. recognizes some high frequency words and straightforward phrases in simple texts.	**R.2.2.** recognizes some high frequency words and straightforward phrases in simple texts related to favorite school activities.
R.PA.3. recognizes each sound of letters of the alphabet that form a word.	**R.PA.3.1.** recognizes each sound of letters of the alphabet that form a word focus in the sound of letters A-B supported by picture.
R.PA.3. recognizes each sound of letters of the alphabet that form a word.	**R.PA.3.2.** recognizes each sound of letters of the alphabet that form a word focus in the sound of letters C-D supported by picture.
R.PA.3. recognizes each sound of letters of the alphabet that form a word.	**R.PA.3.3.** recognizes each sound of letters of the alphabet that form a word focus in the sound of letter E supported by picture.
R.PA.4. identifies the short vowel /ɛ/ in spoken words.	**R.PA.4.1.** identifies the short vowel /ɛ/ in spoken words.
SI.1. uses one or two learned expressions of greeting, farewell, and politeness.	**SI.1.1.** uses one or two learned expressions of greeting in short dialogues and conversations in a school context.
SI.1. uses one or two learned expressions of greeting, farewell, and politeness.	**SI.1.2.** uses one or two learned expressions of farewell in short dialogues and conversations in a school context.

Assessment Strategy	Indicators of learning
SI.1. uses one or two learned expressions of greeting, farewell, and politeness.	**SI.1.3.** uses one or two learned expressions of politeness in short dialogues and conversations in a school context.
SI.2. asks for something when pointing or gesturing.	**SI.2.1.** asks a classmate or teacher for schools objects using expressions like May I borrow..? when pointing to that object or gesturing.
SI.3. respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.	**SI.3.1.** respond to simple questions like What do you do at school? about school activities if the other person speaks slowly and clearly.
SP.1.names some common objects and people in familiar environments.	**SP.1.1.** names some common school objects and personnel when looking at pictures.
W.1. prints/transcribes simple high-frequency words.	**W.1.1.** prints/transcribes simple high-frequency words related with school language, activities, parts of the school and personnel.
W.2. organizes drawings or pictures within a graphic organizer.	**W.2.1**. recognizes drawings or pictures about classroom objects, school activities, personnel and parts of the school.
W.2. organizes drawings or pictures within a graphic organizer.	**W.2.2.** classifies drawings or pictures about classroom objects, school activities, personnel and parts of the school.

Unit 2

Healthy Habits

Assessment Strategy	Indicators of learning
L.1. recognizes simple information about healthy habits and food if the person speaks slowly and clearly.	**L.1.1.** identifies simple information about healthy habits like "I need to exercise" if the person speaks slowly and clearly, and when is followed by gestures or pictures.
L.1. recognizes simple information about healthy habits and food if the person speaks slowly and clearly.	**L.1.2.** recognizes simple information about healthy habits like "I need to exercise" if the person speaks slowly and clearly, and when is followed by gestures or pictures.
L.1. recognizes simple information about healthy habits and food if the person speaks slowly and clearly.	**L.1.3.** identifies simple information about healthy food if the person speaks slowly and clearly and provided visual aids.
L.1. recognizes simple information about healthy habits and food if the person speaks slowly and clearly.	**L.1.4.** recognizes simple information about healthy food if the person speaks slowly and clearly and provided visual aids.
L.2. recognizes simple instructions to be healthy when expressed slowly and clearly.	**L.2.1.** identifies simple instructions to be healthy such as "Wash your face", "sleep well", or "brush your teeth" when expressed slowly and clearly supported by gestures and pictures.

Assessment Strategy	Indicators of learning
L.2. recognizes simple instructions to be healthy when expressed slowly and clearly.	**L.2.2.** recognizes simple instructions to be healthy such as "Wash your face", "sleep well", or "brush your teeth" when expressed slowly and clearly supported by gestures and pictures.
R.1. recognizes some high frequency words and straightforward phrases in simple texts.	**R.1.1.** identifies some high frequency words (I, my, this) and straightforward phrases (I wake up; I brush my teeth) related to healthy habits in simple texts if these words are attached to a picture and gestures.
R.1. recognizes some high frequency words and straightforward phrases in simple texts.	**R.1.2.** recognizes some high frequency words (I, my, this) and straightforward phrases (I wake up; I brush my teeth) related to healthy habits in simple texts if these words are attached to a picture and gestures.
R.2. participates in choral reading	**R.2.1.** participates in choral reading about parts of the body supported with visual aids.
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.1.** identifies each sound of letters of the alphabet that form a word focus on sounds of letters **F** and **G**.
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.2.** identifies each sound of letters of the alphabet that form a word focus on sounds of letters **H** and **I**

Assessment Strategy	Indicators of learning
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.3.** identifies each sound of letters of the alphabet that form a word focus on sound of letter **J**.
R.PA.4. identifies the short vowel **/a/** in spoken word.	**R.PA.4.1.** identifies the short vowel **/a/** in spoken word.
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1.1.** responds to simple questions like How often do you …? about healthy habits if the other person speaks slowly and clearly.
SP.1. uses one or two learned expressions about healthy habits.	**SP.1.1.** Uses one or two learned expressions about healthy habits and routines in a short presentation.
SP.1. uses one or two learned expressions about healthy habits.	**SP.1.2.** Uses one or two learned expressions about healthy and unhealthy (junk) food in a short presentation.
W.1. represents an event or character from a picture story or one main idea.	**W.1.1.** draws a picture/acts out an event or a character or one main idea from a picture story related to parts of the body.
W.2. organizes drawings or pictures within a graphic organizer (sequence or Venn diagram).	**W.2.1.** recognizes drawings or pictures about healthy and unhealthy food within a graphic organizer.

Assessment Strategy	Indicators of learning
	W.2.2. classifies drawings or pictures about healthy and unhealthy food within a graphic organizer.
W.3. prints/writes simple high-frequency words.	**W.3.1.** prints/writes simple high-frequency words related to healthy habits.

Unit 3

Home Sweet Home

Assessment Strategy	Indicators of learning
L.1. recognizes simple information about a household item if the person speaks slowly and clearly.	**L.1.1.** identifies household items if the person speaks slowly and clearly, possibly with accompanying gestures.
L.1. recognizes simple information about a household item if the person speaks slowly and clearly.	**L.1.2.** recognizes simple information about a household item if the person speaks slowly and clearly.
L.2. recognizes spoken words similar to the languages with which they are familiar.	**L.2.1.** recognizes spoken words about nuclear family members: mother, father, brother, sister, baby, if it is supported by pictures, audio or video.

Assessment Strategy	Indicators of learning
L.2. recognizes spoken words similar to the languages with which they are familiar.	**L.2.2.** recognizes spoken words about extended family members: grandfather, grandmother, uncle, aunt, cousin, if it is supported by audio or video.
R.1. recognizes some high frequency words and straightforward phrases in simple texts.	**R.1.1.** identifies some high frequency words (I, my, the, and) and straightforward phrases like (**This** is **the …, This** is **my …)** about parts of the house, in simple texts and supported by pictures.
R.1. recognizes some high frequency words and straightforward phrases in simple texts.	**R.1.2.** recognizes some high frequency words (I, my, the, and) and straightforward phrases like (**This** is **the …, This** is **my …)** about parts of the house, in simple texts and supported by pictures.
R.2. answers yes/no questions about text heard.	**R.2.1.** answers yes/no questions like Does your sister _____ in the _____? Is there a _____ in the _____? about text heard of family members doing some activities supported by pictures.
R.PA.3. imitates and identifies each sound of letters of the alphabet that form a word.	**R.PA.3.1.** identifies each sound of letters of the alphabet that form a word focusing on sounds of letters **K** and **L**.
R.PA.3. imitates and identifies each sound of letters of the alphabet that form a word.	**R.PA.3.2.** identifies each sound of letters of the alphabet that form a word focusing on sounds of letters **M** and **N**.

Assessment Strategy	Indicators of learning
R.PA.4. identifies the short vowel /**I/** in spoken word.	**R.PA.4.1.** identifies the short vowel /**I/** inside, in, kitchen in spoken word.
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1**.1. responds to simple questions like Where is the …? about parts of the house and family members attached by a picture.
SP.1. names some common objects and people in familiar environments.	**SP.1.1.** names some family members.
SP.1. names some common objects and people in familiar environments.	**SP.1.2.** names parts of the house.
SP.2. uses one or two learned expressions to locate people and things.	**SP.2.1.**uses one or two learned expressions (**In** my …, **there is** a …) to locate family members and furniture & appliances in the house during a short performance supported.
W.1. represents an event or character from a picture story or one main idea.	**W.1.1.** draws a picture/acts out an event or a character or one main idea from a picture story about family activities and chores.
W.2. prints/writes simple high-frequency words.	**W.2.1.** prints/writes simple high/frequency words related to parts of the house.

Assessment Strategy	Indicators of learning
W.2. prints/writes simple high-frequency words.	**W.2.2.** prints/writes simple high/frequency words related to family activities and chores.

Unit 4

Loving and Caring Animals

Assessment Strategy	Indicators of learning
L.1. recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.	**L.1.1.** identifies names of animals, when heard in a short, simple recording about farm animals and pets when delivered at a slow pace and attached by a picture.
L.1. recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.	**L.1.2.** recognizes names of animals, when heard in a short, simple recording about farm animals and pets when delivered at a slow pace and attached by a picture.
L.1. recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.	**L.1.3.** recognizes colors, when heard in a short, simple recording about farm animals and pets when delivered at a slow pace and attached by a picture.

Assessment Strategy	Indicators of learning
L.1. recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.	**L.1.4.** recognizes sizes, when heard in a short, simple recording about farm animals and pets when delivered at a slow pace and attached by a picture.
L.1. recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.	**L.1.5.** recognizes numbers, when heard in a short, simple recording about farm animals and pets when delivered at a slow pace and attached by a picture.
L.2. identifies simple information from descriptions of farm and domestic animals if the person speaks slowly and clearly.	**L.2.1.** identifies simple information from descriptions of farm animals if the person speaks slowly and clearly, when is supported by pictures or video.
L.2. identifies simple information from descriptions of farm and domestic animals if the person speaks slowly and clearly.	**L.2.2.** identifies simple information from descriptions of domestic animals if the person speaks slowly and clearly, when is supported by pictures or video.
R.1. recognizes some high frequency words and straightforward phrases in simple texts.	**R.1.1.** identifies some high frequency words and straightforward phrases in simple texts (Dogs bark, Cows moo, Cats meow) about where animals live and their actions when is facilitated by sound and pictures.
R.1. recognizes some high frequency words and	**R.1.2.** recognizes some high frequency words and straightforward phrases in simple texts (Dogs bark, Cows moo, Cats meow) about where

Assessment Strategy	Indicators of learning
straightforward phrases in simple texts.	animals live and their actions when is facilitated by sound and pictures.
R.2. identifies main characters from a picture story.	**R.2.1.** identifies main characters by pointing, naming or labeling from a picture story about farm animals that is read aloud.
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.1.** identifies each sound of letters of the alphabet that form a word focusing on sounds of letters **O** and **P.**
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.2.** identifies each sound of letters of the alphabet that form a word focusing on sounds of letters **Q** and **R.**
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.3.** identifies the /o/ sound like in on, dog, horse, long in spoken word.
R.PA.3. identifies each sound of letters of the alphabet that form a word.	**R.PA.3.4.** identifies each sound of letters of the alphabet that form a word focusing on letters **O, P, Q** and **R.**
R.PA.4. identifies the short vowel /ɔ/ in spoken word.	**R.PA.4.1.** identifies the short vowel /ɔ/ in spoken word.

Assessment Strategy	Indicators of learning
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1.1.** responds to simple questions like Do _____ have feathers or fur? What noise does the _____ make? about farm animals supported with visual aids.
SI.2. asks simple questions to get information about animals' names.	**SI.2.1.** asks simple questions like What is this? to get information about animals' names supported by pictures.
SI.3. expresses a lack of understanding.	**SI.3.1.** recognizes familiar from unfamiliar vocabulary, words, phrases or expressions about animals and pets, and how to take care of them when heard.
SI.3. expresses a lack of understanding.	**SI.3.2.** expresses a lack of understanding about animals and pets by means of gestures or simple phrases or expressions.
SP.1. names some common characteristics of animals or objects in familiar environments.	**SP.1.1.** names some common characteristics of animals like names of farm animals and their habitats: This is a…. (horse). Horses live in a barn, during a short performance supported by images or pictures.
SP.1. names some common characteristics of animals or objects in familiar environments.	**SP.1.2.** names some common characteristics of animals and pets in relation to their appearance in a short oral performance supported by images or pictures.

Comentado [RCH1]: Falta SP.2. uses one or two learned expressions of animals and plants. See Word of indicators.

Assessment Strategy	Indicators of learning
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.1.** recognizes drawings or pictures about animals and pets, where they live and how to take care of them within a graphic organizer.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.2.** classifies drawings or pictures about animals and pets, where they live and how to take care of them within a graphic organizer.
W.2. prints/writes simple high-frequency words.	**W.2.1.** prints/writes simple high-frequency words about farm animals and pets.

Unit 5

Fabulous Flora and Fauna

Assessment Strategy	Indicators of learning
L.1. recognizes spoken words similar to the languages with which they are familiar.	**L.1.1.** identifies spoken words about living and non-living things, similar to the languages with which they are familiar (plant, air, orchid, animal, rock, park, sun, lake, mountain) when are presented with pictures or video.

Assessment Strategy	Indicators of learning
L.1. recognizes spoken words similar to the languages with which they are familiar.	**L.1.2.** recognizes spoken words about living and non-living things, similar to the languages with which they are familiar (plant, air, orchid, animal, rock, park, sun, lake, mountain) when are presented with pictures or video.
L.2. recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.	**L.2.1.** identifies specific information about wild animals if the person speaks slowly and clearly.
L.2. recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.	**L.2.2.** recognizes specific information about wild animals if the person speaks slowly and clearly.
L.2. recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.	**L.2.3.** identifies specific information about wild animals' habitats if the person speaks slowly and clearly.
L.2. recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.	**L.2.4.** recognizes specific information about wild animals' habitats if the person speaks slowly and clearly.
R.1. recognizes some high frequency words and	**R.1.1.** recognizes some high frequency words (big, red, green, small, and beautiful) and straightforward phrases in simple text about

Assessment Strategy	Indicators of learning
straightforward phrases in simple text.	different kinds of plants, if these words are attached to a picture and highlighted.
R.1. recognizes some high frequency words and straightforward phrases in simple text.	**R.1.2.** recognizes some high frequency words (cut, trees, thrash, rivers, garbage and burn) and straightforward phrases in simple text about ways to protect Mother Nature, if these words are attached to a picture and highlighted.
R.2. sequences pictures to show understanding of text heard or read.	**R.2.1.** shows understanding of text about animals and their habitats when heard or read by sequencing pictures with a clear beginning, middle, and end of the story.
R.PA.3. imitates each sound of letters of the alphabet that form a word.	**R.PA.3.1.** reproduces each sound of letters of the alphabet that form a word focusing on sounds of letters **/S/**, **/T/**.
R.PA.3. imitates each sound of letters of the alphabet that form a word.	**R.PA.3.2.** reproduces each sound of letters of the alphabet that form a word focusing on sounds of letters **/U/, /V/**
R.PA.4. identifies the short vowel **/ə/** in spoken word.	**R.PA.4.1.** identifies the short vowel **/ə/** nut, sunny, mud in spoken word.
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1.1.** responds to simple questions like What do (squirrels, butterflies) eat? What do plants/forest animals need? about plants and

Assessment Strategy	Indicators of learning
	trees if the other person speaks slowly and clearly.
SI.1. responds in a predictable pattern to simple questions about familiar things.	**SI.1.2.** responds to simple questions like Where do _____ live? about wild animals and habitats if the other person speaks slowly and clearly.
SP.1. names some common words or objects in familiar environments.	**SP.1.1.** names some common words about flora and fauna.
SP.2. uses one or two learned expressions of animals and plants.	**SP.2.1.** uses one or two learned expressions about ways to protect mother nature when performing in class supported by pictures.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.1.** recognizes drawings or pictures about characteristics of living and non-living and habitats within a graphic organizer.
W.1. organizes drawings or pictures within a graphic organizer.	**W.1.2.** classifies drawings or pictures about characteristics of living and non-living and habitats within a graphic organizer.
W.2. writes key words to complete a story given by the teacher.	**W.2.1.** writes key words about ways to protect mother nature to complete a story given by the teacher and supported by pictures.

Unit 6

A Change of Scenery

Assessment Strategy	Indicators of learning
L.1. recognizes specific information related to weather conditions, activities and numbers previously learned when heard in a short, simple recording delivered at a slow pace.	**L.1.1.** identifies specific information related to typical weather conditions in Costa Rica previously learned when heard in a short, simple recording delivered at a slow pace.
L.1. recognizes specific information related to weather conditions, activities and numbers previously learned when heard in a short, simple recording delivered at a slow pace.	**L.1.2.** recognizes specific information related to typical weather conditions in Costa Rica previously learned when heard in a short, simple recording delivered at a slow pace.
L.1. recognizes specific information related to weather conditions, activities and numbers previously learned when heard in a short, simple recording delivered at a slow pace.	**L.1.3.** identifies specific information related to things to do and see in different weather conditions in Costa Rica and numbers previously learned when heard in a short, simple recording delivered at a slow pace.
L.1. recognizes specific information related to weather conditions,	**L.1.4.** recognizes specific information related to things to do and see in different typical weather

Assessment Strategy	Indicators of learning
activities and numbers previously learned when heard in a short, simple recording delivered at a slow pace.	conditions in Costa Rica and numbers previously learned when heard in a short, simple recording delivered at a slow pace.
L.2. recognizes simple information about clothing if the person speaks slowly and clearly.	**L.2.1.** Identifies kinds of clothing to wear in different weather conditions if the person speaks slowly and clearly.
L.2. recognizes simple information about clothing if the person speaks slowly and clearly.	**L.2.2.** recognizes kinds of clothing to wear in different weather conditions if the person speaks slowly and clearly.
R.1. makes predictions based on cover, title and illustrations with instructional support.	**R.1.1.** recognizes vocabulary and words about weather conditions heard and seen on cover, title and illustrations with instructional support.
R.1. makes predictions based on cover, title and illustrations with instructional support.	**R.1.2.** makes predictions about weather conditions based on cover, title and illustrations with instructional support.
R.2. answers yes/no questions about text heard.	**R.2.1.** answers yes/no questions about a text about clothing and weather conditions when heard and supported by pictures.
R.PA.3. imitates each sound of letters of the alphabet that form a word.	**R.PA.3.1.** reproduces each sound of letters of the alphabet that form a word focusing on sounds /W/ as in water, wolf, watermelon, sound

Assessment Strategy	Indicators of learning
	/ks/ as in taxi, ox, six and letters of the alphabet W, X.
R.PA.3. imitates each sound of letters of the alphabet that form a word.	**R.PA.3.2.** reproduces each sound of letters of the alphabet that form a word focusing on sounds /y/ as in yell, yolk, yard, sound /z/ as in zoo, zipper, zero and letters of the alphabet Y, Z.
R.PA.4. identifies short vowels in spoken words.	**R.PA.4.1.** reproduces each sound of letters of the alphabet that form a word focusing on sounds **/ɪ/** (in, kitchen, big, sit), **/ɛ/** (pen, pencil, red, rest) and **/æ/** (hand, bad, have)
R.PA.4. identifies short vowels in spoken words.	**R.PA.4.2.** reproduces each sound of letters of the alphabet that form a word focusing on sounds **/ʌ/** (sun, bug, nut, mud) and **/ɔ/** (dog, horse, long, on)
SI.1. asks for specific information about weather conditions, favorite food, favorite activities and clothing using learned expressions of language.	**SI.1.1.** asks for specific information about weather conditions, such as What´s the weather like _____ (at the beach, in the mountains, at the volcano)? as part of a short conversation.
SI.1. asks for specific information about weather conditions, favorite food, favorite activities and clothing	**SI.1.2.** asks for specific information about favorite food, such as What can you eat _____ (at the beach, in the mountains)? as part of a short conversation.

Assessment Strategy	Indicators of learning
using learned expressions of language.	
SI.1. asks for specific information about weather conditions, favorite food, favorite activities and clothing using learned expressions of language.	**SI.1.3.** asks for specific information about favorite activities, such as What can you do _____ (at the beach, in the mountains, in the city)? as part of a short conversation.
SI.1. asks for specific information about weather conditions, favorite food, favorite activities and clothing using learned expressions of language.	**SI.1.4.** asks for specific information about clothing, such as What do you wear in the city (at the beach)? as part of a short conversation.
SI.2. responds in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.	**S.I.2.1.** responds to simple questions like What can you eat _____ (at the beach, in the mountains)? If the other person speaks slowly and clearly.
SP.1. names some common objects in familiar environments.	**SP.1.1.** names some clothing to wear in different weather conditions when presented with illustrations.
W.1. represents an event or character from a picture story or one main idea.	**W.1.1.** draws a picture/acts out an event or a character or one main idea from a picture story about typical weather conditions in Costa Rica.

Assessment Strategy	Indicators of learning
W.2. prints/writes simple high-frequency words.	**W.2.1.** prints/writes simple high-frequency words about weather conditions, clothing, food and things to do and see.

Third Grade

Unit 1

Our Family to do list

Assessment Strategy	Indicators of learning
L.1. recognizes the most important information in a straightforward talk.	**L.1.1.** gets the gist of a straightforward talk about household **chores**.
L.1. recognizes the most important information in a straightforward talk.	**L.1.2.** recognizes the most important information in a straightforward talk about household **chores.**
L.2. responds to comprehension questions about key vocabulary words (household items location).	**L.2.1.** responds to comprehension questions like **"Where is _____? It's _____** about household items location supported by pictures.
R.1. gets the gist of short texts in picture books and illustrated material.	**R.1.1.** identifies relevant information in short texts in picture books and illustrated material about likes and dislikes in regard to

Assessment Strategy	Indicators of learning
	household chores by answering who, what, where questions about the text orally.
R.1. gets the gist of short texts in picture books and illustrated material.	**R.1.2.** gets the gist of short texts in picture books and illustrated material about likes and dislikes in regard to household chores.
R.1.2. uses illustrations to recognize text topic.	**R.1.2.1.** recognizes familiar actions and vocabulary about household chores.
R.1.2. uses illustrations to recognize text topic.	**R.1.2.2.** uses illustrations about household chores to recognize text topic.
R.2. appreciates readings analyze and enjoy texts.	**R.2.1.** shows appreciation for short readings about simple requests related to household chores analyze and enjoy texts.
R.PA.3. blends English graphemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.3.1.** blends English graphemes and phonemic awareness (CVC words, **am** word family) for creating new words.
R.PA.3. blends English graphemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.3.2.** blends English graphemes and phonemes **ab** word family for creating new words.

Assessment Strategy	Indicators of learning
R.PA.3. blends English graphemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.3.3.** blends English graphemes and phonemic awareness (CVC words, **an** word family) for creating new words.
R.PA.3. blends English graphemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.3.4.** blends English graphemes and phonemic awareness (CVC words, **ad** word family) for creating new words.
SI.1. provides one word answers to basic questions.	**SI.1.1.** answers to basic questions like Can you pass me a _____? by using one word Sure! nothing, nowhere, none.
SI.2. interacts in a simple way provided others are prepared to repeat, rephrase, and speak slowly.	**SI.2.1.** talks in a simple way about the location of household items, working in pairs speaking slowly and supported by pictures.
SI.3. indicates time in short exchanges.	**SI.3.1.** indicates time for household chores in short exchanges**, in the morning, on Saturday.**
SP.1. talks about the duties each family member has around the house.	**S.P. 1.1.** brainstorms simple phrases and sentences about the duties each family member has around the house.

Assessment Strategy	Indicators of learning
SP.1. talks about the duties each family member has around the house.	**S.P.1.2.** uses simple phrases and sentences associated to illustrations about duties each family member has around the house to rehearse.
SP.1. talks about the duties each family member has around the house.	**SP.1.3.** talks about the duties each family member has around the house.
SP.2. expresses preferences related to family duties.	**S.P.2.1.** recognizes household chores that he/she likes and dislikes.
SP.2. expresses preferences related to family duties.	**S.P.2.2.** expresses preferences related to family duties.
W.1. copies or prints/writes words.	**W.1.1.** copies or prints/writes words related to household chores.
W.2. fills in gapped texts using a word list of familiar words.	**W.2.1.** fills in gapped texts using a word list of family chores.

Unit 2

Families Celebrate Together!

Assessment Strategy	Indicators of learning
L.1. recognizes the most important information in a straightforward talk.	**L.1.1.** identifies information about family celebrations in a straightforward talk supported by pictures.
L.1. recognizes the most important information in a straightforward talk.	**L.1.2.** recognizes the most important information about family celebrations in a straightforward talk supported by pictures.
L.2. recognizes key vocabulary words by answering questions.	**L.2.1.** recognizes key vocabulary words about birthday´ s celebration.
L.3. recognizes numbers, times and other pieces of short information, if given slowly and clearly.	**L.3.1.** recognizes numbers from 1 to 31 in simple audios about time and dates, if given slowly and clearly and supported by images.
L.3. recognizes numbers, times and other pieces of short information, if given slowly and clearly.	**L.3.2.** recognizes times expressions (every Christmas, every Sunday, for my birthday) related to telling time and dates, if given slowly, clearly and supported with pictures.

Assessment Strategy	Indicators of learning
R.1. identifies previously encountered high-frequency words.	**R.1.1** identifies high-frequency words about time expressions (every, for).
R.1. identifies previously encountered high-frequency words.	**R.1.2** identifies high-frequency words about frequency adverbs (always, never, sometimes).
R.2. shows understanding and enjoyment of text heard or read sequencing pictures.	**R.2.1.** shows understanding of text heard or read about family celebration by sequencing pictures.
R.2. shows understanding and enjoyment of text heard or read sequencing pictures.	**R.2.2.** shows enjoyment of text heard or read about family celebration.
R.PA.4. blends English graphemes and phonemes using knowledge of word parts.	**R.PA.4.1.** blends English graphemes and phonemes –**ap** word family for creating new words.
R.PA.4. blends English graphemes and phonemes using knowledge of word parts.	**R.PA.4.2.** blends English graphemes and phonemes –**ag** word family for creating new words.
R.PA.4. blends English graphemes and phonemes using knowledge of word parts.	**R.PA.4.3.** blends English graphemes and phonemes **–op** word family for creating new words.

Assessment Strategy	Indicators of learning
R.PA.4. blends English graphemes and phonemes using knowledge of word parts.	**R.PA.4.4.** blends English graphemes and phonemes **–og** word family for creating new words.
SI.1. interacts in a simple way.	**SI.1.** talks in a simple way about family celebrations with a partner using information like "What is your favorite celebration?" Do you celebrate Christmas? Do you celebrate Mother´s day? Do you celebrate birthdays? Yes, I do/ No, I don't.
SI.2. answers simple questions using individual words, expressions, or short sentences.	**SI.2.1.** answers simple questions like When is your birthday? How do you celebrate …? using individual words, expressions, or short sentences and working with a partner.
SP.1. talks about family celebrations and traditions.	**SP.1.1.** talks about family celebrations and traditions.
SP.1. talks about family celebrations and traditions.	**SP.1.2.** tells time when describing family celebrations like When do you celebrate__?.
SP.2. expresses how they are feeling.	**SP.2.1.** expresses how they are feeling in relation to traditions and celebrations.
W.1. copies or prints/writes words.	**W.1.1.** copies or prints/writes words related to family traditions and celebrations.

Assessment Strategy	Indicators of learning
W.2. fills in gapped text using a word list.	**W.2.1.** recognizes words about family traditions and celebrations in a list.
W.2. fills in gapped text using a word list.	**W.2.2.** fills in gapped text about family traditions and celebrations using a word list.

Unit 3

May I help you?

Assessment Strategy	Indicators of learning
L.1. recognizes simple information about a place.	**L.1.1.** recognizes simple information about a community helpers.
L.1. recognizes simple information about a place.	**L.1.2.** recognizes simple information about a community services.
L.2. recognizes numbers, times and other pieces of short information, if given slowly and clearly.	**L.2.1.** recognizes **numbers from 1 to 100** in relation to quantity and prices, if given slowly and clearly supported by pictures.
L.2. recognizes numbers, times and other pieces of short information, if given slowly and clearly.	**L.2.2.** recognizes other pieces of short information like **prices**, if given slowly and clearly.

Assessment Strategy	Indicators of learning
L.3. recognizes key vocabulary words by answering questions.	**L.3.1.** identifies key vocabulary words about goods and services in the community by answering questions like What´s this? It´s a/an. Where do I get some …? How much is it?
L.3. recognizes key vocabulary words by answering questions.	**L.3.2.** recognizes key vocabulary words about goods and services in the community by answering questions like What´s this? It´s a/an. Where do I get some …? How much is it?
R.1. identifies previously encountered high-frequency words.	**R.1.1.** identifies high-frequency words like (this, is, a, and, but, the, he, she, in, at) in a reading text about community helpers and community services.
R.2. shows understanding and enjoyment of text heard or read sequencing pictures.	**R.2.1.** shows understanding of text heard or read about community helpers and services.
R.2. shows understanding and enjoyment of text heard or read sequencing pictures.	**R.2.2.** shows enjoyment of text heard or read about community helpers and services.
R.PA.3 uses inventive spelling to write familiar words.	**R.PA.3.1.** uses inventive spelling to write familiar words.

Assessment Strategy	Indicators of learning
R.PA.3.1. blends spoken phonemes to form two-letter words.	**R.PA.3.1.1.** Blends English graphemes and phonemes –ob, -ip, –ig and -in to form words.
R.PA.3.2. reads English graphemes with the ending (**tion, -sion) and the phonemes** ɜ: / ɔ: using knowledge of phonemic awareness.	**R.PA.3.2.1** Reads English graphemes with the ending (tion, -sion) using knowledge of phonemic awareness.
R.PA.3.2. reads English graphemes with the ending (**tion, -sion) and the phonemes** ɜ: / ɔ: using knowledge of phonemic awareness.	**R.PA.3.2.2.** reads English graphemes in minimal pair sounds ɜ: / ɔ: using knowledge of phonemic awareness.
SI.1. interacts in a simple way.	**SI.1.1.** asks in a simple way about things he/she can buy at a clothing store with a partner and supported by pictures.
SI.2. answers simple questions using individual words, expressions, or short sentences.	**SI.2.1.** answers simple questions like Can you help me? How much does it cost? Can I have … please? using individual words, expressions, or short sentences.
SP.1. names goods and services in the community with clear pronunciation.	**SP.1.1.** names goods and services in the community like This is a book. This is a doctor with clear pronunciation and support by pictures.

Assessment Strategy	Indicators of learning
SP.2. provides basic information about community and community helpers using visuals.	**SP.2.1.** gives basic information about community helpers and services in short presentation using visuals aids.
W.1. copies or prints/writes words.	**W.1.1.** copies or prints/writes words related to community helpers and goods and services in the community.
W.2. uses emerging knowledge of words to write authentic texts.	**W.2.1.** uses words about good and services in the community to write authentic texts supported by a picture.

Unit 4

Getting Around Town!

Assessment Strategy	Indicators of learning
L.1. identifies the most important information in a straightforward talk.	**L.1.1.** identifies the most important information about community places in a straightforward talk supported by pictures or drawings.
L.2. responds to comprehension questions about key vocabulary words.	**L.2.1.** responds to comprehension questions like "Where are you going? about community places I am going to ….

Assessment Strategy	Indicators of learning
L.3.1. recognizes and follows basic 1 to 2 step instructions from peers for getting to a place.	**L.3.1.1.** identifies 1 to 2 basic step instructions (on the corner, next to, across from) from peers for getting to a place.
L.3.1. recognizes and follows basic 1 to 2 step instructions from peers for getting to a place.	**L.3.1.2.** recognizes 1 to 2 basic step instructions (on the corner, next to, across from) from peers for getting to a place.
L.3.1. recognizes and follows basic 1 to 2 step instructions from peers for getting to a place.	**L.3.1.3.** follows 1 to 2 basic step instructions (on the corner, next to, across from) from peers for getting to a place.
R.1. recognizes specific information in short text messages including short greetings.	**R.1.1.** recognizes specific information about community places in short text messages including short greetings "be careful," "excuse me."
R.2. shows understanding of texts read sequencing pictures correctly.	**R.2.1.** shows understanding of texts read about community places by sequencing pictures correctly.
R.PA.4. blends English graphemes and phonemes.	**R.PA.4.1.** blends English graphemes and phonemes **–it** and **-ill** word family to create new words.
R.PA.4. blends English graphemes and phonemes.	**R.PA.4.2.** blends English graphemes and phonemes **–ug**, **-ub**, **-up** word family to create new words.

Assessment Strategy	Indicators of learning
R.PA.4. blends English graphemes and phonemes. **R.PA.4.** blends English graphemes and phonemes.	
	R.PA.4.3. blends English graphemes and phonemes to create new words. Minimal pair sounds: Y [j] as yellow vs J [dʒ] as jello sound
	R.PA.4.4. blends English graphemes and phonemes. Consonants blends (bl, dr, st) but not limited to create new words.
SI.1. meets and takes leave of people using appropriate expressions.	**SI.1.1.**uses greetings and leave-taking expressions appropriate when meeting people in a community place or supported by pictures.
SI.2. asks for the location of a familiar object.	**SI.2.1.** asks for the location of community places How can I get…?.
SP.1. names some common words or objects in familiar environments.	**SP.1.1.** names some common words about different community places like This is my community and this is the library using pictures.

Assessment Strategy	Indicators of learning
SP.2. describes location of familiar places using short sentences.	**SP.2.1.** describes location of community places using short sentences and a community map.
W.1. represents an event or character from a picture story or one main idea.	**W.1.1.** identifies an event, character or one main idea from a picture story about places in the community.
W.1. represents an event or character from a picture story or one main idea.	**W.1.2.** draws a picture/acts out or writes a word about an event or a character or one main idea from a picture story about places in the community.
W.2. answers simple questions using individual words, expressions, or short sentences	**W.2.1.** answers simple questions like Where is the library? using individual words, expressions, or short sentences and supported by a picture.

Unit 5

Fun Places and Spaces

Assessment Strategy	Indicators of learning
L.1. recognizes the names of outdoor and indoor activities.	**L.1.1.** identifies the names of outdoor activities if is supported by pictures.
L.1. recognizes the names of outdoor and indoor activities.	**L.1.2.** recognizes the names of outdoor activities if is supported by pictures.
L.1. recognizes the names of outdoor and indoor activities.	**L.1.3.** identifies the names of indoor activities if are show visual aids.
L.1. recognizes the names of outdoor and indoor activities.	**L.1.4.** recognizes the names of indoor activities if are show visual aids.
L.2. recognizes what is being said provided people speak slowly and carefully	**L.2.1.** recognizes what is being said about indoor and outdoor activities if people speak slowly and carefully and using visual aids.
L.3. follows simple instructions including directions.	**L.3.1.** follows simple instructions to do indoor activities supported by pictures.

Assessment Strategy	Indicators of learning
L.3. follows simple instructions including directions.	**L.3.2.** follows simple directions to do outdoor activities getting to a place supported by pictures.
R.1. recognizes main points in short texts in picture books and illustrated material.	**R.1.1.** gets the gist of a short text in picture books and illustrated material about the indoor and outdoor activities.
R.1. recognizes main points in short texts in picture books and illustrated material.	**R.1.2.** recognizes main points in short texts in picture books about indoor and outdoor activities.
R.PA.2. imitates the letters of the alphabet in order.	**R.PA.2.1.** imitates each sound of the letters of the alphabet in words related to indoor and outdoor activities right after the teacher using pictures, songs, chants.
R.PA.2.1. reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.2.1.1.** reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.Blends English graphemes and phonemes. Consonants blends (ng) ending to create new meaning.
R.PA.2.1. reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.2.1.2.** reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness blends English graphemes and phonemes

Assessment Strategy	Indicators of learning
	–un, **-ut** word family to create new meaning.
R.PA.2.1. reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.2.1.3.** reads English graphemes and phonemes using knowledge of word blends English graphemes and phonemes **–et** word family to create new meaning.
R.PA.2.1. reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA.2.1.4.** reads English graphemes and phonemes using knowledge of word blends English graphemes and phonemes **–eg** word family to create new meaning.
SI.1. interacts in a simple way.	**SI.1.1.** talks in a simple way about What do you like to do in your free time? supported by pictures.
SI.2. answers simple questions using individual words, expressions, or short sentences.	**SI.2.1.** answers simple questions like Do you like playing …? about leisure activities using individual words, expressions, or short sentences and supported by pictures.
SP.1. describes instructions for playing games.	**SP.1.1.** describes instructions for playing games using visual aids to support the description.
SP.2. expresses preferences about spare time activities	**SP.2.1.** expresses preferences about spare time activities.

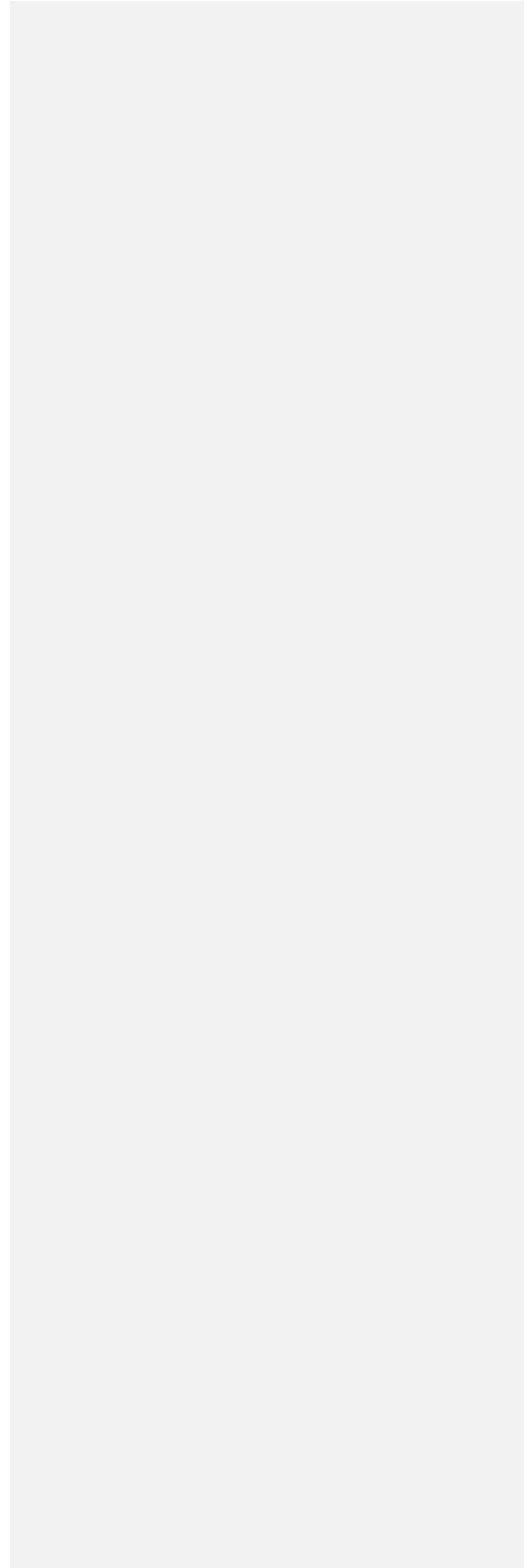| Assessment Strategy	Indicators of learning
W.1. copies or prints/writes words.	**W.1.1.** copies or prints/writes words related to outdoor and indoor activities.
W.2. fills in gapped text using a word list of familiar words.	**W.2.1.** fills in gapped text about playing games instructions using adverbs of a word list and according with the pictures.

Unit 6

Welcome to Costa Rica

Assessment Strategy	Indicators of learning
L.1. recognizes most of a short story when it is read slowly and clearly.	**L.1.1**. gets the gist of a short story about the diversity of Costa Rica.
L.1. recognizes most of a short story when it is read slowly and clearly.	**L.1.2.** recognizes main events in a well-structured short story about the diversity of Costa Rica.
L.2. identifies specific information to answer questions about key vocabulary words.	**L.2.1.** gets the gist of a short audio about attractions in Costa Rica.
L.2. identifies specific information to answer questions about key vocabulary words.	**L.2.2.** identifies specific information to answer questions about key vocabulary words related to attractions in Costa Rica.

Assessment Strategy	Indicators of learning
L.3. identifies numbers and times in short oral exchanges.	**L.3.1.** gets the gist of short oral exchanges which includes numbers and times about possible ways to get to tourist attractions in Costa Rica.
L.3. identifies numbers and times in short oral exchanges.	**L.3.2.** identifies numbers and times in short oral exchanges about attractions in Costa Rica.
R.1. Reads simple, short texts, word by word and picks out the main information.	**R.1.1.** gets the gist of short simple texts about tourist attractions in Costa Rica.
R.1. Reads simple, short texts, word by word and picks out the main information.	**R.1.2.** recognizes the main information in short texts about tourist attractions in Costa Rica.
R.2. blends phonemes and letters in spoken/ written words to read words.	**R.2.1.** blends phonemes and letters in spoken/written words to read words, **en** and **ed** word family.
R.2. blends phonemes and letters in spoken/ written words to read words.	**R.2.2.** blends phonemes and letters in spoken/written words to read words, **ell** and all word family.
R.2. blends phonemes and letters in spoken/ written words to read words.	**R.2.3.** blends phonemes and letters in spoken/written words to read words,

Assessment Strategy	Indicators of learning
	practicing minimal pair sounds: æ / ʌ (cat / cut)
R.2. blends phonemes and letters in spoken/ written words to read words.	**R.2.4.** blends phonemes and letters in spoken/written words to read words, practicing vowel consonant combinations to form several words: /m/, /s/, /a/, /t/, /n/,/p/
SI.1. meets and takes leave of people using appropriate expressions.	**SI.1.1.** interacts orally with classmates using expressions to meet and leave of people as a form of rehearsal.
SI.1. meets and takes leave of people using appropriate expressions.	**SI.1.2** uses appropriate expressions to meet people in short oral exchanges about Costa Rica diversity.
SI.1. meets and takes leave of people using appropriate expressions.	**SI.1.3.** uses appropriate expressions to leave of people in short oral exchanges about Costa Rica diversity.
SI.2. interacts in a simple way.	**SI.2.1.** brainstorms questions, words, phrases and sentences with classmates to interact orally about attractions in Costa Rica.
SI.2. interacts in a simple way.	**SI.2.2.** rehearses orally with classmates using questions, words, phrases and

Assessment Strategy	Indicators of learning
	sentences to interact about attractions in Costa Rica.
SI.2. interacts in a simple way.	**SI.2.3.** interacts in a simple way about attractions in Costa Rica.
SP.2. provides one word answers to basic questions.	**SP.2.1.** provides one word answers to basic questions about tourist destinations and attractions in Costa Rica as part of a short oral interaction.
SP.1. provides basic information about familiar things and ideas.	**SP.1.1.** provides basic information about things people enjoy more in Costa Rica when another person asks him/her about it.
W.1. prints/writes simple descriptions of everyday objects.	**W.1.1.** brainstorms main ideas with the help of the teacher to describe tourist destinations (e.g., a brief description of their country and its touristic attractions).
W.1. prints/writes simple descriptions of everyday objects.	**W.1.2.** prints/writes simple descriptions of everyday objects like tourist destinations (e.g., a brief description of their country and its touristic attractions).
W.2. copies or prints/writes words.	**W.2.1.** copies or prints/writes words about tourist attractions in Costa Rica accompanied by pictures.

Assessment Strategies and Indicators of Learning for II Cycles

Fourth Grade

Assessment strategies	Indicators
L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic texts.	**L.1.1.** identifies isolated, familiar words related with weather and seasons when listening to clear, slow, and basic texts.
	L.1.2. recognizes isolated phrases about weather and seasons when listening to clear, slow, and basic texts
L.2. recognizes familiar phrases and high frequency vocabulary in graphic organizers or word banks.	**L.2.1.** identifies familiar words and phrases related with weather and clothes when listening to clear, slow, and basic text being read aloud.
	L.2.2.recognizes phrases and high frequency vocabulary related with weather and clothes.

Assessment strategies	Indicators
R.1. recognizes much of what is written in short, simple texts.	**R.1.1**.identifies five key words in short descriptive texts about clothes, seasons and activities after first reading.
	R.1.2.identifies three main details in short descriptive texts about clothes, seasons and activities after second reading.
R.2. follows a set of clear-cut instructions.	**R.2.1.** sequences a story about seasons and clothes by following a set or instructions and characteristics given in the text.
	R.2.2. elaborates a handcraft/drawing related with the clothes a person wears according to weather conditions based on instructions in the text.
R.3. R.3. recognizes most of what occurs in a well-structured short story and main characters.	**R.3.1.** identifies the main characters of a text about weather, seasons and clothing.

Assessment strategies	Indicators
	R3.2.recognizes main events in a well-structured short story.
R.PA.4. reads words by decoding English graphemes and phonemes.	**R.PA.1.1.** identifies onsets and rhymes in a set of familiar words to decode a set of word families when reading.
	R.PA.1.2.identifies in a series of words the ones that do not belong to a word family.
	R.PA.1.3. reads words by decoding graphemes and phonemes using knowledge of onsets and rhymes.
SI.1. provides basic information about familiar things and ideas during different types of exchanges.	**SI.1.1.** responds to basic information questions about weather, season and personal preferences.
SI.2. provides one word answers to basic questions during a dialogue, exchange, interview or survey.	**SI.2.1**. provides one-word response to questions like: How is the weather today? How was the weather yesterday? What´s your favorite season? What´s your favorite clothes to wear in summer?

Assessment strategies	Indicators
SI.3. asks for clarification of unknown words and expressions during dialogues and conversations.	**SI.3.1** recognizes known from unknown words and expressions about weather, seasons and clothing when interacting with teacher and peers.
	SI.3.2 asks for clarification of unknown words and expressions about weather, seasons and clothing when interacting with teacher and peers.
SP.5. talks about a familiar topic in a short presentation.	**SP.1.1** brainstorms ideas about a familiar topic for preparing a short presentation by completing a mind map.
	SP.1.2. organizes the main ideas of the talk using complete sentences to be shared with a partner or teacher in oral form.
	SP.1.3.talks about favorite type of weather, type of clothing and favorite activity s/he can practice during a short oral presentation using pictures or a video.

Assessment strategies	Indicators
W.1. labels charts, diagrams, and maps.	
	W1.1 recognizes vocabulary related with weather, clothing and activities.
	W.1.2.labels key vocabulary related to weather clothes and activities into a graphic organizer or chart supported with pictures.
W.2. applies conventions of standard English.	**W.2.1.** uses correct capitalization of the pronoun "I" and proper names.
	W.2.2. writes sentences about favorite season, type of clothes and activities using correct punctuation and capitalization.
L.1. recognizes short and clear, explanations when delivered slowly.	**L.1.1**. identifies basic information about a national park delivered slowly by completing missing words in a text.
	L.1.2. recognizes short and clear, explanations about a national park when delivered slowly.

Assessment strategies	Indicators
L.2. recognizes the main points in short, simple stories and reports.	**L.2.1**. identifies key words and phrases about wild life and flora found in a national park.
	L.2.2. recognizes the main ideas presented in a video/ story or a conversation about a national park.
L.3. recognizes the most important points in a straightforward talk or presentation.	**L.3.1**. gets the gist of the most important points in a straightforward talk or presentation about a national park´s description.
	L.3.2. recognizes the most important key words and points in a straightforward talk or presentation about a national park´s description.
R.1. recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	**R.1.1.** identifies five key words in short descriptive texts about national parks after first reading.
	R.1.2. identifies three main details in short descriptive texts about national

Assessment strategies	Indicators
	parks and activities there after second reading.
R.2. comprehends a reading by analyzing it and enjoy texts.	**R.2.1**. selects a favorite text from a set of texts about national parks before reading.
	R.2.2. makes predictions about the content of the text by completing a KWL Chart.
	R.2.3. answers a set of questions after first reading.
	R.2.4. selects from a set of sentences which ones are true or false after second reading.
R.3. follows a set of clear-cut instructions.	**R.3.1**. makes a sign with pictures to give instructions to people about what to do and not to do when visiting a national park from a text read.
R.PA.4. distinguishes short vowel sounds in medial positions of words.	**R.PA.1.1.** identifies short vowel sounds in medial position of words.
	R.PA.2.2. writes the letter of the sound heard to complete a word in medial position.

Assessment strategies	Indicators
R.PA.5. reads words decoding English graphemes and phonemes using knowledge of phonemic awareness.	**R.PA.2.1**.writes the letter of the sound heard to complete a word in medial position.
	R.PA.2.2. creates new words with the –ot and –at ending and reads them aloud.
SI.1. asks straightforward questions in familiar situations and understands the responses in an info-gap activity.	**SI.1.1.** asks simple questions to their partners'/ family members using pictures about natural places they visited (What place is this? When did you go? What did you see?
	SI.1.2. answers simple questions to their partners'/ family members using pictures about natural places they visited (What place is this? When did you go? What did you see?
SI.2. exchanges information about everyday matters using simple vocabulary during dialogues and conversations.	**S.I.2.1** asks questions related with national parks such as location, attractions, prices and favorite activities.

Assessment strategies	Indicators
	S.I.2.2 responds to questions related with national parks such as location, attractions, prices and favorite activities.
	SI.2.3. exchanges information about everyday matters using simple vocabulary during dialogues and conversations.
SP.1. expresses common feelings during an oral presentation.	**SP.1.1.** identifies personal feelings about the experience of visiting a national park. (e.g., "I was cold"; "I was excited", "I was happy") supported by pictures.
	SP.1.2. tells a simple story about a visit to a national park/ natural place including some feelings about the experience. (e.g., "I was cold"; "I was excited", "I was happy") supported by pictures.
W.1. engages in the writing process: pre-drafting, drafting when writing sentences.	**W.1.1** brainstorms ideas about activities to do in a national park and organize them in a graphic organizer or mind map provided by the teacher.

Assessment strategies	Indicators
	W.1.2.writes a first draft of a short sentences about a visit to a national park under pictures or images following a sentence/patterned text frame.
	W.1.3. edits the short descriptive sentences by revising the correct punctuation and capitalization in each sentence using a rubric provided by the teacher as a guide.
W.2. uses simple sentences and expressions to describe people and things.	**W.2.1.** brainstorms ideas using key words and phrases to describe people, flora and fauna during a visit to a national park.
	W.2.2.writes a short description using simple sentences to describe people and things during a visit done to a national park.
L.1. recognizes the main points in simple, clear, and short audio announcements and messages.	**L.1.1**.identifies the main points is a short audio about a trip to a farm.

Assessment strategies	Indicators
	L.1.2.makes a list of things people have to take to a trip to a farm from conversation/ description/ video heard.
	L.2.1. identifies key vocabulary words and phrases about farm activities after first listening to a video or teacher´s description.
L.2. recognizes the most important points in a straightforward talk or presentation.	**L.2.2**. recognizes the most important points about farm activities of an audio text after second listening.
R.1.recognizes much of what is written in short, simple texts.	**R.1.1**.identifies the main ingredients of a recipe from an authentic text.
	R.1.2. sequences the main steps of a recipe to prepare the dish.
R.2. locates important information in simple text.	**R.2.1.** identifies signal words that indicate sequential/ chronological order (i.e., first, next, finally) in a text.

Assessment strategies	Indicators
R.PA.3. reads words and sentences blending English graphemes and phonemes.	**R.PA.1.1**.identifies contraction forms in short texts as it is read aloud by the teacher.
	R.PA.1.2. reads aloud with the teacher focusing on contractions (e.g., doesn't, didn't aren't, it's...) and the sounds of the graphemes (A, H, L, J)
	R.PA.1.3. identifies two syllable words including consonant blends. (pl, st, and tr) in a text read by the teacher by circling them.
	R.PA.1.4. reads aloud of spelled two-syllable words including consonant blends. (pl, st, and tr).
	R.PA.1.5.reads aloud minimal pair sounds: s / z.
SI.1. asks others about what they like to eat or drink.	**SI.1.1**. asks questions to others about what they like to eat or drink at the restaurant like: May I have your order, please? What would you like to drink? What would you want to eat?

Assessment strategies	Indicators
SI.2 exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).	**SI.2.1** brainstorms ideas with peers about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.
	SI.2.2. asks and answer questions with peers about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.
SI.3 exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).	**SI.3.1.** exchanges information about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.
SP.1. talks briefly about familiar topics.	**SP.1.1** brainstorms ideas about activities at the farm for preparing a short presentation.
	SP.1.2. organizes the ideas using complete sentences to share it in oral form.

Assessment strategies	Indicators
	SP.1.3. talks shortly about activities at a farm.
SP.2. describes basic aspects of their day-to-day life.	**SP.2.1**.identifies the activities that can be done at the farm into a chronogram.
	SP.2.2. describes basic aspects of personal day-to-day life when visiting the farm.
SP.3. presents with a group, a topic sentence and two to three details.	**SP.3.1**. brainstorms ideas with a group related to farm activities and products that include main ideas and two to three details.
	SP.3. 2.creates a group presentation related to farm activities and products that includes main ideas and two to three details.
	SP.3.3. talks with a group about farm activities and products to an audience.
W.1. uses simple sentences and expressions to describe things.	**W.1.1**. lists expressions and words useful to describe things.

Assessment strategies	Indicators
	W.1.2. writes short descriptive sentences about their food preferences using key words and expressions to describe things.
	W.2.1. brainstorms ideas in written form about activities at the farm market and food preferences using simple sentences and expressions.
W.2. composes short sentences and notes for describing activities at the farm and food preferences.	**W.2.2**. writes short descriptive sentences about activities at the farm market and food preferences.
L1. recognizes short, clear, and simple instructions and explanations.	**L.1.1.** identifies some common diseases and symptoms from pictures as they are listened to in a video/ audio or said by the teacher.
	L.1.2. arranges descriptive pictures about diseases following instructions during second listening.

Assessment strategies	Indicators
L2. recognizes the most important points in a straightforward talk or presentation.	**L2.1**. gets the gist of the most important points in a straightforward talk or presentation about symptoms and treatments of common diseases.
	L2.2. recognizes the most important key words and points in a straightforward talk or presentation about symptoms and treatments of common diseases.
R1. recognizes and enjoys different types of texts.	**R.1.1.** recognizes short descriptions or conversations about diseases and symptoms in different types of texts.
	R.1.2. expresses personal feelings about diseases and symptoms in texts that have been read.
R2. recognizes much of what is written in short simple texts by identifying main points.	**R.2.1**. identifies key vocabulary and phrases in texts about diseases, symptoms and treatment.

Assessment strategies	Indicators
	R.2.2.transfers main details read into a graphic organizer or conceptual.
R.PA.3. reads words by decoding English graphemes and phonemes.	**R.PA.1.1**.pronounces specific words with the letter and sounds (V, SH, U, Z) in short texts after choral reading.
	R.PA.1.2.repeats the words and sounds (V, SH, U, Z) in sentences after they are pronounced by the teacher.
	R.PA.1.3.identifies words that contain the sound and letters (V, SH, U, Z) when reading them aloud.
	R.PA.1.4. reads aloud chants or stories focusing on the sounds of the graphemes (V, SH, U, Z).
SI.1. states single directions, advice / commands.	**SI.1.1**.gives simple commands or directions to help someone who is sick.
	SI.1.2.gives two advices to someone who is sick to get better.
SI.2. provides and accepts advice.	**SI.2.1.** provides advice to others to get healthy using forms for giving advices.

Assessment strategies	Indicators
	SI.2.2. accepts advice from others to get healthy using forms for receiving advices.
SP.1. presents with a group, topic sentence and two to three details related to being healthy.	**SP.1.1**.brainstorms ideas about ways to stay healthy in oral form.
	SP.1.2. organizes ideas in the form of a topic sentence and two to three supporting details about ways to stay healthy.
	S.P.1.3. explains how to stay healthy developing a topic sentence supported by three details.
SP.2. describes common diseases, symptoms and treatments.	**S.P.2.1**.braintorms key words and phrases to describe common diseases, symptoms and treatments.
	S.P.2.2. organizes ideas using complete sentences to describe a common disease, its symptoms and the possible treatments.

Assessment strategies	Indicators
	SP.2.3. describes a common disease, its symptoms and the possible treatments in an oral presentation.
W.1. prepares simple reminders or notes for personal use.	**W.1.1**. brainstorms useful information to include in a reminder for personal use as a form of pre-writing.
	W.1.2. writes a short note or reminder about a medicine to be taken based on a pattern provided by the teacher.
W.2. copies dates and facts from short, simple text.	**W.2.1.** copies dates and facts from short, simple text.
L.1. recognizes basic phrases that denote position and can understand simple instructions including directions.	**L.1.1.** identifies basic phrases related with natural disasters that denote position (under, over, beside) after first listening.
	L.1. 2. identifies two-step instructions to follow during a natural disaster (e.g., on the second floor, near the window, after the next person) after second listening.

Assessment strategies	Indicators
	L.1.3. recognizes basic phrases that denote position and simple instructions including directions related with a natural disaster.
L.2. recognizes others' expression of feelings.	**L.2.1**. identifies basic feelings expressed after experiencing a natural disaster after first listening.
	L.2.2. recognizes people's expression of feelings after experiencing a natural disaster after second listening.
R.1. recognizes short text messages as well as short greetings.	**R.1.1**. identifies the characteristics of short texts messages like announcements and warnings related with natural disasters.
	R.1.2.identifies the characteristics of short greetings from different types of texts.
	R.1.3 recognizes the characteristics of a short text like an announcement or warning as a well as short greetings from different types of texts.
R.2. reads with fluency and accuracy.	**R.2.1.**reads a short text or narration about natural disasters with good

Assessment strategies	Indicators
	intonation and speed to make it comprehensible.
	R.2.2. reads words and sentences related to natural disasters with good pronunciation and with attention to punctuation pauses.
	R.2.3.reads with accuracy and fluency a short text related to natural disasters to support comprehension of listener.
R.PA.3 produces and reads English sounds /-ed/ /-ing/ / s/ / θ/	**R.PA.1.1**.pronounces specific words with the endings and sounds /-ed/ /-ing/ and / s/ / θ/ in short texts after choral reading.
	R.PA.1.2. identifies the word endings and sounds/-ed/ /-ing// s/ / θ/ in sentences after they are pronounced by the teacher.
	R.PA.1.3. reads sentence focusing on pronunciation of the English sounds /-ed/ /-ing/ / s/ / θ/.

Assessment strategies	Indicators
SI.1. asks others simple questions concerning personal opinions or their interests.	**S.I.1.1** asks simple questions to a partner about personal opinions when facing a natural disaster.
SI.2. 1 asks how to express something in another language.	**SI.2. 1**.asks teacher and peers how to express something related with natural disasters in English using formulaic expressions such as: How do you say in English…? What is the meaning of…? in English?
	SI.2.2. asks how to express something in another language related with natural disasters.
SI.3. expresses common feelings during an event.	**SI.3.1.** says two feelings experienced when facing two different types of natural disasters.
SP.1. talks about a familiar topic in a short presentation.	**SP.1.1**.brainstorms ideas about ways to stay safe during a natural disaster in oral form.
	S.P.1.2. organizes ideas in the form of a topic sentence and two to three supporting details about ways to stay safe during a natural disaster.

Assessment strategies	Indicators
	S.P.1.3. talks about ways to stay safe during a natural disaster.
SP.2. states single step directions/ commands using words and phrases in conversations, dialogues or oral presentations.	**SP.2.1.**identifies in oral form key phrases and commands for giving instructions during a natural disaster.
	SP.2.2.describes three steps to stay safe during a specific type of natural disaster using commands.
W.1. composes short sentences expressing needs and preferences.	**W.1.1.** brainstorms main ideas about preferences and future plans as a form of pre-writing.
	W.1.2.makes an outline to organize the main ideas about preferences and future plans using phrases and simple sentences.
	W.1.3. makes a draft of text by writing complete sentences for each main idea.
W.2. composes short messages like instructions, signs and warnings.	**W.2.1**.brainstorms phrases, expressions and information used for

Assessment strategies	Indicators
	making signs and warnings before writing.
	W.2.2. creates a draft of a sign or warning following a pattern given by the teacher or searched on the web.
	W.2.3. edits the sign or warning by checking grammar, spelling, punctuation and capitalization.
L.1. recognizes the main points in short, simple stories and reports.	**L1.1.** gets the gist of a simple audio story or report about people and places.
	L.1.2. recognizes the main points in a short simple story or report related with people and places.
L.2. recognizes phrases and high frequency vocabulary related to areas of personal interest by circling them in songs, conversations among others.	**L.2.1**. identifies phrases and high frequency vocabulary related to personal preferences.
	L.2.2. recognizes phrases and high frequency vocabulary related to personal preferences.

Assessment strategies	Indicators
R.1. recognizes and enjoys texts.	**R.1.1**. responds to questions completing diagrams and/or maps about places and activities.
	R.1.2. examines the main points of text about places and activities for making decisions and recommendations.
	R.1.3. connects personal feelings and experiences with the text read.
R.2. recognizes most of what occurs in a well-structured short story by ordering the events in a story coherently.	**R.2.1**. gets the gist of the story about travelling plans.
	R.2.2. identifies the story's main characters.
	R.2.3.recognizes main events in a well-structured short story about travel plans.
R.PA.3. identifies English sounds /ɜː // ɔː/ æ/ / ʌ/ and decodes words.	**R.PA.3.1.** identifies minimal pair sounds: /ɜː // ɔː

Assessment strategies	Indicators
	R.PA.3.2.reads minimal pair sounds: /ɜ: // ɔ:
	R.PA.3.3. identifies minimal pair sounds: æ/ / ʌ/
	R.PA.3.4.reads minimal pair sounds: æ/ / ʌ/
	P.PA.3.5. reads vowel consonant combinations to form several words
S.I.1. asks others about their likes and dislikes.	**S.I.1.1**. asks others about their likes and dislikes.
	SI.1.2. asks others about they like or dislike in an informal conversation about places to visit.
SI.2. asks straightforward questions in familiar situations and understand the responses during dialogues and conversations.	**SP.2.1**.identifies the basic aspects of a personal narration about a future event supported.
SP.1. describes basic aspects of an event in an oral presentation.	**SP.1.2**.describes the basic details of a personal travel plan supported.

Assessment strategies	Indicators
W.1. writes a short text related to personal vacation plan.	**W.1.1.** brainstorms main ideas about preferences and future travel plans as a form of pre-writing.
	W.1.2.makes an outline to organize the main ideas about preferences and future travel plans using phrases and simple sentences.
	W.1.3. makes a draft of text by writing complete sentences for each main idea.
	W.1.4. edits a text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.
W.2. applies conventions of standard English.	**W.2.1.1.**uses capital letters at the beginning of sentences, with proper nouns, and the first person singular when writing short texts.
	W.2.1.2.writes periods at the end of sentences.

Indicators Fifth Grade

Assessment Strategies	Indicators of learning
L1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud.	**L.1.1**. identifies isolated, familiar words and phrases to describe nature when listening to clear, slow, and basic text with slow clear pronunciation.
	L1.2 recognizes isolated, familiar words and phrases about nature when listening to clear, slow, and basic texts.
L.2. recognizes phrases and high frequency vocabulary related to theme by selecting them from texts/ word/phrase banks.	**L.2.1.**identifies high frequency vocabulary and phrases about nature by selecting them from texts/ word/phrase banks.
	L.2.2.recognizes phrases and high frequency vocabulary related with nature.
R.1. recognizes much of what is written in short, simple texts which they are familiar with and interested.	**R1.1.**identifies familiar words, key vocabulary and phrases in a text related to ways to take care of the environment.

Assessment Strategies	Indicators of learning
	R.1.2 recognizes the main ideas of a text about ways to take care of the environment.
R.2. follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.	**R.2.1.** recognizes some clear cut instructions presented in different short texts.
	R2.2. sequences a set of clear-cut instructions to protect nature in short texts using pictures or diagrams.
R.PA. 3. Decodes English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	**R.PA 3.1** identifies long vowel sound /ai/ and /ei/.in different types of spellings of words when reading words, sentences and short texts.
	R.PA 3.2. produces long vowel sound /ai/ and /ei/.in different types of spellings of words when reading words, sentences and short texts.
	R.PA 3.3 identifies long vowel sound /i/ and /u/.in different types of spellings of words when reading words, sentences and short texts.

Assessment Strategies	Indicators of learning
	R.PA 3.4. produces long vowel sound /i/ and /u/.in different types of spellings of words when reading words, sentences and short texts.
	R.PA 3.5 identifies multisyllabic words in texts.
	R.PA 3.6. Segments words into syllables by identifying its parts when reading and decoding texts.
SI.1.indicates strengths and weaknesses of personal or human actions on the environment.	**SI.1.1.** recognizes the difference between strength and weakness related to the theme and language function individually or with other peers.
	SI. 1.2. brainstorms strengths and weaknesses with peers in oral form related to personal or human actions on the environment.
	SI.1.3. names two strengths of personal or human actions on the environment using complete sentences when talking to a peer or in a group interaction.

Assessment Strategies	Indicators of learning
	SI.1. 4. names two weaknesses of personal or human actions on the environment using complete sentences when talking to a peer or in a group interaction.
SI.2. asks for clarification of unknown words and expressions.	**SI.2.1** recognizes known from unknown words and expressions related with the environment when interacting with teacher and peers by playing word games.
	SI.2.2 asks for clarification of unknown words and expressions related with the environment when interacting with teacher and peers.
SP.1. talks about a familiar theme in a short presentation, prepared in advance.	**SP.1.1** brainstorms ideas about environmental problems and ways for taking care of the environment when preparing a short presentation.
	SP.1.2. organizes the main ideas of the talk using complete sentences to be shared with a partner or teacher in oral form.
	SP.1.3. exchanges the most important ideas of the talk with a family relative or

Assessment Strategies	Indicators of learning
	peer as a form of rehearsal supported with pictures.
	SP.1.4.talks about environmental problems and ways to protect the environment in a short presentation, prepared in advance.
W.1. labels charts, diagrams, and maps.	**W.1.1.** recognizes vocabulary related with human actions and consequences in the environment by labelling names under pictures or diagrams.
	W.1. 2.labels charts, diagrams, and maps to connect words and ideas related with human actions and consequences in the environment.
W.2.applies conventions of standard English when writing short texts.	**W.2.1**.uses capital letters at the beginning of sentences, with proper nouns, and the first person singular when writing short texts related with the environment.
	W.2.2.writes periods at the end of sentences.
L1. recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., how to dance a	**L1.1.** identifies short, clear, and simple instructions and explanations about town activities when delivered slowly

Assessment Strategies	Indicators of learning
particular rhythm or elaborate a craft or typical dish).	(e.g., how to dance a particular rhythm or elaborate a craft or typical dish).
	L1.2 recognizes short, clear, and simple instructions and explanations about town activities when delivered slowly.
L2. recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.	**L2.1.** gets the gist of a short simple stories and reports about town places and activities after first listening.
	L2.2. recognizes the main points in short, simple stories and reports about town places and activities when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.
L.3.recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.	**L3.1.** gets the gist of the most important points in a straightforward talk or presentation about places and activities in the community provided there was some previous familiarity with the topic.

Assessment Strategies	Indicators of learning
	L.3.2. recognizes the most important key points in a straightforward talk or presentation, about places and activities in the community accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic .
R1. recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	**R.1.1.** gets the gist in short simple texts about community, places and traditions when reading a text.
R2. comprehends reading, analyzes and enjoys texts.	**R.2.1** recognizes main ideas in short simple texts about community, places and traditions.
	R.2.2. gets the gist in short simple texts after first reading.
	R.2.3. responds to questions completing diagrams and/or maps.
	R.2.4. examines the main points of texts for making decisions and recommendations about best places and activities in the community.

Assessment Strategies	Indicators of learning
R3. follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps	**R.3.1.** recognizes some clear cut instructions presented in different short texts about location and main attractions in the community.
	R.3.2. sequences information about a set of clear-cut instructions related with location and main attractions in the community, especially if there are pictures or diagrams to illustrate the most important steps.
	R3.3. follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.
R.PA.1. distinguishes phonemes for inflectional endings (-ing, -ed and –s).	**R.PA.1.1.** recognizes phonemes for inflectional ending (-ing) in sets of words.
	R.PA.1.2. recognizes phonemes for inflectional endings (-ed) by selecting words heard with that phoneme.
	R.PA.1.3. recognizes phonemes for inflectional endings (-s) by selecting words heard with that phoneme.

Assessment Strategies	Indicators of learning
	R.PA.1.4. distinguishes phonemes for inflectional endings (-ing, -ed and –s).
SI.1. asks straightforward questions in familiar situations and understand the responses.	**SI.1.1** responds to questions related traveling around the community, the province or the country.
	SI.1.2.asks straightforward questions to peers and friends about activities around their community and province.
SI.2. exchanges information about everyday matters using simple vocabulary (e.g., favorite sports, holidays, music, and food).	**SI.2. 1**. asks simple questions about topics such as favorite sports, holidays, music and food.
	SI.2. 2.responds to simple questions about topics such as favorite sports, holidays, music and food.
SP.1. expresses short advices and recommendations.	**SP.1.1.** recognizes different vocabulary, phrases and expressions about giving short advices and recommendations about places to visit in the community and in the country in an oral interaction.
	SP.1.2. gives short advices and recommendations about places to visit

Assessment Strategies	Indicators of learning
	in the community and in the country in a real life situation.
W.1. engage the writing process: pre-drafting, drafting.	**W.1.1** brainstorms a list of main ideas for topic as a form of pre-writing.
	W.1.2.makes an outline to organize the main ideas using phrases and short sentences.
	W.1.3. creates a draft of text writing complete sentences for each main idea and supporting details.
W.2. uses simple sentences and expressions to describe such things as their surroundings, their holidays, important event and the people around them.	**W.2.1.** identifies vocabulary, expressions and sentence frames to describe people, places and things in the community and country.
	W.2.2 describes such things as their surroundings, their holidays, important event and the people around them with simple sentences and expressions.
L.1. recognizes the main points in simple, clear, and short audio announcements and messages.	**L1.1.** gets the gist of simple audio messages about technology and electronic devices.

Assessment Strategies	Indicators of learning
	L.1.2. recognizes the main points in simple, clear, and short audio announcements and messages about uses of technology and electronic devices.
L.2. recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.	**L1.1.** gets the gist of the most important points in a straightforward talk or presentation about technology and electronic devices provided there was some previous familiarity with the topic.
	L.1.2.recognizes the most important key points in a straightforward talk or presentation, about technology and electronic devices accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.
R.1. recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	**R1.1**. gets the gist of short simple texts about technology and electronic devices.
	R.1.2. recognizes general ideas and much of what is written in short, simple

Assessment Strategies	Indicators of learning
	texts related with uses of technology and electronic devices.
R.2. locates important information in simple texts (e. greetings, times, dates, discourse markers in a video or radio advertisement or dialogue)	**R.2.1** recognizes key vocabulary in short simple texts such as greetings, times, dates and discourse markers related with technology and ways to take care of electronic devices.
	R.2.2. locates important information in simple texts related with technology and ways to take care of electronic devices (e.g., greetings, times, dates, discourse markers, in a video or radio advertisement or dialogue).
R.PA.3. reads contractions and word endings -tion, --sion in different sentences and texts	**R.PA.3.1.** produces sounds represented by single-lettered consonant and vowel graphemes (too, my, me, by) when reading sentences.
	R.PA.3.2.identifies roots of words with common, prefixes un-, dis-, mega-, micro-, re-, pre-. in sentences and short texts.
	R.PA.3.3.reads roots of words with common prefixes un-, dis-, mega-,

Assessment Strategies	Indicators of learning
	micro-, re-, pre-. in sentences and short texts.
	R.PA.3.4.identifies roots of words with common, suffixes like -ful, -ly, -able, -less, -ment and including the endings -tion, -sion in words and sentences.
	R.PA.3.5.reads roots of words with common, suffixes like -ful, -ly, -able, -less, -ment and including the endings -tion, -sion.
	R.PA.3.6. reads contractions. (e.g., haven't, aren't, it's, etc.) in different sentences and texts.
S.I .1. participates in a short telephone conversation prepared in advance.	**SI.1.1.** elaborates a draft of a telephone conversation with a clerk in gadget store in a collaborative way using questions, key words and phrases.
	SI.1.2. interacts with a peer a role-play of a telephone conversation with a clerk in gadget store using questions, key words and phrases as a form of rehearsal.

Assessment Strategies	Indicators of learning
S.I.2. expresses common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.	**S.I2. 1**. asks and responds to questions about greetings and personal interests related with technology in short dialogues and conversations.
	S.I.2.2. expresses common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.
S.P. 1. talks briefly about familiar topics, such as technology.	**S.P. 1.1**. brainstorms simple phrases and sentences about uses of technology in daily life
	S.P.1.2. uses simple phrases and sentences about uses of technology in daily life as a form or rehearsal.
	SP.1.3. talks briefly about uses of technology in daily life using complete sentences.
W.1. composes short texts expressing uses and ways to take care of personal technological devices.	**W.1.1** brainstorms main ideas about uses and ways to take care of personal technological devices as a form of pre-writing.

Assessment Strategies	Indicators of learning
	W.1.2.makes an outline to organize the main ideas about uses and ways to take care of personal technological devices using phrases and simple sentences.
	W.1.3. writes a draft of text with complete sentences for each main idea.
	W.1.4. edits the draft by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.
W.2. composes short dialogues, advertisements related to technological devices and its uses.	**W.2.1** writes a short dialogue or advertisements related to technological devices and its uses following a pattern provided by the teacher.
	W.2.2. edits his/her own dialogues and advertisements related to technological devices and its uses checking correct use of capitalization, punctuation, grammar and spelling.
L.1. recognizes the most important points in a straightforward talk or presentation, accompanied with	**L1.1**. gets the gist of the most important points in a straightforward talk or presentation about healthy

Assessment Strategies	Indicators of learning
drawings and/or diagrams, provided there is some previous familiarity with the topic.	lifestyles provided there was some previous familiarity with the topic.
	L.1.2.recognizes the most important key points in a straightforward talk or presentation, about healthy lifestyles accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.
L.2. recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., first, you add... then, you mix...).	**L.2.1.** gets the gist of short clear simple instructions about being healthy when delivered slowly. (e.g., first... then... besides…).
	L.2.2. recognizes short, clear, and simple instructions about being healthy when delivered slowly (e.g., first, you add... then, you mix...).
	L.2.3. gets the gist of short clear simple explanations about food when delivered slowly. (e.g., first... then... besides…).
	L.2.4. recognizes short, clear, and simple explanations about preparing

Assessment Strategies	Indicators of learning
	food when delivered slowly (e.g., first, you add... then, you mix...).
R1. comprehends reading, analyzes and enjoys texts.	**R.1.1.** responds to questions about healthy lifestyles.
	R.1.2. examines the main points of texts for making decisions and recommendations about healthy lifestyles.
	R.1.3. connects personal feelings and experiences with the texts read.
R2. understands much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	**R.2.1.** gets the gist of short simple texts about healthy lifestyles.
	R.2.2. recognizes much of what is written in short, simple texts on subjects related to healthy living.
R.PA.1. shows knowledge of phonemic awareness by reading consonant blends (bl, st, and tr)	**PA.1.1**.identifies words with the consonant blends (bl, st, and tr) in sentences and short texts.
	PA.1.2.reads words with the blends (bl, st, and tr) in short texts.

Assessment Strategies	Indicators of learning
R.PA.2. shows knowledge of phonemic awareness by pronouncing the sound /-t//-d/ at the end of words.	**P.A.2.1**. identifies the pronunciation of endings /t/ and /d/ in regular past tense words when listening and when reading to sets of words and sentences.
	P.A.2.2. produces the endings /t/ and /d/ when reading words and sentences that represent regular past tense verbs.
SI.1. states single step directions/ commands using words and phrases.	**SI.1.1**.discusses single step directions/ commands about how to stay healthy with words and phrases in a pair or group interaction.
	SI.1.2. states single step directions/ commands about how to stay healthy with words and phrases in a pair or group interaction.
SI.2. presents a dialogue with a group, it has main ideas and two to three details.	**SI.2.1**. brainstorms ideas with a group related to giving advice and staying in good shape that includes main ideas and two to three details.
	SI.2. 2.creates a dialogue with a group related to giving advice and staying in good shape that includes main ideas and two to three details.

Assessment Strategies	Indicators of learning
	SI.2.3. interacts with peers dialogues and conversations related with giving advice and staying in good shape as a form of rehearsal.
	SI.2.4. performs a dialogue with a group which includes main ideas and two to three details related to giving advice and staying in good shape.
SI.3. makes and accepts suggestions.	**SI.3.1** makes suggestions about healthy lifestyles to others using complete simple sentences.
	SI.3.2. accepts suggestions about healthy lifestyles from others using complete sentences or phrases.
SP.1. describes their favorite recipe, how to prepare it, and possible length of time and nutritious value.	**SP.1.1.** brainstorms the ingredients of a favorite recipe using phrases and sentences supported with pictures.
	SP.1.2. identifies nutritional value of ingredients of favorite recipe using phrases and sentences supported with pictures in an oral interaction.

Assessment Strategies	Indicators of learning
	SP.1.3. uses appropriate vocabulary, phrases and sentences to describe cooking steps in an oral exchange.
	SP. 1.4. uses sequence adverbs when explaining how to prepare favorite recipe. (first, second, third, next, finally)
	SP.1.5. describes favorite recipe, to an audience based on a prompt.
W1. prepares simple reminders or notes for personal use (e.g., diary, journal, homework book).	**W.1.1**. identifies the main points to include in a personal note/reminder using an outline or mind map.
	W.1.2. uses polite phrases and expressions when making a reminder such as: I wish to let you know, please, remember to… Just a friendly reminder, please do not forget… thank you… when writing a reminder.
	W.1.3. writes a simple reminder and personal note to someone using sentence frames studied in class based on a prompt.

Assessment Strategies	Indicators of learning
W2. copies dates and facts from short, simple text.	**W.2.1** identifies dates and facts from short, simple text.
	W.2.2. copies dates and facts from short, simple text in charts and graphs.
L1. recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.	**L.1.1** gets the gist in short, simple stories and reports if they are read slowly, clearly and possibly repeated.
	L1.2. recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.
L2. recognizes phrases and high frequency vocabulary related to areas of personal interest.	**L.2.1**. identifies phrases and high frequency vocabulary related to favorite story when heard.
	L.2.2. recognizes phrases and high frequency vocabulary about favorite book/ novel/ fairytale.
R.1. comprehends readings, analyzes and enjoys texts.	**R.1.1.** responds to questions completing diagrams and/or maps about favorite story or book.

Assessment Strategies	Indicators of learning
	R.1.2. examines the main points of favorite story for making decisions and recommendations.
	R.1.3. connects personal feelings and experiences with the story read.
R2. recognizes most of what occurs in a well-structured short story and the story's main characters.	**R.2.1.** gets the gist of the story.
	R2.2. identifies the story's main characters.
	R.2.3.recognizes main events in a well-structured short story.
R.P.A. demonstrates knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and/ŋk / ŋ/ in final position and the diagraphs (th, sh, ph) in initial position.	**R.P.A.1**.recognizes the pronunciation of sounds /s/ and /z/ in initial position of words by coloring the words that have the sounds as they are heard.
	R.P.A.2. pronounces the sounds /s/ and /z/ in initial position of words correctly by reading a set of words.
	R.P.A.3. identifies the pronunciation of sounds /nk/, / ŋ/ in final position of

Assessment Strategies	Indicators of learning
	words by coloring the words that have the sound as they are heard.
	R.P.A.4. pronounces the sounds /nk/ and / ŋ/ in final position of words.
	R.P.A.5. identifies the pronunciation of the diagraphs (th, sh, ph) in initial position by circling the words that have the diagraphs as they are heard.
	R.P.A.6. pronounces the diagraphs (th, sh, ph) in initial position of words.
SI.1. asks others about what they like and dislike.	**SI.1.1**. asks others about a book or short story they like or dislike in an informal conversation.
SI.2 exchanges information about everyday matters using simple vocabulary.	**S.I.2.1** asks information questions related with the content of short story or fable read in an exchange with a partner or group.
	S.I.2.2. responds to questions related with the content of short story or fable read in an exchange with a partner or group.

Assessment Strategies	Indicators of learning
SP.1. describes basic aspects of a story, fairy tale or fable.	**SP.1.1.**identifies the basic aspects of a story, fairy tale or fable such as plot and main characters when supported by pictures, drawings or a mind map using basic vocabulary and phrases.
	SP.1.2. retells the basic events of a story, fairy tale or fable such as main characters and plot when supported by pictures, drawings or a mind map using simple sentences.
W1. writes, with the help of illustrations, a little short story or fairy tale.	**W.1.1.**brainstorms main ideas of favorite story or fairy tale as a form of pre-writing.
	W.1.2. makes an outline to organize the main ideas of favorite story or fairy tale using phrases and simple sentences.
	W.1.3. makes a draft of text by writing complete sentences for each main idea connected with liking words such as… next, then, after, finally with the help of illustrations.
	W.1.4. edits a text of a short story or fairy tale supported with pictures or

Assessment Strategies	Indicators of learning
	drawings checking for correct grammar, spelling, punctuation and capitalization.
W2. applies conventions of standard English when writing a short text.	**W.2.1**.uses capital letters at the beginning of sentences, proper nouns and first person singular when writing the story.
	W.2.2.writes a period at the end of sentences.
L1. recognizes others' preferences including greetings and expressions of politeness.	**L.1.1.**identifies greetings, expressions of politeness and people's preferences when listening to oral exchanges or texts.
	L.1.2.recognizes greetings, expressions of politeness and people's when listening to oral exchanges or texts.
L2. recognizes phrases and high frequency vocabulary related to areas of personal interest.	**L.2.1.** identifies phrases and high frequency vocabulary related to hobbies and fun activities.
	L.2.2. recognizes phrases and high frequency vocabulary related to hobbies and favorite activities.

Assessment Strategies	Indicators of learning
R1. reads with fluency and accuracy. (i.e., accuracy, intonation, and attention to punctuation).	**R.1.1**.reads a short text or narration with good intonation and speed to make it comprehensible.
	R.1.2. reads words and sentences related with hobbies and favorite activities with good pronunciation and with attention to punctuation pauses.
	R.1.3.reads with accuracy and fluency a short text related with hobbies and pastimes to support comprehension of listener.
R1. comprehends readings, analyzes and enjoys texts.	**R.1.1.** responds to questions completing diagrams and/or maps about people´s hobbies and favorite pastimes.
	R.1.2. examines the main points of text about people´s hobbies and favorite pastimes for making decisions and recommendations.
	R.1.3. connects personal feelings and experiences with the text read.
R.P.A.1. produces the 44 phonemes with verbal modeling and visual cues	**R.P.A.1.1.** produces the 44 English phonemes with verbal modelling from

Assessment Strategies	Indicators of learning
and practices minimal pair sounds: s / θ	the teacher or a video and when looking to visual cues.
	R.P.A.1.2. recognizes the pronunciation of minimal pair sounds: s / θ as they appear in list of words or sentences.
	R.P.A.1.3.reads words and sentences that contain the minimal pair sounds: s / θ
R.P.A.2. distinguishes spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.).	**R.P.A.2.1.** recognizes spoken rhyming words from non-rhyming words by reading them aloud.
	R.P.A.2. 2. classifies spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.) by circling the rhyming words.
SI.1. asks others simple questions concerning their homes (village/town) or their interests (e.g., Where do you live? What do you like?).	**SI.1. 1.** asks others simple questions concerning their homes (village/town) or their interests (e.g., Where do you live? What do you like?) in an informal exchange.
SI.2. asks how to express something in another language.	**SI.2.1.** asks teacher and peers how to express something in English using formulaic expressions such as: How do

Assessment Strategies	Indicators of learning
	you say in English…? What is the meaning of…. in English?
SP.1. describes basic aspects of an event.	**SP.1.1**.identifies the basic aspects of a personal narration about a past event supported by pictures using drawings or a mind map.
	SP.1.2.describes the basic details of a personal event narrated in the past supported by pictures using drawings or a mind map.
SP.2. talks about a familiar topic in a short presentation.	**SP.1.1.** brainstorms main ideas about hobbies and future plans.
	SP. 1.2. speaks with simple phrases and sentences to describe favorite hobbies and future plans for the weekend to a partner or friend.
	SP.1.3. talks about his favorite hobbies and future plans in a short presentation to family, friends and class.
W.1. composes short texts expressing wants and preferences.	**W.1.1**. brainstorms main ideas about preferences and future plans as a form of pre-writing.

Assessment Strategies	Indicators of learning
	W.1.2.makes an outline to organize the main ideas about preferences and future plans using phrases and simple sentences.
	W.1.3. makes a draft of text by writing complete sentences for each main idea.
	W.1.4. edits a text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.
W.2. composes short invitations using simple language.	**W.2.1.**brainstorms phrases, expressions and information used for making invitations before writing.
	W.2.2. creates a draft of an invitation following a pattern given by the teacher or searched on the web.
	W.2.3. edits the invitation by checking grammar, spelling, punctuation and capitalization before turning it in.

Indicators Sixth Grade

Assessment Strategies	Indicators of learning
L.1.gets the main idea of a short text when read aloud clearly and slowly.	**L.1.1.** identifies relevant information (who, what) in a short text that describes people's achievements and personal characteristics when read aloud clearly and slowly.
	L.1.2. gets the main idea of a short text about people's achievements and personal characteristics when read aloud clearly and slowly.
L.2. gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly.	**L.2.1.** gests the gist of a presentation describing superheroes when the subject is familiar to them and it is delivered slowly and clearly.
R.1. distinguishes the important information in everyday visual text.	**R.1.1**. identifies text features such as titles, headings or illustrations that provide information about the topic of the text.
	R.1.2. identifies relevant ideas in an everyday visual text that describes people's achievements and personal characteristics.

Assessment Strategies	Indicators of learning
	R.1.3. distinguishes important information from supporting details in an everyday visual text about people's achievements and personal characteristics.
R.2. reads patterned and predictable text.	**R.2.1.** gets the gist of a patterned, comparing and contrasting text, about heroic actions.
	R.2.2. identifies specific information from both types of texts.
	R.2.3. gets the gist of a predictable text describing heroic actions.
R.2. reads patterned and predictable text.	**R.2.3**. identifies the purposes of both texts, comparing and contrasting one.
R.PA.3. demonstrates knowledge of phonemic awareness by reading short texts aloud.	**R.PA.3.1**. distinguishes single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire) when reading short texts aloud.
	R.PA.3.2. blends single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives,

Assessment Strategies	Indicators of learning
	bravery, save, fire) when reading short texts aloud.
R.PA.4. applies knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).	**R.PA.4.1.** identifies syllables in two- or three-syllable and compound words.
	R.PA.4.2. Decoding two- or three-syllable and compound words (e.g., sa/cri/fice, su/per/he/ro, com/mu/ni/ty).
SI.1. provides some information concerning special or famous people.	**SI.1.1**. brainstorms with a partner vocabulary, phrases and questions to ask and respond about someone's achievements and personal characteristics.
	SI.1.2. responds to questions about people's achievements and personal characteristics.
SI.2. asks for information as well as offer simple explanations to others.	**SI.2.1.** makes a list of questions related to the description of superheroes with a partner.

Assessment Strategies	Indicators of learning
	SI.2.2. makes a list of characteristics or actions that make someone a superhero.
	SI.2.3. asks questions to request information about the characteristics of superheroes.
	SI.2.4. explains what characteristics make someone a superhero.
SP.1. provides a short, simple account of something experienced.	**W.1.1**. brainstorms characteristics and actions of different types of heroes.
	W.1.2. makes an outline to organize the main ideas about the characteristics and actions of different types of heroes.
	W.1.3. writes a draft of a text/paragraph about characteristics and actions of different types of heroes.
	W.1.4. edits the descriptions of different types of heroes and actions by checking correct use of capitalization, punctuation, grammar and spelling.

Assessment Strategies	Indicators of learning
W.2. describes various aspects of life and achievements of different types of heroes.	**W.2.1.** brainstorms various aspects of life and achievements of different types of heroes.
	W.2.2. writes a draft of text/paragraph that describes various aspects of life and achievements of different types of heroes.
	W.2.3. edits the draft by checking use of capitalization, punctuation, grammar and spelling.
L.1. recognizes the general idea of overheard conversations.	**L1.1.** identifies the general idea of overheard conversations related with preferences and technological gadgets.
	L1.2 recognizes the general idea of overheard conversations related with preferences and technological gadgets.
L.2. identifies changes in the topic of discussion if people speak slowly.	**L2.1.** gets the gist of a discussion related with technology safety rules if people speak slowly.
	L2.2. identifies the main points in a discussion related with technology safety rules if people speak slowly.

Assessment Strategies	Indicators of learning
	L.2.3. identifies changes in the topic of discussion related with technology safety rules if people speak slowly
R.1. comprehends readings, analyzes and enjoys texts.	**R.1.1.** gets the gist of short simple texts related with how to use technological gadgets and their applications.
	R.1.2. responds to questions related with how to use technological gadgets and their applications.
	R.1.3. examines the main points of texts related with how to use technological gadgets and their applications.
	R.1.4. connects personal feelings and experiences with the texts read about how to use technological gadgets and their applications.
R.2. Understands the main points in a straightforward personal communication	**R.2.1.** gets the gist of short simple texts for making suggestions and giving tips for using technology.

Assessment Strategies	Indicators of learning
	R.2.2 recognizes main ideas in short simple texts for making suggestions and giving tips for using technology.
R.PA.3. Establishes knowledge of phonemic awareness by segmenting words into syllables.	**R.PA.3.1.** Segments words into syllables using knowledge of phonemic awareness including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then).
	R.PA.3.2. decodes multi-syllabic words diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels.
	R.PA.3.3. decodes compound words (smartphone).
	R.PA.3.4. segments words into syllables using knowledge of phonemic awareness including the sounds represented by consonant blends, consonant/vowel diagraphs, and multi-syllabic words diphthongs.

Assessment Strategies	Indicators of learning
SI.1. Asks appropriate questions during a conversation to ensure the other person understands them.	**SI.1. 1**. brainstorms types of questions that can be used in a conversation to ensure the other person understands them.
	SI.1.2.asks simple questions to check comprehension of message when describing the steps for using technological gadgets.
SI.2. takes part in simple social interactions asking people about uses of technology.	**SI.2.1**. asks simple questions about preferences related with uses technological gadgets.
	SI.2. 2.responds to simple questions about preferences related with uses technological gadgets.
SP.1. provides a short, simple account of something experienced.	**SP.1.1. b**rainstorming ideas about a personal experience using technological gadgets.
	SP.1.2. makes an outline of main ideas for describing a personal experience using technological gadgets.
	SP.1.3. rehearses a short talk for describing a personal experience using technological gadgets.

Assessment Strategies	Indicators of learning
	SP.1.4. talks about a personal experience about using technological gadgets.
W.1. exchanges useful information with friends in emails or short notes/texts.	**W.1.1** brainstorms a list of main ideas to describe safety rules for using technology when writing an e-mail or a short note to friend.
	W.1.2.makes an outline to organize the main ideas using phrases and short sentences.
	W.1.3. creates a draft of text by writing complete sentences for each main idea and supporting details.
W.2. uses simple grammatical structures.	**W.2.1**. identifies grammatical misuses of sentences in a written text.
.	**W.2.2**. edits a piece of writing by checking correct use of sentence frames when describing safety rules for using technology.
L.1. recognizes the dialogue of a movie, cartoon or documentary.	**L.1.1.** gets the gist of a short dialogue of a movie, cartoon or documentary.

Assessment Strategies	Indicators of learning
	L.1.2. Recognizes the type of dialogue that is heard: a movie, cartoon or documentary.
L.2. recognizes simple procedural explanations if given slowly and clearly.	**L.2.1.** gets the topic of simple procedural explanations if given slowly and clearly.
	L.2.2. Gets keywords, phrases and expressions in simple procedural explanations if given slowly and clearly.
R.1. uses knowledge of first language to aid in understanding the second language.	**R.1.1.** identifies text features such as titles, headings or illustrations that provide information to make predictions related to what the text may be about.
	R.1.2. gets the gist of a text.
	R.1.3. identifies cognates in the text.
	R.1.4. Identifies specific information in the text.
R.2. follows instructions as part of daily activities.	**R.2.1**. gest the gist of simple instructions.
	R.2.2. recognizes key words, phrases and expressions in simple instructions.

Assessment Strategies	Indicators of learning
	R.2.3. Labels pictures that contain instructions.
R.3. recognizes short instructions illustrated through step-by-step visuals.	**R.3.1.** gets the gist of short instructions illustrated through step-by-step visuals.
	R.3.2.labels short instructions illustrated through step-by-step visuals.
	R.3.3 recognizes important information in short instructions illustrated through step-by-step visuals.
R.PA. 4.1 reads words and sentences to demonstrate knowledge of phonemic awareness.	**R.PA.4.1**. identifies minimal pair sounds: /ʃ / /tʃ/ in words and sentences.
	R.PA.4.2. articulates minimal pair sounds:/ ʃ // tʃ/ in words and sentences.
	R.PA.4.3. reads minimal pair sounds: /ʃ / / tʃ / in words and sentences to demonstrate knowledge of phonemic awareness.
	R.PA.4.1. identifies cognates and false cognates in words and sentences.

Assessment Strategies	Indicators of learning
	R.PA.4.2. gets meaning of cognates and false cognates in sentences.
	R.PA.4.3. reads cognates and false cognates in words and sentences to demonstrate knowledge of phonemic awareness.
R.PA.4.2 reads words and sentences to demonstrate knowledge of phonemic awareness.	**R.PA.4.1.** identifies initial, medial or final graphemes in words.
	R.PA.4.2. deletes initial, medial or final graphemes to create new words.
	R.PA.4.3. substitutes initial, medial or final graphemes in words to create new words.
	R.PA.4.4. adds initial, medial or final graphemes in words to create new words.
	R.PA.4.5. reads new words and sentences created to demonstrate knowledge of phonemic awareness.
	R.PA.4.1. identifies affixes in base words in context.

Assessment Strategies	Indicators of learning
	R.PA.4.2. creates new words using derivational affixes and prefixes and inflectional suffixes.
	R.PA.4.3. reads affixes in base words in context to demonstrate knowledge of phonemic awareness
SI.1. asks for information as well as offer simple explanations to others.	**SI.1.1.** brainstorms vocabulary, phrases and questions to ask for information as well as offer simple explanations to others.
	SI.1.2. makes a list of single words, phrases, and expressions to ask for information and offer explanations.
.	**SI.1.3.** asks questions to others.
	SI.1.4. offers simple explanations to others.
SP.1. describes using simple words, their opinion of a situation or event.	**SP.1.1.** brainstorms words, phrases or sentences to express his/her opinion of a situation or event.
	SP.1.2. organizes ideas in sentences to express his/her opinion of a situation or event.

Assessment Strategies	Indicators of learning
	SP.1.3. describes using simple words, his/her opinion of a situation or event.
SP.2. produces a summary of a short story expressed in a simple sequence of events.	**SP.2.1**. brainstorms the most important aspects of a short story such as who, where and what.
	SP.2.2. organizes ideas in sentences according to what happened in the story.
	SP.2.3. summarizes the short story in a simple sequence of events.
W.1. writes straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and' because'	**W.1.1.** brainstorms key words, phrases and expressions to write a straightforward text that describes cause and effect relationships.
	W.1.2. makes an outline to organize the main ideas in a straightforward text that describes cause and effect relationships.
	W.1.3. drafts a text that describes cause and effect using appropriate transitional words such as 'and', 'but' and' because'.

Assessment Strategies	Indicators of learning
	W.1.4 revises the text to look for mistakes related to subject-verb Agreement, capitalization, spelling, and basic punctuation and appropriate transitional words such as 'and', 'but' and' because'.
	W.1.5. edits a text that describes cause and effect relationships.
W.2.uses simple grammatical structures to write a short text.	**W.2.1.** brainstorms key words, phrases and expressions to describe how litter affects the environment.
	W.2.2. makes an outline to organize the main ideas about how litter affects the environment.
	W.2.3. drafts a text/paragraph using simple grammatical structures to describe how litter affects the environment.
	W.2.4. revises the text/paragraph to look for mistakes related to subject-verb Agreement, capitalization, spelling, and basic punctuation and content.

Assessment Strategies	Indicators of learning
	W.2.5.edits a text that describes how litter affects the environment.
L.1. recognizes simple procedural explanations if given slowly and clearly.	**L1.1.** identifies simple procedural explanations about the rainforest if delivered slowly and clearly.
	L1.2 recognizes simple procedural explanations about the rainforest if delivered slowly and clearly.
L.2. recognizes the general idea of overheard conversations.	**L2.1.** identifies the general idea of overheard conversations related with the rainforest.
	L1.2 recognizes the general idea of overheard conversations related with the rainforest.
R.1. comprehends reading, analyzes and enjoys texts.	**R.1.1.** recognizes much of what is written in short, simple texts on subjects related with rainforest preservation and personal responsibility.
	R.1.2. examines the main points of texts for making decisions and recommendations about rainforest

Assessment Strategies	Indicators of learning
	preservation and personal responsibility.
	R.1.3. connects personal feelings and experiences with the texts read about rainforest preservation and personal responsibility.
R.PA.3. reads with fluency and accuracy.	**R.1.1**.reads a short text or narration with good intonation and speed to make it comprehensible.
	R.1.2. reads words and sentences related with the rainforest and its preservation with good pronunciation and with attention to punctuation pauses.
R.PA.4. distinguishes between sounds /v / b/ in words.	**PA.1.1**.identifies words with the sounds /v / b/ in words.
	PA.1.2. compares similarities and differences between the sounds /b/ and /v/ when heard in words.
	P.A.1.3. pronounces sounds /v/ and /b/ in words.

Assessment Strategies	Indicators of learning
SI.1. asks other students to confirm solutions to problems.	**SI.1.1.**brainstorms types of questions to request other people's opinion about current situation of the rainforest and possible solutions.
	SI.1.2.asks other students 'opinions about current situation of the rainforest and possible solutions.
SP.1. describes, using simple words, their opinion of a situation or event.	**SP.1.1**. brainstorms ideas related to ways to rescue the rainforest.
	SP. 1.2.outlines with simple phrases and sentences personal opinion about ways to rescue the rainforest.
	SP.1.3. describes with simple phrases and sentences personal opinion about ways to rescue the rainforest in a presentation to family, friends and class.
SP.2. provides a simple description of a studied object.	**SP.2.1**. brainstorms high frequency vocabulary and phrases to describe the rainforest.
	SP.2.2. describes with simple vocabulary and sentences the rainforest.

Assessment Strategies	Indicators of learning
W.1. engages in the writing process during pre-writing, drafting, editing and simple publications.	**W.1.1.** brainstorms main ideas about ways to rescue the rainforest as a form of pre-writing.
	W.1.2.makes an outline to organize the main ideas about ways to rescue the rainforest.
	W.1.3. makes a draft of text by writing complete sentences for each main idea.
	W.1.4. edits a text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.
W.2. devises a timeline for a topic.	**W.2.1.** devises a timeline for a topic.
	W.2.2. lists the most important topics a text.
	W.2.3. arranges the topics in a logical sequence.
W.1. applies conventions of standard English (e.g., advertisement, labeling a photo essay).	**W.3.1**.uses capital letters at the beginning of sentences, proper nouns and first person singular when writing a description of actions.

Assessment Strategies	Indicators of learning
	W.3.2. writes a period at the end of sentences describing actions.
	W.3.3.writes sentences describing actions using correct grammar and spelling.
L.1. follows verbal instructions for an activity when spoken clearly and slowly.	**L.1.1.** identifies key words to follow verbal instructions for an activity.
	L.1.2. recognizes key words to follow verbal instructions for an activity.
	L.1.3. follows verbal instructions for an activity when spoken clearly and slowly.
L.2. recognizes a presentation on a topic when the subject is familiar.	**L.2.1.** gets the gist of a presentation describing actions and items to organize a party.
	L.2.2. Identifies actions and items to organize a party in a description.
	L.2.3. recognizes actions and items to organize a party in a description.

Assessment Strategies	Indicators of learning
R.1. recognizes the main information in short articles and reports	**R.1.1.** gets the gist of short articles and reports that describe location.
	R.1.2. recognizes the main information in short articles and reports that describe location.
R.2. recognizes short instructions illustrated through step-by-step visuals.	**R.2.1.** identifies key words in short instructions illustrated through step-by-step visuals.
	R.2.2. recognizes short instructions illustrated through step-by-step visuals.
R.PA.3. produces the sounds ɪ / i: v / b through phonemic awareness.	**R.P.A.3.1.** recognizes the sounds ɪ / i through phonemic awareness
	R.P.A.3.2. reads words and sentences that contain the minimal pair sounds ɪ / i.
	R.P.A.3.1. recognizes the sounds ɪ / i through phonemic awareness.
	R.P.A.3.2. reads words and sentences that contain the minimal pair sounds ɪ / i.

Assessment Strategies	Indicators of learning
	R.P.A.3.1. recognizes the sounds v / b through phonemic awareness.
	R.P.A.3.2. reads words and sentences that contain the minimal pair sounds v / b.
SI.1. asks for a word to be spelled out.	**SI.1.1.** brainstorms individually words that describe location to dictate to a classmate.
	SI.1.2. asks for words that describe location to be spelled out.
SP.1. provides a simple description of a common object or event.	**SP.1.1.** brainstorms words, phrases or sentences to describe actions and items to organize a party.
	SP.1.2. organizes ideas in phrases or sentences to describe actions and items to organize a party.
	SP.1.3. describes in a simple way actions and items to organize a party.
SP.2. provides a short, simple account of something experienced.	**SP.1.1.** brainstorms words, phrases or sentences to describe something experienced at a party.

Assessment Strategies	Indicators of learning
	SP.1.2. organizes ideas in phrases or sentences to describe something experienced at a party.
	SP.1.3. describes in a short and simple way actions related to something experienced at a party.
W.1. writes down key words and phrases during an oral presentation.	**W.1.1.** elaborates a graphic organizer or diagram to take notes based on the information requested or purpose for listening.
	W.1.2. identifies the gist of the oral presentation.
	W.1.3. writes down key words and phrases during an oral presentation about the description of a location.
W.2.applies conventions of standard English.	**W.2.1**.uses capital letters at the beginning of sentences, proper nouns and first person singular when writing a description of actions.
	W.2.2. writes a period at the end of sentences describing actions.

Assessment Strategies	Indicators of learning
	W.2.3.writes sentences describing actions using correct grammar and spelling.
L.1. recognizes the general idea of overheard conversations.	**L.1.1.** identifies relevant information (who, what) of a text that describes future plans and events.
	L.1.2. recognizes the general idea of an overheard conversation that describes future plans and events.
L.2. recognizes the main idea of a short text when read aloud clearly and slowly.	**L.2.1.** gets the gist of a short text that expresses feelings and emotions related to future plans when read aloud clearly and slowly.
	L.2.2. recognizes the main idea of a short text that expresses feelings and emotions related to future plans when read aloud clearly and slowly.
R.1. recognizes the main points in a straightforward personal communication.	**R.1.1.** identifies the gist of a straightforward personal communication that describes and supports opinions.
.	**R.1.2.** recognizes the main points of a straightforward personal

Assessment Strategies	Indicators of learning
	communication that describes and supports opinions.
R.2. gets the gist of short text using everyday reference material.	**R.2.1.** identifies relevant information (who, what) of a text describing hypothetical ideas.
	R.2.2. gets the gist of a short text describing hypothetical ideas.
R.PA.4. reads and pronounces words accurately applying phonemic awareness knowledge.	**R.PA.4.1.** recognizes words by applying phonemic awareness knowledge.
	R.PA.4.2. organizes scrambled words by using knowledge of word order (syntax) to confirm decoding of text.
	R.PA.4.3. reads and pronounces words accurately applying phonemic awareness knowledge.
R.PA.4. reads and pronounces words accurately applying phonemic awareness knowledge.	**R.PA.4.1** recognizes the same initial, final and medial sounds in single and two-syllable words. (e.g. can, call, computer, act, action, back)
	R.PA.4.2. reads and pronounces words that begin with the same initial, final and

Assessment Strategies	Indicators of learning
	medial sounds in single and two-syllable words accurately applying phonemic awareness knowledge.
	R.PA.4.1. recognizes common contractions in sentences and texts.
	R.PA.4.2 reads common contractions in sentences and texts accurately applying phonemic awareness knowledge.
	R.PA.4.1. recognizes the same initial, final and medial sounds in single and two-syllable words. (e.g. can, call, computer, act, action, back)
	R.PA.4.2. reads and pronounces words that begin with the same initial, final and medial sounds in single and two-syllable words accurately applying phonemic awareness knowledge.
SI.1. asks appropriate questions during a conversation.	**SI.1.1.** brainstorms questions in pairs or groups to ask during a conversation describing future plans and events.
	SI.1.2. rehearses questions in pairs or groups to ask during a conversation describing future plans and events.

Assessment Strategies	Indicators of learning
	SI.1.3. asks appropriate questions during a conversation that describes future plans and events.
SI.2. asks someone to repeat himself or herself or say something a different way.	**SI.2.1.** brainstorms, in pairs, different phrases or expressions to ask someone to repeat himself of herself or say something in a different way when describing hypothetical ideas.
	SI.2.2. asks someone to **r**epeat himself or herself or say something in a different way when describing hypothetical ideas.
SI.3. ask other students to confirm solutions to problems.	**SI.3.2.** brainstorms, in pairs, different phrases or expressions to ask other students to confirm solutions to problems and support opinions.
	SI.3.3. asks other students to confirm solutions to problems using appropriate phrases and expressions.
SP.1. produces a summary of a short story/event expressed in a simple sequence of events	**SP.1.1.** identifies relevant information (who, what, where, when, why) of a short story/event expressed in a simple sequence of events.

Assessment Strategies	Indicators of learning
	SP.1.2. writes down phrases or sentences based on the relevant information of a short story/event expressed in a simple sequence of events.
	SP.1.3. organizes the relevant information according to what happened in a short story/event expressed in a simple sequence of events.
	SP.1.4. produces a summary of a short story/event expressed in a simple sequence of events based on the relevant information.
W.1. exchanges useful information with friends in emails or short notes.	**W.1.1.** brainstorms key words and phrases to express feelings and emotions related to future plans.
	W.1.2. writes down notes, phrases or sentences expressing feelings and emotions related to future plans.
	W.1.3. edits the notes, phrases or sentences by checking for correct use of simple grammatical structures, spelling, punctuation and capitalization

Assessment Strategies	Indicators of learning
	W.1.4. exchanges useful information with friends in emails or short notes expressing feelings and emotions related to future plans.
W.2. tell a simple story.	**W.2.1.** brainstorms key words and phrases to tell a simple story that describes hypothetical ideas using the past tense and sequential adverbs.
	W.2.2. makes an outline to organize the main ideas to tell a simple story that describes hypothetical ideas using the past tense and sequential adverbs.
	W.2.3. makes a draft of text/paragraph to tell a simple story that describes hypothetical ideas using the past tense and sequential adverbs.
	W.2.4. edits a text that tells a simple story describing hypothetical ideas by checking for correct use of simple grammatical structures, spelling, punctuation capitalization and sequential adverbs.

Assessment Strategies	Indicators of learning
W.3. writes a summary sentence of a text's main ideas.	**W.3.1** gets the gist of a text that describes and supports opinions about a specific topic.
	W.3.2. identifies the most important aspects such as who, where and what of a text that describes and supports opinions about a specific topic.
	W.3.3. produces a summary sentence of a text's main ideas.

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