

DERECHOS BÁSICOS DE APRENDIZAJE:

Inglés





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MINISTERIO DE EDUCACIÓN
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Estimada Comunidad Educativa:

El Plan Nacional de Desarrollo 2014-2018 “Todos por un nuevo país”, tiene como objetivo construir una Colombia en paz, equitativa y educada. El Ministerio de Educación Nacional se hace partícipe de esta meta y pone todos sus esfuerzos en establecer la calidad y la equidad en el contexto educativo a través de programas como “Colombia Bilingüe”, cuyas acciones se enmarcan dentro de la gran meta de hacer de Colombia la mejor educada de la región para el año 2025.

Como una de las grandes apuestas del Ministerio, presentamos al país los Derechos Básicos de Aprendizaje de Inglés, grados 6º a 11º, herramientas que buscan que nuestros estudiantes alcancen un nivel de inglés que les permita comunicarse, interactuar y compartir conocimiento, de manera que puedan potencializar sus capacidades humanas y profesionales.

La equidad que se busca garantizar con los Derechos Básicos de Aprendizaje (DBA) hace referencia a la obligación que tiene el Ministerio de velar por el derecho a una educación de calidad en igualdad de condiciones. En este sentido, los DBA son una apuesta clara que busca dicha igualdad, al brindarle a docentes e instituciones una propuesta y, a la vez, un reto hacia la calidad y la innovación en el área, en todas y cada una de las regiones del país.

Los DBA en inglés no están orientados solamente a los docentes, sino que involucran a toda la Comunidad Educativa. Esta, como lo describe la Ley 115 de 1994 está compuesta por padres de familia, acudientes, estudiantes y todos aquellos agentes fundamentales en

la educación de nuestros niños, niñas y jóvenes. Por ello, con esta edición, el Ministerio de Educación Nacional quiere que el país tenga acceso de forma masiva a esta herramienta.

Este documento se construyó con el apoyo de un número importante de expertos nacionales e internacionales en un proceso que nos permite asegurar su calidad y pertinencia para el contexto educativo colombiano.

En esta propuesta, el docente y la Institución Educativa encontrarán una serie de herramientas curriculares enmarcadas en la gran meta de ser el país mejor educado.

Contamos con su participación y construcción constante a partir de este esfuerzo colectivo.

GINA PARODY D'ECHEONA

Ministra de Educación de Colombia



I have the right
to learn English!

INTRODUCCIÓN

Los Derechos Básicos de Aprendizaje (DBA) en el área de inglés son una herramienta fundamental para asegurar la calidad y equidad educativa de todos los niños, niñas y jóvenes en el país. Estos derechos describen saberes y habilidades que los estudiantes deben aprender y desarrollar en el área de inglés en los grados de 6º a 11º del sistema educativo colombiano y se estructuran guardando coherencia con los Lineamientos Curriculares y los Estándares Básicos de Competencia (EBC). Estos permiten identificar los aspectos claves en el desarrollo de la competencia comunicativa de los estudiantes en la lengua extranjera y por ello, se definen en las habilidades de comprensión y expresión oral y escrita.

Los DBA se reflejan como la selección de habilidades comunicativas que:

- Dan cuenta del desarrollo progresivo de la competencia comunicativa en inglés a lo largo de los grados 6º a 11º.
- Presentan ejemplos para ilustrar y explicar las habilidades en términos de la comunicación que pueden lograr los estudiantes en un grado escolar. De esta forma se facilita su comprensión por parte de la comunidad educativa en general.
- Son referente para la planeación de aula ya que las actividades propuestas pueden, e idealmente deben, involucrar varios DBA de un mismo grado.
- No corresponden a una actividad ni a una clase.
- Aunque tengan una numeración, no están organizados en un orden particular. No necesariamente el estudiante debe desarrollar el número 2 antes del 3.

Los DBA son un complemento para la construcción y actualización de propuestas curriculares, pues, comprenden algunos elementos fundamentales del desarrollo de la competencia comunicativa en inglés. Por otra parte, no pretenden reemplazar el currículo existente ya que éste se entiende desde una dimensión más amplia y compleja como “el conjunto de criterios, planes de estudio, programas, metodologías y procesos que contribuyen a la formación integral y a la construcción de la identidad nacional, regional y local incluyendo los recursos humanos, académicos y físicos para poner en práctica las políticas y llevar a cabo el PEI.” (Artículo 76 Ley General de Educación, Ley 115 de 1994)

1 JUSTIFICACIÓN

El Ministerio de Educación Nacional, en su trabajo de mejoramiento de la calidad de la educación del país, ha identificado la necesidad de proponer herramientas que fortalezcan las prácticas escolares en las Instituciones Educativas oficiales con el fin de garantizar el aprendizaje integral en las diferentes áreas del conocimiento.

Con el fin de guiar y dar un referente de base a estas prácticas escolares, se presentan los Derechos Básicos de Aprendizaje en Inglés que identifican saberes y habilidades claves que han de adquirir y desarrollar todos los estudiantes en los grados 6º a 11º. Su importancia radica en que plantean elementos fundamentales para la construcción de aprendizajes en cada año escolar para que, como resultado de este proceso, los estudiantes alcancen las metas planteadas en los Estándares Básicos de Competencia sobre un nivel de dominio de inglés pre intermedio (B1) al culminar grado 11º.

Los DBA sirven de apoyo al desarrollo de propuestas curriculares integradas a los Proyectos Educativos Institucionales (PEI) particulares que se concretan en planes de área y de clase. Estos sirven como referentes que permitirán a la comunidad saber si los estudiantes están logrando los aprendizajes esperados y así poder definir acciones de mejoramiento permanente.

Como apoyo a los DBA, el Ministerio de Educación Nacional presenta una propuesta de Currículo Sugerido de Inglés que permite materializar estos derechos en las Instituciones Educativas y sus aulas de clase. Esta propuesta está disponible para consulta a través de www.colombiaprende.edu.co/colombiabilingue.



PÚBLICO OBJETIVO

Los DBA son una herramienta que el Ministerio de Educación Nacional (MEN) pone a disposición de toda la comunidad educativa:

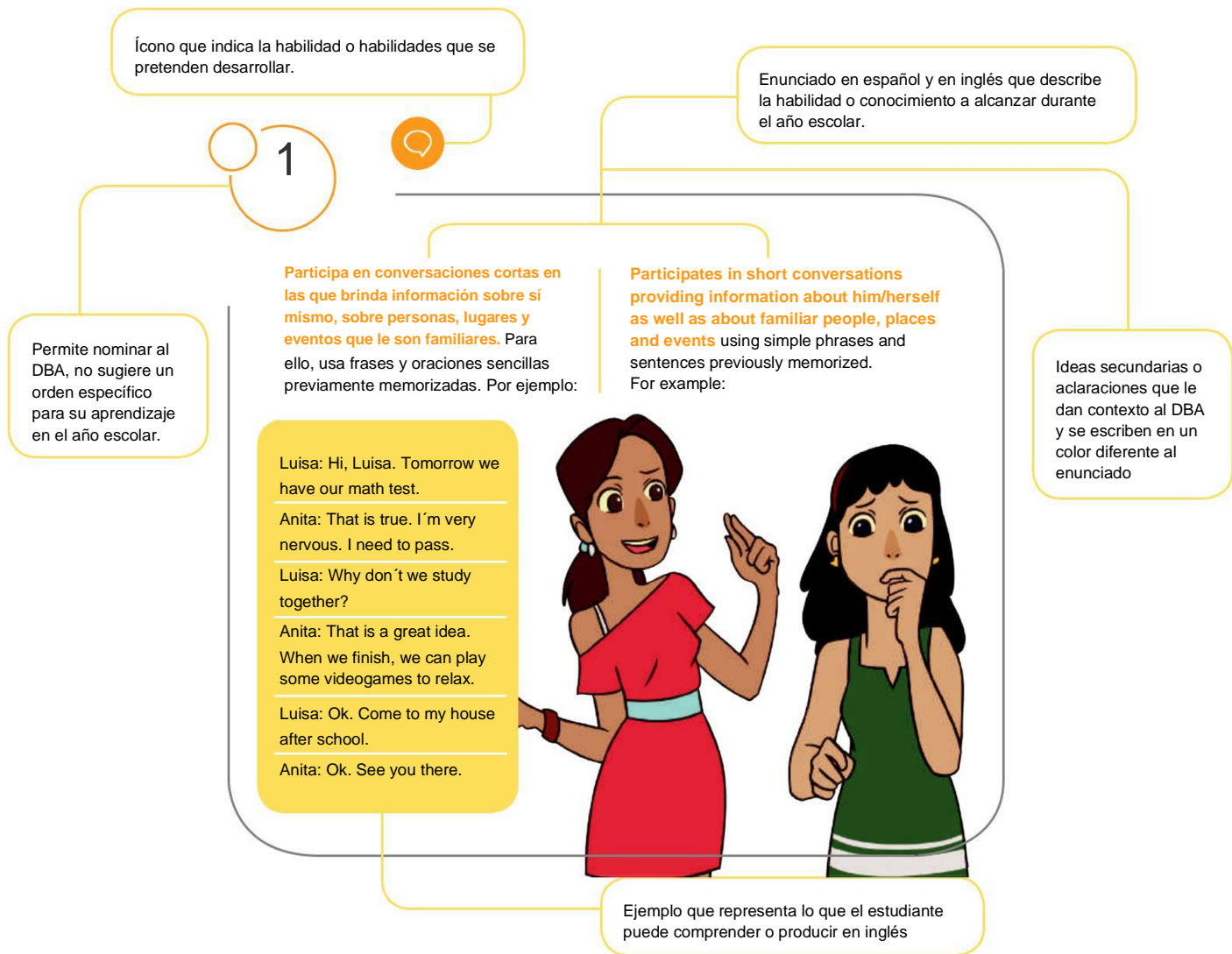
- A las *Entidades territoriales*, les proporciona un referente que les permite lanzar iniciativas curriculares adaptadas a las necesidades de sus Instituciones Educativas.
- A las *Instituciones Educativas*, les ayuda a articular sus planeaciones de área y aula por grados y niveles de manera que se logren los aprendizajes esperados.
- A los *docentes y directivos docentes*, les muestra un referente y punto de partida para llevar a cabo sus procesos de diseño curricular, de área y sus prácticas de aula.
- A las *familias*, les permite identificar e interpretar los aprendizajes que están o no alcanzando los niños, niñas y jóvenes en su proceso escolar para generar acciones de acompañamiento desde casa, así como involucrarse en las decisiones de la escuela.
- A los *estudiantes*, les brinda información sobre lo que deben aprender en el año escolar y en cada grupo de grados para orientar sus procesos de estudio personal. Prepararse en algunos conocimientos que evalúan las pruebas de estado y de acceso a educación superior.
- Al *Ministerio de Educación Nacional*, fundaciones y otras entidades les permite generar estrategias acordes y que garanticen de forma básica lo que se espera que los estudiantes desarrollen a nivel comunicativo en inglés durante su permanencia en el sistema escolar.

3

ESTRUCTURA Y COMPONENTES

DE LOS DBA: INGLÉS

Para cada grado de 6º a 11º se cuenta con un listado de Derechos Básicos de Aprendizaje. Cada DBA se estructura de la siguiente manera:



- Un enunciado en español y en inglés enumerado del DBA que corresponde al aprendizaje básico que el estudiante tiene derecho a alcanzar durante el año escolar. Se caracteriza por estar escrito en un color que lo identifica. El enunciado corresponde a una o varias habilidades de la lengua (lectura, escucha, escritura, monólogo y conversación).
- En la parte izquierda los enunciados están expresados en español para la comunidad educativa general y, en la parte derecha, en inglés para el público bilingüe.
- Unas ideas secundarias o aclaraciones que le dan contexto al DBA y se escriben en un color diferente al enunciado.
- Un ejemplo del DBA que busca facilitar la comprensión del enunciado. Este NO se plantea como la única actividad que el docente debe realizar en clase ya que no representa todo lo que el DBA implica. Simplemente presenta una muestra de lo que el estudiante puede desarrollar en un contexto determinado.

3.1

¿A QUÉ HABILIDAD APUNTA CADA DBA DE INGLÉS?

En cada uno de los DBA se indicará, con los íconos abajo propuestos, la habilidad o habilidades que se pretenden desarrollar.



ESCUCHA



LECTURA



ESCRITURA



MONÓLOGO



CONVERSACIÓN

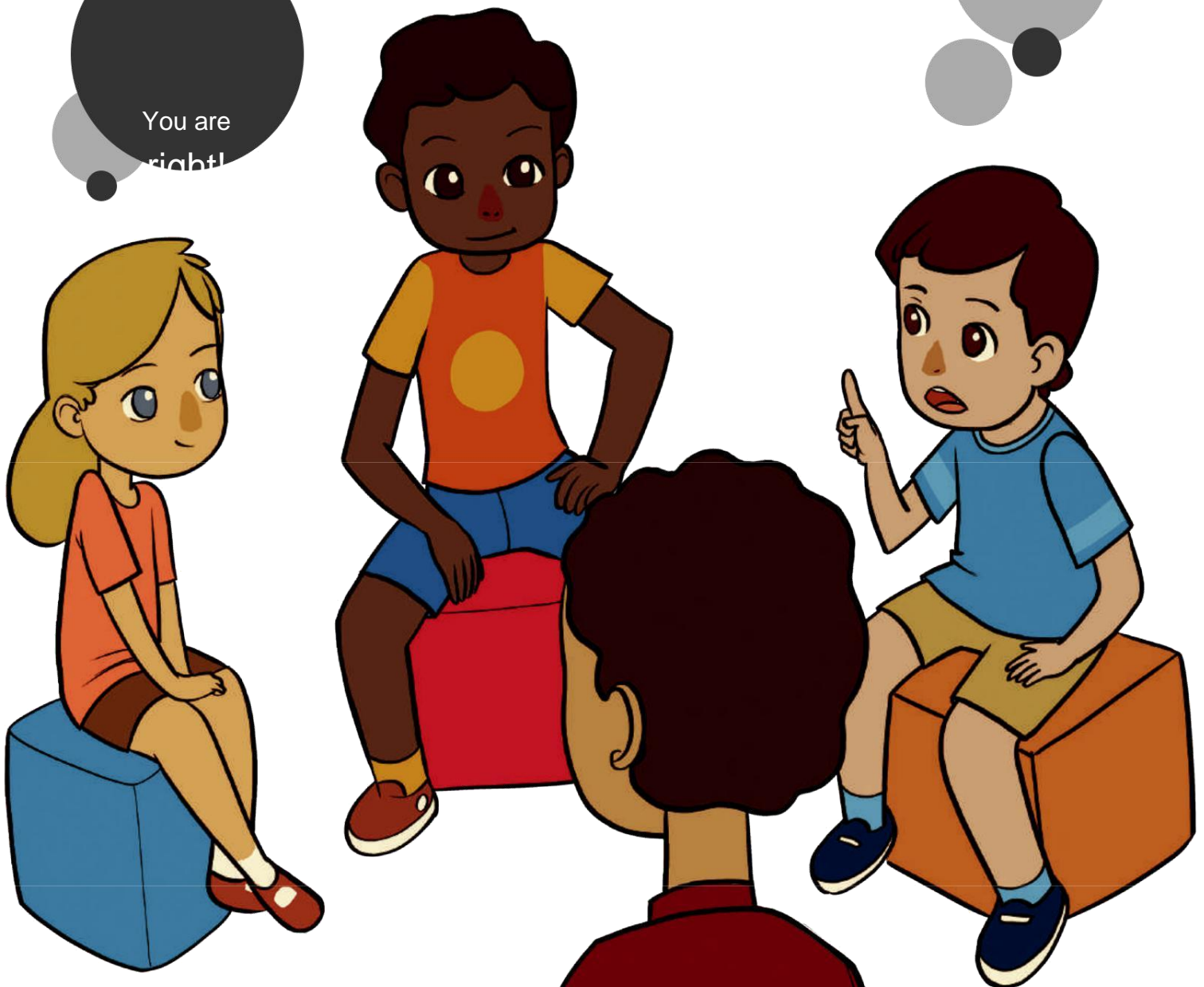


We need to do something about it!

We have to

protect our planet.

You are right!



DERECHOS BÁSICOS DE
APRENDIZAJE: INGLÉS

GRADOS 6° A 11°

Grado 6°

1

Participa en una conversación corta para decir su nombre, edad y datos básicos a profesores, amigos y familiares. Por ejemplo:

Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. For example:

Hello, I am Antonio. I am your new classmate.

Hi Antonio, How are you?



I am fine, thank you. What is your name?

My name is Margarita.

2

Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta.

Requests and provides clarification on how names and unknown words are spelled.



Antonio: Where are you from?

Margarita: I am from Riohacha.

Antonio: Margarita, how do you spell that?

Margarita: R-I-O-H-A-C-H-A

Antonio: Nice to meet you, Margarita

Margarita: Nice to meet you, too.

3

Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos. Por ejemplo, comprende o produce un texto como el siguiente:

Understands and uses familiar words and short phrases about routines, daily activities and preferences.

For example, the student understands or can produce a text like the following:

I'm Angela Poole.
I'm a doctor.
I work in a hospital. I really like my job. On weekends, I like to play soccer with my children and listen to music.



Name: Angela

Last name: Poole

Occupation: Doctor

Likes: Play soccer

and listen to music.

4

Comprende instrucciones relacionadas con las actividades y tareas de la clase, la escuela y su comunidad y expresa de manera escrita y oral lo que entiende de estas. Por ejemplo:

Understands instructions related to class, school, and community activities and expresses them in oral and written form to evidence his/her understanding. For example:



Don't run in the halls.



Use the trash can.



Turn off the lights.

6th Grade

5



Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas. Por ejemplo:

Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences. For example:



My City

I live in Pasto. This is a small and beautiful city in the Andean area of Colombia. There are many mountains around the city. Many tourists visit the famous Galeras Volcano and participate in the Black and White's Carnival.

6



Responde a preguntas relacionadas con el "qué, quién y cuándo" después de leer o escuchar un texto corto y sencillo, siempre y cuando el tema esté relacionado con eventos que le son familiares. Por ejemplo, cuando lee o escucha un texto puede responder preguntas como las siguientes:

Answers questions related to "what, who and when" after reading or listening to a short simple text

whose topic is connected to familiar events. For example, whenever the student reads or listens to a text, he/she can answer questions like the following:

Carnival of Barranquilla

Carnival is one of the most traditional Colombian folklore celebrations. Dance groups, costume makers, and the Queen of the Carnival work very hard to make it an unforgettable party. We celebrate carnival for four days. On Saturday, we see 'The Battle of Flowers', a parade of dance groups and floats. On Sunday, we see 'La Gran Parada de Tradición' and the 'Orchestra Festival'. On Monday, 'the Gran Parada de Comparsas' shows fantasy costumes and dancing. Carnival ends on Tuesday with The Burial of Joselito, who symbolizes the joy of the Barranquilla Carnival.



What is the Carnival of Barranquilla?

The Carnival is a traditional Colombian folklore celebration.

Where is this celebration performed?

Barranquilla.

Who participates in the party?

Dance groups, costume makers, and the Queen of the Carnival.

What is the 'Battle of Flowers'? A parade of dance groups and floats.

7



Escribe información personal básica en formatos preestablecidos que solicitan datos como nombre, edad, fecha de nacimiento, género, nacionalidad, dirección, teléfono, etc. Por ejemplo, llena los datos de un carnet de identificación.

Writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. For example, the student fills in an identity card with basic personal information.

Name: Mariluz
Last name: González
Sex: Male Female
Age: 15
Birthday: August 24Th
Nationality: Colombian
Address: 79th St # 42 - 200
City: Tunja
Phone: 741 48 60



8



Comprende el tema e información general de un texto corto y sencillo, valiéndose de ayudas tales como imágenes, títulos y palabras clave. Por ejemplo, después de leer un texto corto, comparte con sus compañeros ideas sobre el tema.

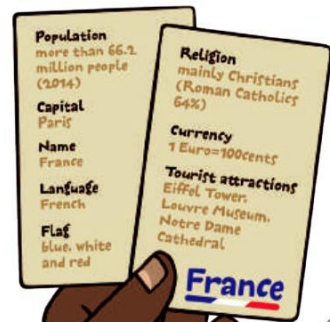
Understands the subject and general information of a short simple text using aids such as images, titles, and key words.

For example, after reading a short text, the student shares ideas with his/her classmates on the topic.

Carlos: This text is about France and some interesting facts.

Jesús: Yes, for example the capital is Paris and the language they speak is French.

Carlos: And the flag is blue, white and red.



Grado 7°

1



Participa en conversaciones cortas en las que brinda información sobre sí mismo, sobre personas, lugares y eventos que le son familiares. Para ello, usa frases y oraciones sencillas previamente memorizadas. Por ejemplo:

Anita: Hi, Luisa. Tomorrow we have our math test.

Luisa: That is true. I'm very nervous. I need to pass.

Anita: Why don't we study together?

Luisa: That is a great idea. When we finish, we can play some videogames to relax.

Anita: Ok. Come to my house after school.

Luisa: Ok. See you there.



Participates in short conversations providing information about him/herself as well as about familiar people, places and events using simple phrases and sentences previously memorized. For example:

2



Describe, de manera oral, personas, actividades, eventos y experiencias personales.

Estructura estas descripciones con frases y oraciones sencillas previamente ensayadas con sus compañeros y su docente. Por ejemplo, hace una presentación breve y coherente sobre cómo convivir armoniosamente en el salón de clases.

Describes people, activities, events and personal experiences orally using simple phrases and sentences previously rehearsed with his/her classmates and teacher. For example, the student makes a short and coherent presentation on how to live in harmony in the classroom.

Good morning, Harmony in the classroom is very important; I will share some ideas to help us do this. Respect the teachers, the classroom, other students and yourself. To show respect we can listen to others and take turns when we speak. It is also important to understand that people have different points of view. These ideas can help us live in harmony in our classroom.



3



Escribe textos cortos y sencillos sobre acciones, experiencias y planes que le son familiares. Para la escritura se ayuda de una secuencia de imágenes y un modelo pre-establecido. Por ejemplo:

To keep a healthy life style, we need to take care of our body, mind and soul.



People need to do regular exercise and have a balanced diet.



People need to enjoy family and friends and learn new things to keep their mind healthy.



People also need to meditate and live with passion to have a long and healthy life.

Writes short and simple texts about familiar actions, experiences, and plans using a sequence of images and a pre-established model for the text. For example:

4



Entiende la idea principal y algunos detalles relacionados con actividades, lugares y personas en un texto descriptivo corto.

Para la comprensión del texto, se apoya en palabras y frases familiares. Por ejemplo, a partir de un texto biográfico, puede identificar información y detalles relacionados con lugar de nacimiento, lugares y actividades.

Understands the main idea and details related to activities, places, and people in a short descriptive text through familiar words and phrases. For example, the student identifies information and details connected to place of birth and other places and activities mentioned in a biography.

Character	Mother Teresa of Calcutta
Name	Agnes Gonxha Bojaxhiu
Place and date of birth	Uskub, August 26, 1910
Contributions to humanity	Humanitarian acts
Year of death	1997

Mother Teresa of Calcutta

Mother Teresa was a catholic nun born in Uskub, Ottoman Empire on August 26, 1910. This is now Skopje, the capital of the Republic of Macedonia. Her real name was Agnes Gonxha Bojaxhiu. Her father died when she was a little girl and her mother raised her. She decided to devote her life to God when she was very young. She became a sister of Loreto when she was 18 years old. She is well known worldwide for her humanitarian acts. She created the organization of the Missionaries of Charity to help many poor, sick and needy people. In 1979, she received the Nobel Peace Prize for her hard work. After her death in 1997, the Catholic Church started the process to make her a saint. Today there are more than 4,000 nuns like Mother Teresa taking care of the poorest people in the world.

7th Grade

5



Reconoce información específica relacionada con objetos, personas y acciones cuando le son conocidos y le hablan de manera pausada. Para esto, puede llegar a requerir de ayudas visuales tales como imágenes o textos. Por ejemplo, al escuchar la descripción que hace el profesor del proceso de reciclaje de residuos, completa el diagrama con la información faltante.

- Disposal
- Collection
- Transportation
- Separation
- Storage
- Destruction
- Recycling**



Recognizes specific information in written and oral texts related to objects, people, and actions when they are familiar to the student and the related information is presented slowly. The student may require use of visual aids such as images or texts for comprehension. For example, when listening to the teacher describe the process of recycling, the student completes a diagram with missing information.

6



Da y recibe instrucciones, recomendaciones y sugerencias sobre temas relacionados con su entorno cotidiano. Por ejemplo, da instrucciones para hacer una receta.

Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. For example, the student gives instructions on how to make a traditional dish.

1. Crack the eggs into a bowl with salt and pepper. Beat well with a fork.
2. Pour the eggs in a frying pan and spread them out evenly.
3. Put some grated cheese.
4. Fold it over in half and remove from pan.

Recipe for an omelette

7



Describe acciones relacionadas con un tema de su entorno familiar o escolar. Para esto, usa oraciones sencillas y se apoya en imágenes. Por ejemplo:

Describes actions related to a subject in his/her family or school environment using simple sentences and images. For example:



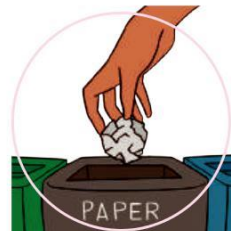
We are destroying our planet. It is necessary that we make decisions to save it.



I will start with me. For example, I will take short showers to use water efficiently.



I will plant new trees in my mum's garden.



I will recycle paper, plastic and cans at home and at school.



In this way, I can contribute to save our planet.

1

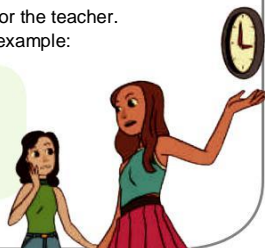
Solicita y brinda información sobre experiencias y planes de manera clara y breve.

Para esto, utiliza información propia o de situaciones que le son familiares, empleando el vocabulario conocido y apoyándose en sus compañeros y el profesor. Por ejemplo:

Laura: Did you send the email to your teacher?
Daniela: No, I didn't. I am going to send it later.
Laura: Remember that we have until 3:00 p.m.
Daniela: I know. I will do it.

Requests and provides information about experiences and plans in a clear and brief manner using his/her own information or information about familiar situations. Likewise, the student uses familiar vocabulary and may ask for assistance from classmates and/or the teacher.

For example:



2

Explica por escrito, de forma coherente y sencilla, situaciones y hechos que

le son familiares. Puede establecer relaciones de adición, de secuencia causa y efecto; y comparaciones sencillas. Por ejemplo:

Explains in written form different familiar situations and facts in a coherent and

simple manner. The student can establish relationships of addition, sequence, and cause and effect as well as simple comparisons. For example:



The Water Cycle

Earth is mostly water. Water is needed for all forms of life. Water can be found in snow, glaciers, lakes, rivers, streams, and underground. Water can also be in the form of vapor. The sun heats the water and it evaporates into the atmosphere. When the atmosphere is cold, the vapor becomes clouds. It rains or snows because of temperature variations in the atmosphere.

3

Reconoce información específica en textos cortos orales y escritos sobre temas de interés general. Para esto,

utiliza diferentes estrategias de lectura: Pre-visualización (imágenes, títulos, subtítulos, etc.), Predicción: Subrayado, palabras claves o parecidas al español; identificación del sentido general del texto (skimming). Por ejemplo:

Recognizes specific information in short oral and written texts on topics of general interest. The student uses

different reading strategies such as: previewing (images, titles, subtitles, etc.), prediction, the underlining of key words and Spanish cognates, and the identification of the general idea of the text (skimming).

For example:

English around the World

People use words to express their ideas, intentions, emotions and information. Currently, the words that people use are often English words. The English language has more than 500,000 words. Most of these words are

very unusual: we almost never use them. Some words that English speakers use are taken from different languages. For example:

- Avocado, Barbecue and Totem come from indigenous American language.
- Jungle and Yoga are of Indian origin.
- Kangaroo comes from an aboriginal Australian word.
- Ketchup is Chinese.
- Color is Latin.

Besides, other languages take some words from English too, for instance: Basketball, Tennis, PlayStation, Chat, O.K., Bye.

Actually, you do not need to travel to USA or UK to learn English because English is everywhere.

Reading strategy: Predicting: Key words

How many times do these words occur in the text: English, language (s), word?

Reading strategy: Predicting: Cognates

Find words in the first paragraph that are similar to Spanish words.

4

Intercambia información sobre temas académicos del entorno escolar y de interés general, a través de conversaciones sencillas, diálogos y juego de roles. En estas conversaciones, puede expresar opiniones de manera sencilla a partir de modelos previamente estudiados. Por ejemplo:

Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.

In these conversations, the student may express opinions in a simple manner using previously studied models. For example:

Santi: Do you think that recycling paper is important?

Camilo: Yes, because recycling paper saves the trees in the forest.

Santi: How do you save the trees?

Camilo: If we recycle paper, we don't need to cut more trees to make more paper.

Santi: I agree with you.

I also think recycling paper is very important.



8th Grade

5

Realiza recomendaciones a personas de su comunidad sobre qué hacer, dónde, cuándo o cómo, con base en situaciones cotidianas de su vida familiar, escolar o de su entorno. Por ejemplo:

Tomas: You should organize your free time.
 Eduardo: Really? How?
 Tomas: You can make a schedule.
 Eduardo: Really, is it helpful?
 Tomas: Yes. I do it and it really helps me to organize my time. Eduardo: Thank you! I will try. Tomas: I think that you really need to do it as soon as possible.
 Eduardo: Can you help me to do it?
 Tomas: O.K. Do you want to start right now?
 Eduardo: It is O.k. I am free!
 Tomas: First of all, you should know when you are free and what activities you have to do; then, you should plan the activities according to their importance.
 Eduardo: Oh! That's a good idea! I am going to do a list of my pending activities.



Makes recommendations to people in his/her community about what to do, when and how, based on daily situations in his or her family life, school or local environment. For example:

6

Hace exposiciones breves sobre un tema académico relacionado con su entorno escolar o su comunidad y tiene en cuenta: hechos relevantes, detalles concretos y vocabulario específico. Para esto, se ha preparado previamente y se ha asesorado con sus compañeros y profesor. Por ejemplo:

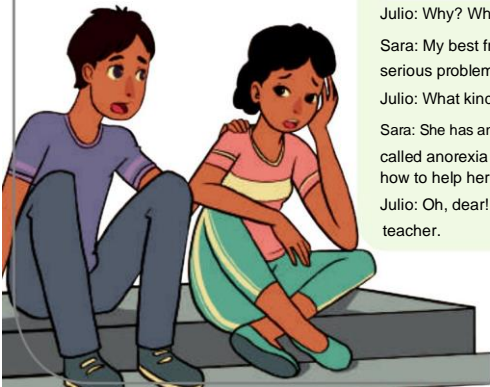
Makes brief presentations on academic topics related to his/her school environment or community including in the presentation: relevant facts, specific details, and specific vocabulary pertinent to the topic. Prior to giving the presentation, the student prepares and receives advice from his/her classmates and/or teacher. For example:



Good morning! My purpose today is to talk about language. Language is the ability to acquire and use the system of communication. There are about 5.000 to 7.000 languages in the world. When we communicate, we can use words, symbols, gestures, movements, or images. It means that language can be verbal (words: spoken or written) and non verbal (images, gestures, movements, symbols). In conclusion, we use language to interact with other people, to express our ideas, feelings and emotions.

7

Expresa sus emociones y sentimientos sobre una situación o tema específico de su entorno familiar o escolar, presentando sus razones de forma clara y sencilla. Para esto, se vale del vocabulario conocido. Por ejemplo:



Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. For example:

Sara: I am really sad.
 Julio: Why? What's up?
 Sara: My best friend has a serious problem.
 Julio: What kind of problem?
 Sara: She has an eating disorder called anorexia and I don't know how to help her.
 Julio: Oh, dear! Let's talk to our teacher.

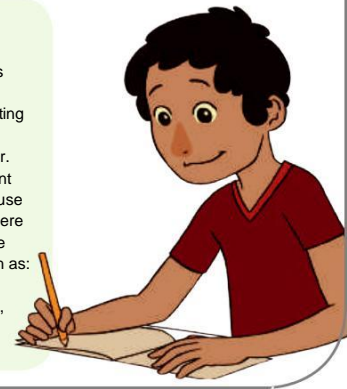
8

Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus compañeros y su profesor. Por ejemplo:

Briefly narrates current facts, daily situations or personal experiences orally and in written form. To do so, the student considers the sequence of actions and the clarity of ideas and receives advice from classmates and/or the teacher. For example:

My first trip...

The first time I left my small town was when I went to the capital. We had a school visit to a local newspaper printing plant to understand the process of producing and printing the newspaper. When we finished the activity, we went to a mall. It was exciting for me because I had never been to a mall before. There were some things which surprised me because I had never seen them, such as: the electronic stairs and the elevator. I was afraid first but once I tried them, I really enjoyed it!



Grado 9°

1

Explica el por qué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Estructura sus explicaciones de manera apropiada y tiene en cuenta la ortografía, la pronunciación y conectores para comunicar sus ideas. Por ejemplo:

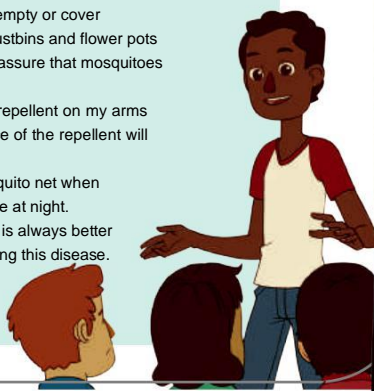
Explains the reasons behind plans and actions related to his/her personal, school and community environment. The student structures explanations appropriately, uses connectors between ideas, checks for spelling, and employs proper pronunciation to communicate ideas. For example:

In order to prevent Chikungunya, I will follow these recommendations: First, I will empty or cover containers such as buckets, dustbins and flower pots in my yard. By doing so, I can assure that mosquitoes don't breed in my house.

Second, I will apply mosquito repellent on my arms and legs because the fragrance of the repellent will keep them away.

Third, I will sleep under a mosquito net when necessary so they don't bite me at night.

Chikungunya is preventable. It is always better to be cautious rather than getting this disease. Sometimes if it is not treated on time it may even lead to other health complications.



2

Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos.

Para esto, tiene en cuenta el vocabulario, los conectores y sus conocimientos previos. Por ejemplo, después de leer un texto corto, puede identificar las causas y efectos y representarlos a través de un gráfico.

Recognizes cause and effect relationships in short written texts on academic topics.

The student takes into account vocabulary, connectors, and prior knowledge when identifying the relationships. For example, after reading a short text, the student identifies causes and effects and specifies them in a graph.

ENDANGERED SPECIES

Endangered species are those plants and animals that are in danger of extinction. There are degrees of endangerment: critically endangered, threatened species, and rare species. Extinction is a very normal process in the evolution of animals and plants. The causes can be related to survival, climate, and human intervention. Survival relates to how an animal can live and reproduce in an environment. If the conditions become unlivable, then the species will become extinct. When climate changes occur, less rain for example, a species may not be able to adapt well enough to that new habitat. Human intervention includes chemical pollution, destruction of habitats, or exploitation of plants and animals for food and other products.



3

Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico a través de escritos estructurados. Por ejemplo, al leer un texto, lo resume en una oración.

Summarizes information s/he has read or listened to on academic and school related topics through a structured written text. For example, after reading a text, the student may summarize it in one sentence.

The Right to Health

All individuals are entitled to a minimum standard of health. The right to health has been included in documents such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of Persons with Disabilities. However, the right to health is interpreted and applied in different ways in every country depending on certain conditions such as the definition, the minimum rights that are included, and the institutions that are responsible for ensuring this right.

All people have the right to health as established in the Universal Declaration of Human Rights, but how the right is interpreted and applied depends on the conditions of every country.

All people have the right to health as established in the Universal Declaration of Human Rights, but how the right is interpreted and applied depends on the conditions of every country.

4

Realiza exposiciones cortas sobre un tema académico de su interés. Para esto, tiene en cuenta la secuencia de las acciones, la claridad de las ideas y se asesora con sus compañeros y su profesor. Para realizar su exposición tiene en cuenta:

Elección del tema. Consulta (fuentes digitales, escritas u orales). *Determinación* de la estructura expositiva, de lo general a lo particular o viceversa. *Estructura:* Introducción. Presentación del tema. Desarrollo. Explicación de las ideas y características principales del tema. Conclusión. Breve síntesis de las ideas más importantes. *Elaboración de recursos didácticos* (carteleros, presentaciones digitales, etc.). *Manejo de la expresión oral:* uso de tecnicismos, pronunciación, énfasis en palabras claves, buen tono de voz, citar fuentes.

Makes short presentations on academic topics of interest using a clear structure and organization. To make his presentation he takes into account:

Choosing the subject. Reviews (digital, written and oral sources). *Determination* of the narrative structure, using a general-specific pattern and vice versa. *Structure:* Introduction. Presentation of the subject. Development. Explanation of main ideas and characteristics of the subject. Conclusion. Brief summary of the most important ideas. *Preparation of didactic resources* (posters, digital presentations, etc.). *Oral expression:* uses of technical terms, pronunciation, stress on key words, good tone of voice, quoting sources.

Good morning! Today, I am going to talk about Equality Right. According to the Charter Rules, "Every individual is equal; therefore, they should have the same right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability".



9th Grade

5

Expresa su opinión sobre un tema discutido en clase y relacionado con su entorno académico. Para esto, cita lo que han dicho sus compañeros, otras personas o fuentes de información. Por ejemplo:

Blanca: Accepting differences helps us live in harmony.

Paola: I agree with you. However, there are a lot of people in our country who don't accept differences. The Colombian Constitution states that "Colombia has ethnic, cultural, linguistic and religious diversity" but most of us don't respect the characteristics of others.

Blanca: As Mr. Rodríguez said in class, we have to start in our homes and classrooms. We need to set some rules among us to recognize the other.

Paola: Actually, in our class we have agreed to not bully people who use piercings and tattoos. The reason for this bullying is that for some people piercings and tattoos are related to drug addiction. So, bullying is not allowed in our class.

Blanca: Excellent idea! We have to start with things like these actions.

Expresses his/her opinion on an academic topic discussed in class by quoting information presented by his classmates, other people, or that comes from other sources. For example:



6

Intercambia información sobre temas del entorno escolar y de interés general en una conversación. Para esto, se basa en los apuntes tomados después de leer o escuchar información sobre el tema tratado. Por ejemplo:

Susi: In this video, we can see that the number of pregnant teenagers has increased. The government has developed many campaigns but this situation continues.

Lili: That's right. Also, it was interesting to hear that teenagers don't think about the consequences of their actions and don't like to use contraceptive methods.

Susi: I agree, we need to think more about the consequences of what we do.

Exchanges information about academic and general interest topics in a conversation. To do so, the student uses his/her notes from a reading or listening on the topic. For example:



7

Identifica el propósito, las partes y tipo de textos en una lectura o audio cortos y los comparte con sus compañeros.

Para eso, se apoya en la estructura del texto, los títulos y subtítulos, marcadores de secuencia, conectores y el vocabulario que se repite. Por ejemplo, después de leer un texto expositivo sobre las netiquetas, el estudiante puede explicarle a sus compañeros de qué se trata.

Identifies the type, purpose, and parts of a short written or oral text and shares ideas from the text with classmates.

To do so, the student uses the text structure, titles and subtitles, sequence markers, connectors, and repeated vocabulary. For example, after reading a narrative text on netiquette, the student can explain what the text is about to his/her classmates.

"The text I read was about netiquette. It had a short introduction where they define the word "netiquette" and then they present some rules to use when we post messages in the different media. At the end, the author says that following netiquette rules is important to have effective communication."



Text	Netiquette
Purpose	Inform about rules to follow when writing online messages.
Type	Explanation
Parts	Definition: what is netiquette? Body: tips Conclusion: importance of netiquette for communication.

8

Redacta textos de mediana longitud en los cuales realiza recomendaciones o sugerencias sobre situaciones de interés personal, escolar o social. Para ello, tiene en cuenta las relaciones de contraste, comparación, adición, entre otras. Por ejemplo, después de ver un video sobre el manejo seguro de las redes sociales, escribe un texto sobre recomendaciones para publicarlo en el periódico escolar.

Produce medium length texts making recommendations or suggestions related to situations of academic, social, or personal interest. To do so, the student takes into account relationships of compare and contrast and addition, among others. For example, after watching a video about safe navigation of social networks, the student writes a text in which he/she gives recommendations on the topic to be published in the school newspaper.

Tech News

Safe Social Networking

Facebook, Instagram, Snapchat, and Twitter are among the most frequently used social networks. These sites expand rapidly. Young people use social networks to communicate among them. However, the use of these networks has its risks.

First, people can be vulnerable when they publish their locations and what they are doing all the time. People you do not know can get your personal information easily.

They can harm you. I suggest that people avoid doing this.

Second, once your pictures go into cyberspace, they always remain. Pictures can be used to bully you or your family. People should not post pictures that others can use against them. Choose your photos carefully.

Finally, to keep social networking safe, everyone must do their part. Do not give too much information about you and don't post inappropriate photos.

Grado 10°

1

Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos. Para esto, responde a las preguntas ¿de qué trata el texto? y ¿cuál es el enunciado más importante que el autor hace acerca del tema? Por ejemplo, al leer un texto resalta las ideas de cada párrafo y los detalles que las sustentan.

Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics. For this purpose, the student asks questions such as "What is the text about?" and "What is the most important idea the author is trying to express?" For example, when reading a text, the student highlights the general ideas and the supporting details in each paragraph.

Letter to the editor: Tattoos.

Dear editor,

I do not understand what is happening with young people these days!! More and more often I see them with tattoos on their arms, their legs, and some on their necks. This younger generation does not know the risks of tattooing. There is the risk of long-term effects of illnesses and infections that could be created by dirty needles. Besides it is very painful to remove the tattoo if they change their mind. Anyway, I will never let my children get a tattoo!



"In this letter, the writer says that tattoos are dangerous for people because dirty needles can produce illnesses and infections. She thinks tattoos are not good and will never let her children get one".

2

Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones.

Por ejemplo, al leer un texto, hace comentarios que dan cuenta de su comprensión personal del mismo.

Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.

For example, when reading a text, the student makes comments that evidence his/her understanding.

Protect your children from advertising

By Healthy Kids Foundation

Being a child today is very different from what it was ten or fifteen years ago. Children see thousands of advertisements on TV, on the Internet, and all around them daily. As a parent, you can help your children face "the dangers" of advertising by talking and explaining to them what advertisers do and what their intentions are.

Children need to understand that advertisers will always try to make them buy something because that is their job. They will always try to present things creatively so children end up desiring the products that companies advertise.

Finally, as a parent, you can help your children learn the differences between commercial advertising messages and other types of media messages that are produced with educational, entertaining, or informative purposes.



"I can understand from this discussion that parents have the responsibility to guide their children and let them see how advertisers can trick them"... "I also understand that not all advertisements have the same intention, and it is important to differentiate among the types."

3

Redacta textos narrativos, descriptivos y expositivos relacionados con temas de su interés o que le resultan familiares. Para esto, sigue un proceso de planeación, escritura, revisión y edición. Se apoya en su profesor(a) y/o compañeros(as) de clase. Por ejemplo, sigue esta estructura para escribir un texto.

Writes narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her.. The student follows a model for the process of planning, writing, reviewing, and editing a text. The student may use his/her teacher and/or classmates to receive advice and support. For example, the student follows the structure below to write a text.

Think about and write down all the ideas that come to your mind related to the topic.

Brainstorming: advantages and disadvantages of being a vegetarian.

In a country like Colombia, vegetarians are often seen... ~~weird people~~... they do not eat meat.

Colombians... ~~don't~~ cannot understand ~~people~~ can live without eating meat. ~~But~~ However, there are more advantages than disadvantages in being a vegetarian.

Paragraph 1: ...vegetarians have lower chances of having heart attack.

Paragraph 2: ...vegetarians have lower chances of developing cancer...

Paragraph 3: ...vegetarians help to preserve the environment

Conclusion: ...to be a vegetarian has many advantages.

Being a Vegetarian in Colombia: A hard Decision

In a country like Colombia, vegetarians are often seen as strange individuals because they do not eat meat. Many people cannot understand how a person can live without eating meat. However, there are more advantages than disadvantages in being a vegetarian.

To mention a few, according to research, vegetarians have lower chances of having heart attacks. Fatty red meat and processed meat are high in saturated fat, which increases the levels of bad cholesterol in the body and, therefore, increases the risk for heart disease.

Studies have also demonstrated that vegetarians have lower chances of developing cancer. Every day cancer is more clearly connected to meat consumption. In short, a vegetarian diet lowers the chances of getting cancer.

Finally, vegetarians help to preserve the environment since raising cattle for beef and milk emits a significant amount of Carbon Dioxide into the air and also consumes vast amounts of scarce resources such as water and land. When people decide not to eat meat, they contribute with the preservation of the environment.

In conclusion, contrary to what many people may think, being a vegetarian has many advantages.

Title

Introduction: Background/general information.
Thesis statement

Body paragraph 1 Topic sentence Supporting ideas

Body paragraph 2 (*If needed) Topic sentence Supporting ideas

Body paragraph 3(*If needed) Topic sentence Supporting ideas 2

Conclusion. Restatement of the thesis.

10th Grade

4



Produce mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar. Para esto, utiliza el vocabulario y las estructuras de texto requeridas. Por ejemplo, al escribir un correo electrónico saludando, escribe su mensaje y se despide.

Composes clear and well-structured oral or written messages taking into consideration the context in which they are produced using the necessary vocabulary and text structures. For example, when writing an e-mail, the student greets the person, composes the message, and closes appropriately.

A student writes her teacher about her impossibility to attend her class.

To: Angela Castro
Cc:
Subject: Absence to class this week

Dear Ms. Castro,
I was feeling sick this morning. My head hurt, I had a rash, and I had a high fever. I went to the doctor, and he told me that I needed to rest. I have chikungunya. For this, I will not attend your class this week. I will give you the written excuse.

I will talk to my classmates to catch up. I hope that you understand my situation.

Regards,
Nathalie



5



Intercambia opiniones sobre situaciones de interés personal, escolar o social. Para esto, presenta sus opiniones de manera natural y coherente y hace uso de expresiones conocidas. Por ejemplo, participa en una mesa redonda dando opiniones sobre el tema en discusión.

Exchanges opinions on topics of personal, social or academic interest in a natural and coherent manner using familiar expressions. For example, the student participates in a round table discussion giving his/her opinion on the topic being discussed.

Juan: "Today we are going to talk about nature conservation, more specifically about Parque Tayrona. The question is: Should we open this natural park to tourism investment?"
Diana: "Well, first, I want to say that we have to be careful with nature. When we destroy nature, we destroy our own life."
Carlos: "That is true! When we cut down trees, for example, we create problems with the production of oxygen in the planet and also with the erosion of the soil."

David: "I understand what you all mean, but investing in the country is also important. If we open the park to tourism investment, more people will have jobs, and families will have more places to go and spend their time together."
Diana: "I think that more jobs and more places to visit aren't important. As I said if we destroy nature, we destroy our own life..."



6



Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.

Según su propósito y el conocimiento del interlocutor, es capaz de seleccionar expresiones apropiadas para iniciar, mantener y cerrar una conversación. Por ejemplo:

Holds spontaneous and simple conversations on topics of personal or academic interest.

Depending on the purpose and audience, the student chooses appropriate expressions to begin, maintain, and end conversations. For example:

Hi, Michael. How are you?

Hi, Erica. I'm fine. How are you?

I'm doing well. Hey! Did you watch the news last night? Nevado del Ruiz is melting! Can you imagine that?

Oh my God! It's terrible! I went there two years ago with my family, and it's an awesome place. Is there any plan to recover it?

They didn't say, but I don't think so because people don't help.

I hope somebody does something about it.

Me too. Hey! I'm running late to class. I'll see you later.

Ok. Bye.



7



Responde preguntas e inquietudes después de hacer una exposición oral sobre temas generales o académicos de interés. Para esto, se basa en la información consultada y organizada. Por ejemplo, aclara las dudas de una audiencia acerca de un tema como el siguiente:

Responds to questions and inquiries after an oral presentation on general or academic topics of interest using information previously consulted and organized. For example, the student can clarify doubts from an audience on a topic such as the following:

How do earthquakes happen?

"An Earthquake is the shaking of the earth by the unexpected movement of rocks below its surface. This surface, called crust, is made of tectonic plates. These plates are independent blocks of rock. They 'crash' or move away from each other and produce changes in the earth's topography. The areas where these changes happen are called fault lines..."

Q1: "What does topography mean?"

Answer: "Topography is the configuration of the surface of the earth, including its relief."

Q2: "Are earthquakes predictable?"

Answer: "Earthquakes are hard to predict. The exact day, time and place of an earthquake cannot be anticipated. Scientists are trying to do it, but it is difficult."



Grado 11°

1

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros. Para esto, utiliza su conocimiento acerca de la estructura de los textos. Por ejemplo, después de leer textos diferentes, identifica de qué tipo son y dice cuál es su propósito.

Identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts. For example, after reading different texts, the student identifies the purpose and type of each one.



"The purpose of this Editorial is to support the idea that Colombia has all the rights to keep the treasures found in the Galleon ..."

"The purpose of this manual is to explain how to install the software..."

2

Explica tanto en forma oral como escrita las causas y los efectos, así como el problema y la solución de una situación.

Para esto, define la relación entre las ideas que quiere explicar y utiliza el lenguaje correspondiente. Por ejemplo, explica las causas de una inundación y sus consecuencias de forma lógica.

Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation by defining the relationship between ideas to be explained and using appropriate language. For example, the student explains the causes of a flood and its consequences in a logical manner.

What happened yesterday...

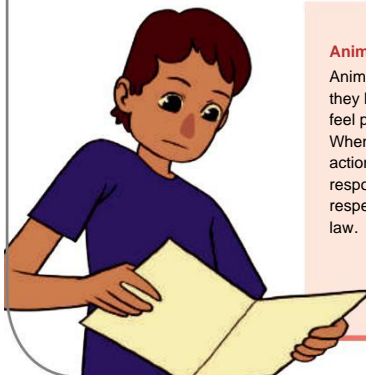
Heavy rain made the rivers overflow. Although the city does not have a formal evacuation plan, people have created an informal emergency system. There are alarms in every neighborhood and local leaders activated them when they realized there was a flood.

Consequently, people escaped the flood by running to the mountains. For this reason, many lives were saved and there were no injuries. In conclusion, having an emergency system could be the difference between life and death.

3

Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y la comparte con otros. Para esto, utiliza su conocimiento acerca de la estructura de los textos. Por ejemplo, después de leer textos diferentes, identifica de qué tipo son y dice cuál es su propósito.

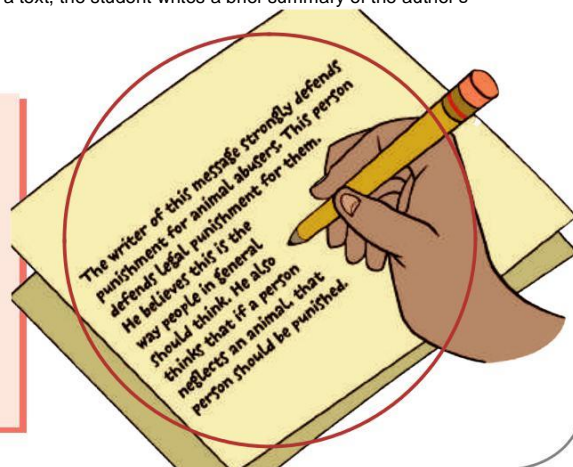
Identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text. For example after reading or listening to a text, the student writes a brief summary of the author's opinions.



Animal Abuse

Animals are living beings just like humans. They cannot talk, but they have feelings just as humans do. When we abuse them, they feel pain. When we neglect them, they pay the consequences. When we let them starve, they feel hunger. They cannot take action to fight for their rights. Therefore, humans have the responsibility to ensure animal rights as living beings are respected. Those who violate their rights must be punished by the law.

By concerned citizen.



11th Grade

4



Redacta textos argumentativos con una estructura clara y sencilla sobre temas académicos. Para esto, sigue modelos y un proceso de planeación, escritura, revisión y edición; se apoya en su profesor(a) y/o compañeros(as) de clase. Por ejemplo:

Writes opinion texts about academic topics using a clear and simple structure. To do this, the student follows a model for the process of planning, writing, reviewing and editing a text.

Think about and write down all the ideas that come to your mind related to the topic.

Brainstorming: Do citizens have the right to protect private information from the government? Tracking information is... common, and... can be bad dangerous for people. 2 important justifications reasons are: right to privacy and freedom of speech.

Paragraph 1: ...our individual private posts are actions on the Internet should not be seen reviewed. Somebody can see our information and ...

Paragraph 2: ...we also have the right to say express our thoughts and feelings freely too. If we want...

Paragraph 3: ...to feel safe is very important to us as individuals

Conclusion: in my opinion, the government should not track and use private information of citizens ... invasion of our privacy and...

Do citizens have the right to protect private information from the government?	Title
Tracking information is becoming common, and without protection, it can be dangerous for people. <u>Three important reasons are: the right to privacy, freedom of speech, and the right to feel safe.</u>	Introduction: Background/ general information. Thesis statement
Sometimes we post our actions on the Internet. These private posts should not be reviewed or scrutinized by third party observers, specifically the government. The government can see our information and misinterpret it as something wrong or illegal. Our private information is and should always be ours.	Body paragraph 1 Topic sentence Supporting ideas
We also have the right to express our thoughts and feelings freely. If we want to discuss a political point, for example, the government might use the information incorrectly and take actions. Our expressions are private and should be protected from government interpretation.	Body paragraph 2 (*If needed) Topic sentence Supporting ideas
The right to feel safe is very important to us as individuals. If we choose to state an opinion or post an important event in our lives, we should be able to trust that it is not going to be used for unsafe reasons by third party observers. Our information is important to us, and it should not be violated for any reason.	Body paragraph 3 (*If needed) Topic sentence Supporting ideas
So, in my opinion, the government should not track and use private information of citizens. This invades our privacy and our freedom of speech. It also can put us in danger.	Conclusion Restatement of the thesis

5



Expresa de manera oral y escrita su posición acerca de un tema conocido teniendo en cuenta a quién está dirigido el texto. Para esto, define el tono del mensaje de acuerdo con el contexto o la cercanía con su audiencia (formal o informal). Por ejemplo, puede manifestar su opinión acerca de un mismo tema a dos interlocutores diferentes.

Expresses his/her position on a familiar topic in written and oral form, taking into consideration his/her audience. To achieve this, the student sets the tone of the message depending on the context or relationship with the audience (formal or informal). For example, the student may express a personal opinion on the same topic to two different groups or people.

MAIL Message to a friend

Hi Christian,

Can you imagine??? My Math teacher took away my cellphone 'cause it rang in class. I hate when these things happen !!! He will give it back to me in a week... Why are teachers so strict? They don't understand us. It's like if they were never young. Arghhhh!! I'm writing a message to the school principal asap because I think this is unfair.

WBS.

Kisses,
Meli

MAIL Message to the school's principal

Dear Mr. Castro,

I would like to express my disagreement with something Mr. Torres did in class yesterday morning. I was in his Math class, and by accident, my cellphone rang because I forgot to put it in silent mode. He immediately confiscated my cellphone. It was not my intention to disrupt his class, and I think I deserved a second chance before he did that. I understand teachers need to manage discipline in their classrooms, but I think Mr. Torres is too strict. He says he will return my cellphone next week. I think this is unfair. I would like to ask you to talk to him, please, so he gives me the cellphone before that. I am looking forward to your kind reply.

Sincerely,
Melissa Arias

Grado 11°

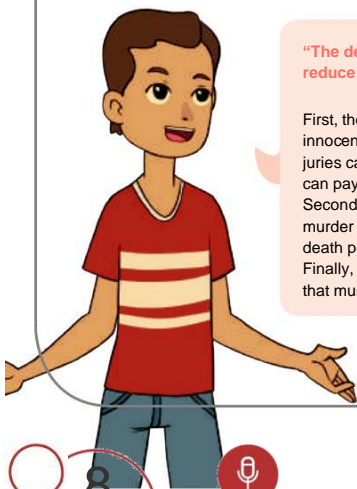
6

Expresa de manera oral su punto de vista acerca de un tema controversial previamente estudiado.

Para esto, consulta fuentes confiables, selecciona y organiza la información y la utiliza para desarrollar sus ideas de una manera clara y estructurada. Por ejemplo, se dirige a una audiencia y presenta sus opiniones a partir de sus notas.

Expresses orally his/her point of view about a controversial subject previously studied

through the selection or organization of information from reliable sourcee and use of clear and structures ideas. For example, the student addresses an audience and presents his/ her opinions using notes.



"The death penalty is not the right way to reduce murder rates."

First, the death penalty may put the life of innocent people at risk. Lawyers, judges, and juries can make mistakes, and innocent people can pay for murders they have not committed. Second, the death penalty does not stop murder from happening. Countries that use death penalty still experience high murder rates. Finally, we cannot kill someone to show people that murdering is bad.

7

Mantiene discusiones formales acerca de temas académicos que ha preparado previamente.

Para esto, sigue las ideas de un tema propuesto, expresa su opinión y la contrasta con la de otros. Por ejemplo, participa en un debate sobre problemas de inmigración.

Maintains previously prepared formal discussions about academic topics.

To do so, the student follows the ideas presented about the topic and expresses his/ her opinion and contrasts it with the opinions of others in the discussion. For example, the student participates in a debate about immigration policies.

Opening statements:

A: "Ladies and gentlemen, today we're here to talk about immigration problems in the country. We believe that our country needs to close its borders to immigrants. We have many problems, and we can't solve other people's problems..."

Rebuttal:

B: "If countries around us have problems, those problems could be our own problems in the future. For that reason, we must help immigrants. Immigrants are people like you and me. Besides, we need to recognize that immigrants are people that contribute to our country in many aspects."

Closing statements:

B: "In short, we are humans, and we need to help each other and integrate with other people."

**Narra de manera oral o escrita experiencias personales o historias conocidas.**

Para esto, brinda detalles de las situaciones, los lugares, las personas y las acciones. Por ejemplo, comparte una lección de vida con sus compañeros.

Narrates personal experiences or familiar stories in oral or written form

through the use of details related to situations, places, people, and actions. For example, the student shares a life lesson with classmates.



"When I was a kid I didn't study much. I listened to my teacher in class, and I didn't study for exams. I remembered the explanations, and I answered all the questions. As I advanced from elementary school to high school, it was more complicated and I needed to study, but I didn't. For this reason, I failed 7th grade and that was a very bad experience. I had to make new friends, retake the course, graduate later, and I had to feel my parent's disappointment. Since that moment, I promised I was going to study seriously, and I was going to be a good student. Failing that year taught me a very important life lesson."






I am an
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