6th GRADE

Students will be able to:

1. Demonstrate understanding of simple and authentic oral texts adapted by an adult or in an audiovisual format, such as:
   • poems and songs
   • stories and stories
   • dialogues
   • interviews
   • oral presentations
   • informative articles (descriptions, instructions, procedures)

2. Understand oral texts about varied topics (personal experiences, topics about other subjects, immediate context, global interest or other cultures), while identifying:
   • general ideas and specific information related to people and their actions, objects, places, time, speakers, steps in instructions and procedures, sequence of events
   • vocabulary words learned, expressions often used and some less frequent ones
   • English sounds that can interfere with comprehension, such as initial sound, / r / in words like ready, run

3. Listen to oral texts and apply strategies to support comprehension, for example:
   • making predictions
   • listening with a purpose
   • establishing relationships with prior knowledge
   • focusing attention on key words and / or expressions
   • using support such as images and gestures of the speaker
   • asking to clarify or corroborate information in interactions
   • checking predictions

4. React and show interest in what is heard by establishing relations with personal experiences and / or the culture itself, while expressing preferences, feelings and opinions, through:
   • illustrations and representations (models, schemes)
• dramatizations
• oral presentations
• brief paragraphs or summaries
• questions about the topic

READING

5. Read and understand simple adapted and authentic literary texts (stories, poems, comic strips) and non-literary texts (procedures, emails, dialogues, informative articles, news, biographies) by identifying:
  • general ideas and specific information associated with people, objects, places, dates
  • plot (beginning, development, end), characters and their actions, setting (time and place), main topic
  • cause-effect relations, sequence between ideas, problem-solution
  • keywords, frequently used expressions and topical vocabulary

6. Read and demonstrate understanding of texts related to familiar topics, of students’ immediate context, of other subjects or of other cultures and of current affairs and global interest that contain the following functions:
  • expressing quantities and enumerate
  • describing actions and how they are performed
  • describing moods and position of objects and places
  • identifying and describing objects, sports, hobbies
  • expressing tastes and preferences, opinions about activities, intentions and needs
  • expressing intentions, future plans and predictions
  • comparing

7. Use strategies to support the understanding of the texts read:
  • pre-reading: read with a purpose, make predictions, use previous knowledge
  • reading: make quick reading and focused reading, visualize, identify organizational elements of the text (title, subtitle, images)
  • post reading: confirm predictions, reread, recount with support, ask to confirm information
8. React and show interest in what is read by establishing relations with personal experiences and / or the culture itself, while expressing preferences, feelings and opinions through:

- illustrations, diagrams and graphic organizers
- dramatizations
- oral presentations
- paragraphs, brief summaries and comic strips

SPEAKING

9. Reproduce and produce oral texts, such as monologues, songs, poems, riddles and dialogues, to identify and use language sounds, such as the initial sound, / r / in words such as ready, run

10. Express oneself orally, either in dialogues, presentations or group activities, with visual and / or digital support, about the topics covered during the year

11. Demonstrate knowledge and use of the vocabulary learned, for example:

- topical vocabulary
- frequently used words
- Commonly used expressions (for example: that's cool, great!)

12. Participate in dialogues with peers and teachers when performing the following functions:

- Asking and answering questions; for example: Who ...? How much / many ...? Dog...? Where ...
- Describing actions and how they are performed: he reads fast / very slowly
- Describing position of objects or places; for example: it’s next to / in front of / beside / behind
• Identifying and describing objects, sports and hobbies; for example: these / those cars are fast; it’s a plastic bottle

• Expressing oneself about activities; For example: riding / skating is cool / boring

• Describing mood, for example: he looks tired / hungry / nervous / good

• Pointing out expressions of past tense; for example: yesterday / last week / month / year

• Expressing intentions and needs; for example: we need / want / forget to ...

• Expressing quantities and enumerating; for example: I am first / second / third; sixty / eighty / two hundred

• Expressing likes and preferences; for example: I love / like / hate / don’t mind playing baseball

• Expressing intentions, future plans and predictions; for example: I’m going to Easter Island; She’s arriving tomorrow; Man will land on Mars

• Comparing, for example: he is taller than Tom; this game is the easiest / most difficult of all

WRITING

13. Writing non-literary texts (such as email, postcard, agenda, invitation, news) and literary texts (stories, rhymes, comic strips) based on a model and with the support of visual language with the purpose of sharing information about the topics covered during the year.

14. Write to perform the following functions:

• Asking and answering questions; for example: Who ...? How much / many ...? Dog...? Where ...

• Describing position of objects or places; for example: it’s next to / in front of / beside / behind

• Identifying and describing objects, sports and hobbies; for example: these / those cars are fast; it’s a plastic bottle

• Expressing oneself about certain activities; for example: playing / gaming is cool / boring

• Describing mood, for example: he looks tired / hungry / nervous / good

• Pointing out expressions of past tense; for example: yesterday / last week / month / year

• Expressing quantities and counting; for example: I am first / second / third; sixty / eighty / two hundred

• Expressing likes and preferences; for example: I love / like / hate / don’t mind playing baseball
• Comparing, for example: he’s taller than Tom; this game is the easiest / most difficult of all

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