

BASIC LEARNING RIGHTS OF ENGLISH

TRANSITION TO 5th GRADE

FREE DISTRIBUTION
MATERIAL

Where are
you going?

I'm going to
the classroom.
It's time for
English class!

English
Transition to 5th

Tr

1

2

Colombia Bilingüe

 MINEDUCACIÓN

 TODOS POR UN
NUEVO PAÍS
PAZ EQUIDAD EDUCACIÓN

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5

BASIC LEARNING RIGHTS OF ENGLISH

TRANSITION TO FIFTH GRADE

Colombia Bilingüe



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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 a través de programas como “Colombia Bilingüe”, cuyas acciones se enmarcan dentro del propósito de hacer de Colombia la mejor educada de la región para el año 2025.

Hoy tenemos el gusto de presentar al país los **Derechos Básicos de Aprendizaje de Inglés y el Currículo Sugerido de Inglés** grados Transición a 5º de Primaria. Estas herramientas buscan que los docentes tengan unos lineamientos curriculares sugeridos y claros, contribuyendo, por un lado, a mejorar las prácticas pedagógicas en el aula de clase y, por el otro, a que los estudiantes alcancen el nivel de inglés esperado en cada grado. Por esta razón, se integran diferentes temáticas esenciales a través de la formación en inglés, tales como la salud, la convivencia, la paz, el medio ambiente y la globalización. A través de la implementación de esta propuesta, los docentes de inglés y las instituciones educativas del sector oficial aportarán cada vez más a la construcción del país bilingüe que deseamos.

Estos dos documentos se construyeron teniendo en cuenta las necesidades y características propias de los docentes de educación básica primaria del sector oficial, lo que permitió establecer ejes transversales adaptables a estos contextos particulares. Se trata de una propuesta dirigida también a las Secretarías de Educación, a las Escuelas Normales y a las Facultades de Educación del país, debido a que son dichos actores quienes, en su autonomía curricular, podrán analizar, adaptar e implementar cada uno de los elementos dentro del marco de los procesos de enseñanza y aprendizaje del inglés en sus instituciones educativas.

Los Derechos Básicos de Aprendizaje y el Currículo Sugerido de Inglés para Transición y Primaria son apuestas que buscan generar igualdad educativa y hacer que la enseñanza y el aprendizaje del inglés sean vistos como una herramienta fortalecedora de la formación integral y pertinente para los estudiantes del siglo XXI en Colombia.

Agradecemos a la comunidad educativa por sus valiosos aportes, dirigidos a la construcción de un país que busca abrirse cada vez más al mundo globalizado y multicultural en el que vivimos.

Ministerio de Educación Nacional de Colombia.

1. WHAT ARE THE BASIC LEARNING RIGHTS?

The Basic Learning Rights (BLRs) in the area of English language learning are essential tools that ensure equity and quality in education for all children in Colombia. These rights describe skills and knowledge that students must acquire in English class in levels transition to primary in the Colombian educational system. The BLRs are structured coherently with the Curricular Guidelines and the Basic Standards of Competence (BSC), as well as with the Curriculum Suggested from 6 to 11. BLRs identify key aspects necessary for the development of communicative competence of students in a foreign language; therefore, they are expressed in terms of receptive and expressive language skills.

The Basic Learning Rights:

- Demonstrate progressive development of language skills in English from transition to 5th grade.
- Provide examples that illustrate and explain language skills in terms of communicative outcomes that students may achieve in a given school grade. At the same time, these examples help the school community gain a better understanding of the BLRs.

- Can be used for lesson planning as the proposed activities should ideally involve several BLRs from the same grade.
- Are not a class activity or a lesson.
- Are not organized in a particular order even though the BLRs are numbered. BLR 3, for example, does not necessarily have to come after BLR 2.

BLRs complement the design and update of curricular proposals as they include some fundamental elements for the development of communicative competence in English. However, they do not intend to replace the existing curriculum since this is understood from a wider and more complex perspective as "the set of criteria, study plans, programs, methodologies and processes that contribute to a holistic education as well as to the construction of national, regional and local identity, including human, academic, and physical resources necessary to put in place policies and carry out the Institutional Educational Project (Proyecto Educativo Institucional - PEI)" (Article 76, General Law of Education. Law 115 of 1994).

2. WHY ARE THE BASIC LEARNING RIGHTS OF ENGLISH FOR TRANSITION AND PRIMARY IMPORTANT?

The National Ministry of Education, in the interest of improving the country's quality of education, has identified a need for tools that strengthen school practices in public educational institutions generating holistic learning in the different areas of study. For the purpose of guiding and providing a benchmark to these school practices, the English Basic Learning Rights, which identify key skills and knowledge that all students in grades transition to 11 must develop, have been designed. Their importance relies on the fact that they propose essential elements for the construction of knowledge in each school year so that, as a result of the process, students finishing 11th grade achieve the pre- intermediate English proficiency level (B1) which is the target objective established by the Basic Learning Standards.

The BLRs support the development of curricular proposals which are articulated within institutional plans: Institutional Educational Projects (PEI) and program of studies. They also serve as a reference to determine whether students are achieving the expected learning outcomes and to help define actions for continuous improvement.

The National Ministry of Education proposes a Suggested English Curriculum which incorporates the BLRs into the Educational Institutions and their classrooms. This proposal is available for download at www.colombiaaprende.edu.co/colombiabilingue.

3. WHO ARE THE BASIC LEARNING RIGHTS OF ENGLISH FOR TRANSITION AND PRIMARY ADDRESSED TO?

The BLRs are tools that the National Ministry of Education (MEN) offer the entire educational community.

- For Local Education Authorities, they serve as a guide to promote curricular initiatives that can be adapted to the needs of their institutions.
- For Educational Institutions, they guide them in the design of their program of studies according to grade and language proficiency level in order to achieve expected learning outcomes.
- For teachers and coordinators, they serve as a reference for curriculum design and classroom practices.
- For families, they help them identify and interpret learning outcomes that have or have not been achieved

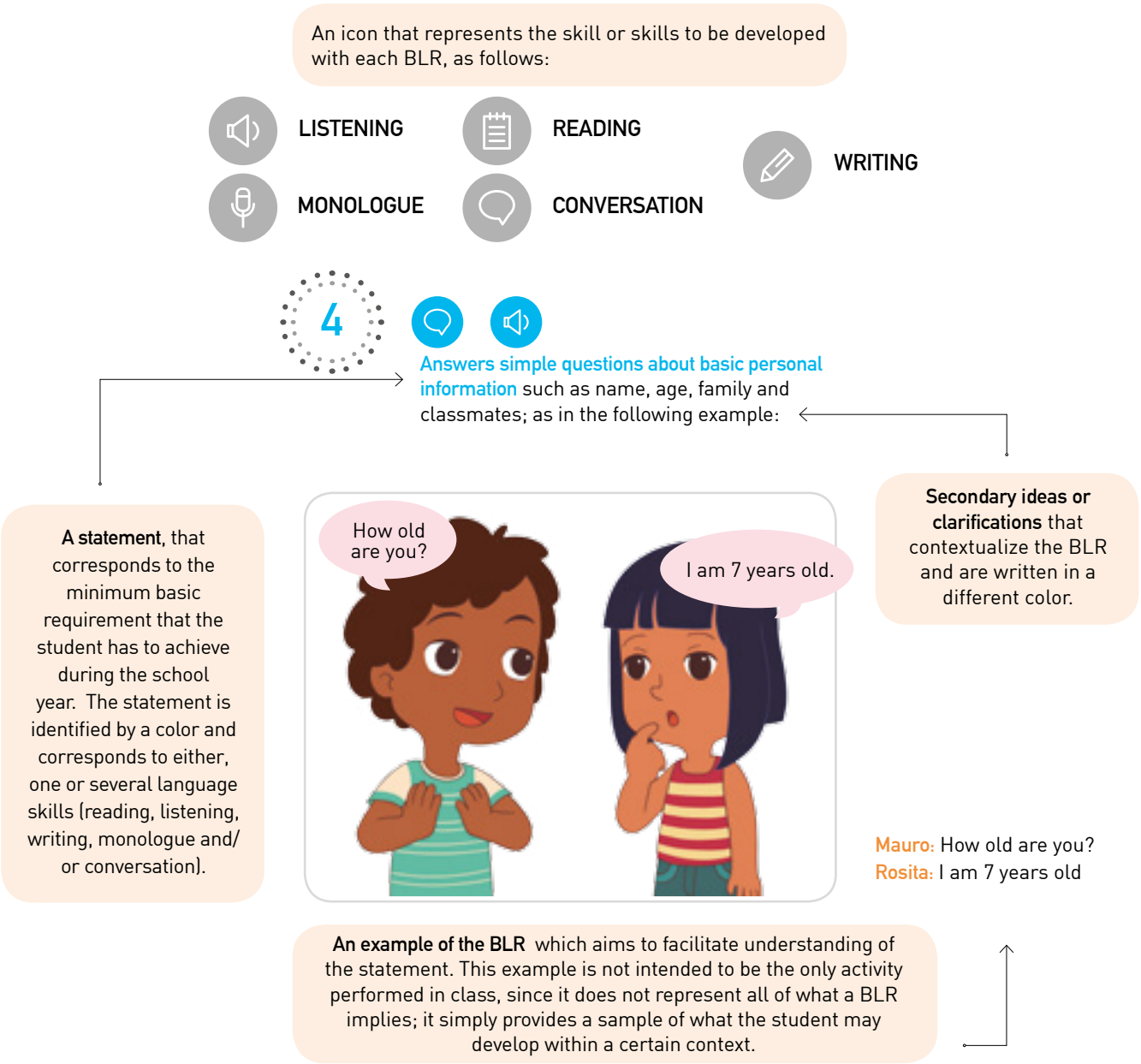
by their children in their educational process to reinforce learning at home, as well as promote more involvement in school's decisions.

- For students, they provide information on what they should learn during the school year to guide their individual study process, as well as to help them prepare for national exams and higher education entrance exams.
- For the National Ministry of Education, foundations and other educational entities, it provides appropriate strategies to guarantee the level of communicative competence in English that students are expected to acquire during their studies in the Colombian educational system.



4. HOW ARE THE BASIC LEARNING RIGHTS OF ENGLISH FOR TRANSITION AND PRIMARY STRUCTURED?

There is a list of Basic Learning Rights (BLRs) for each grade, from transition to 5th grade. Each BLR is structured as follows:



BASIC LEARNING RIGHTS OF ENGLISH

TRANSITION TO FIFTH GRADE



By the end of this course, the student:

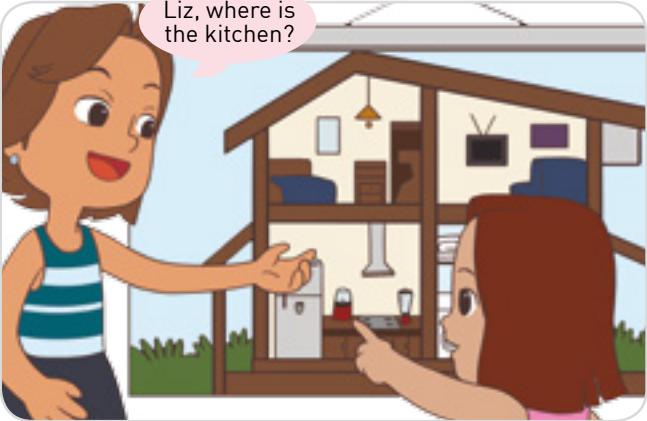
1

Recognizes simple commands related to his/her immediate environment, and responds to them nonverbally; as in the following example:



2

Associates images with sounds of words related to his/her home and classroom; as shown in the following example:



3

Identifies, repeats, and uses words related to his/her immediate environment (house and classroom); as in the following example:



4

Understands and answers very simple questions about his/her personal information, such as name, age, and family; as in the following example:



5

6

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8

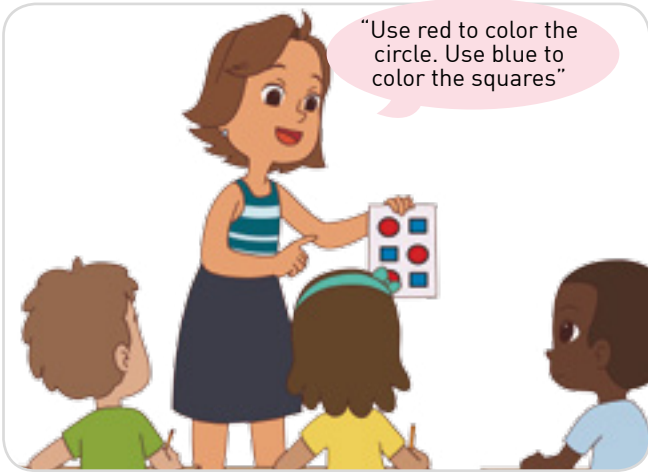
1

By the end of this course, the student:

1



Understands and follows instructions related to basic school tasks, verbally and nonverbally; as in the following example:



2



Understands and makes simple statements, using rehearsed expressions about his/her immediate environment (house and school); as in the following example:



3



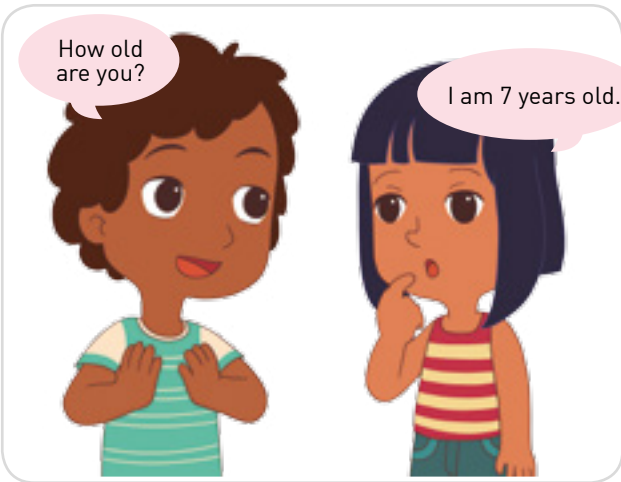
Organizes the sequence of main events in a simple short story about topics he/ she already knows, by using pictures, after reading or listening to it; as in the following example:



4



Answers simple questions about basic personal information such as name, age, family and classmates; as in the following example:



5



Describes some physical characteristics of self and others, through the use of rehearsed words or phrases; as in the following example:



6

Handwriting practice lines for item 6.

7

Handwriting practice lines for item 7.

8

Handwriting practice lines for item 8.

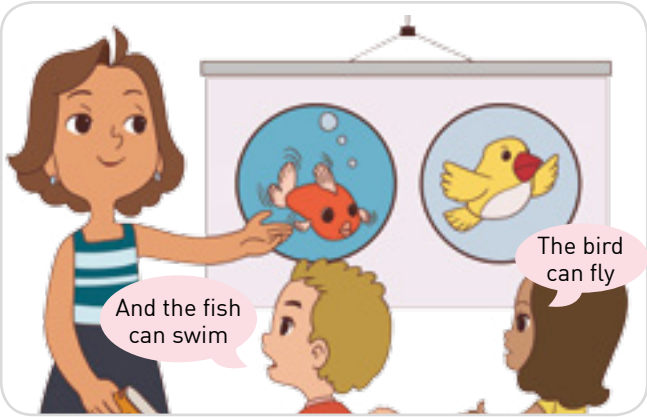
2

By the end of this course, the student:

1



Expresses simple ideas about topics he/she already knows, using simple words or phrases; as shown in the following example:



2



Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words; as in the following example:



3



Exchanges personal information such as name, age, and where he/she comes from with classmates and teachers, using short simple sentences modeled by the teacher; as in the following example:



4



Describes cultural aspects of his/her immediate environment, using known words and expressions; as in the following example:



5

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7

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3

By the end of this course, the student:

1



Understands and describes some details in short, simple texts related to familiar topics, based on images and known phrases; as in the following example:

Felipe lives in Yopal. He is 8 years old. He loves technology, especially he likes to play with his Tablet. The problem is that Felipe spends more than 5 hours playing with his tablet every day. This might be bad for him.



Felipe has a problem. He plays with his tablet every day.

2



Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics; as in the following example:

What is your favorite superhero?

A superhero is a person who has special abilities, and helps people in need. There are many examples of superheroes on TV: Iron man, Superman, Wonder Woman, and Captain America. They usually wear a cape and a mask so people don't know who they are. They have super powers, such as: flying, disappearing, fighting, etc.



- What is a superhero? It's a person who has super powers.
- What are some examples of superheroes? Superman, Wonder Woman, Captain America.
- What does a superhero do? A superhero helps people in need.
- Who is your favorite superhero? Spider-Man.

3



Exchanges ideas and simple opinions with classmates and teachers, following models or using images; as in the following example:

Mauro, do you watch TV every day?

Yes, I watch TV 2 hours every day.

Rosita, how about you?

I don't watch TV. I don't like it.



4



Describes things, places, people, and communities, in oral or written form, using simple phrases. He/she can speak or write about his/her neighborhood; as in the following example:



This is my neighborhood. There is a park, and a church. There are many houses. There are trees, plants, and a small river. The river is dirty because people throw garbage in it.

6

7

5


4

By the end of this course, the student:

1



Understands the main idea and supporting details in a short, simple, informative text about topics that are familiar or of personal interest; as in the following example:



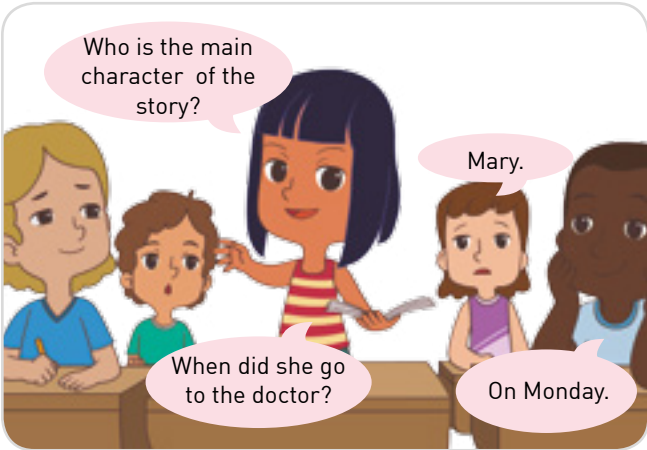
Animals have different characteristics: birds, for example, have feathers and wings; mammals have legs; and fish have scales.

Type of animal	Characteristics
• Mammals	Legs
• Birds	Feathers and wings

2



Asks and answers questions related to Who, When and Where, in written or oral form, after reading or listening to a short, simple text; as in the following example:



Who is the main character of the story?

Mary.

When did she go to the doctor?

On Monday.

3



Exchanges opinions about a topic of interest based on situations related to his/her immediate environment using simple and familiar sentences; as in the following example:



What do you think about the "Safe the earth project" in our school?

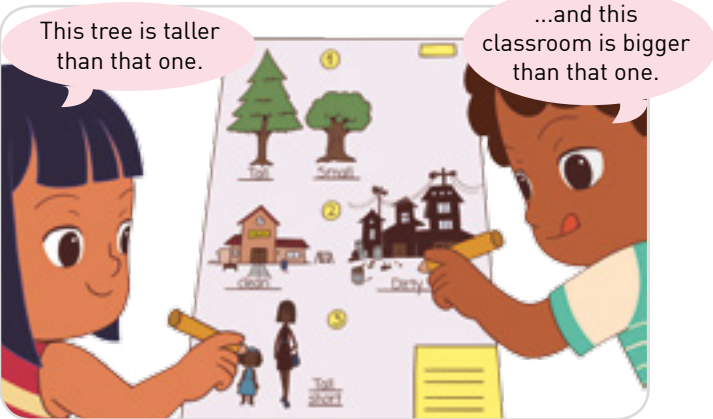
Yes, it is important for our school.

It is great.

4



Compares basic characteristics of people, objects and places in his/her school and community, using simple sentences; as in the following example:



This tree is taller than that one.

...and this classroom is bigger than that one.

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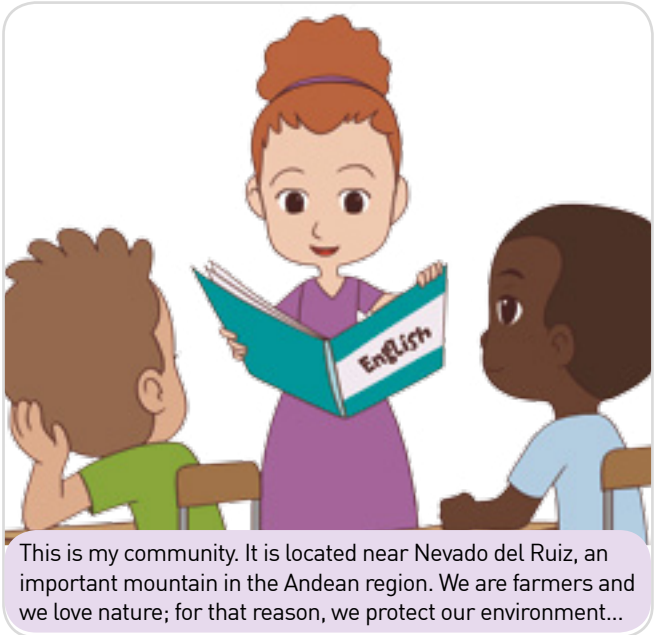
5

By the end of this course, the student:

1



Understands general and specific information in a short narrative text about topics, that are familiar or of personal interest; as in the following example:



This is my community. It is located near Nevado del Ruiz, an important mountain in the Andean region. We are farmers and we love nature; for that reason, we protect our environment...

2



Produces a short, simple, oral or written narrative text that responds to the what, who, when and where of an event or anecdote; as in the following example:



3



Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher; as in the following example:



4



Explains, in oral or written form, cause and effect related to topics of most immediate relevance, using simple sentences and following a model; as in the following example:



6

5

7

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