

Wieliczka Montessori school

Dwujęzyczna
Szkoła
Podstawowa



Wieliczka
Montessori
School

Educational requirements:

Foreign language: **English (6-7)**

P. Daniel López

Grade 6 Marks (1-2)	Indicator	Further comments about the communicative competence
I can understand the basic or general idea of a text that I read. This means that I can identify the genre and some specific information from a text, book or document that I read.	<ul style="list-style-type: none">• I can understand main information from a text that I read• I can extract the main idea, as well as some details as evidence of my reading comprehension• I am able to read chapters, answering questions proposed by my teacher and extracting some vocabulary that I will look up afterwards.	<ul style="list-style-type: none">• I can communicate basic desires and needs to my teachers.• I can express personal information about myself and others.• I can ask and respond basic questions, usually informal ones.

Grade 6 Marks (2)	Indicator	Further comments about the communicative competence
<p>I can write basic sentences with a logical structure. Where I demonstrate knowledge of cohesive devices that I have learnt in class.</p>	<ul style="list-style-type: none"> • I can write sentences describing and listing activities that I do and have done. • I can write composed descriptive sentences where I provide details about me, or others <p>I can write logical sentences expressing agreements and disagreements.</p>	<p>I am able to express agreement or disagreement by using simple sentences</p>
Grade: 6 Marks (3)	Indicator	Further comments about the communicative competence
<p>I can comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.</p>	<ul style="list-style-type: none"> • I can read a text and identify all connectors (FANBOYS) so that I understand the cohesive devices. 	<p>I can present information, findings, and supporting evidence conveying a clear and distinct perspective.</p>

I am able to produce clear and coherent writing for a range of tasks, purposes, and audiences.

- I can cite textual evidence that identifies the key ideas and details of a text and analyze how these are developed over the course of the text.
 - I can determine the meaning of words and phrases as they are used in a text, and analyze the structure of a text.
 - I can determine an author's point of view or purpose.
 - I can select key ideas from a text and explain how they appear in a variety of sources such as other texts, film, performance, and television.
 - I can write arguments to support and explain a claim with clear reasons and relevant evidence (quotations or
- I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics.
 - I can present claims and findings, in a clear manner with relevant and appropriate evidence.

	<p>paraphrasing) through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • I can write informative/explanatory texts to examine a topic, convey ideas, and explain concepts and information through the selection, organization, and analysis of relevant content as it pertains to a claim 	
<p>Grade 6 Marks (4)</p>	<p>Indicator</p>	<p>Further comments about the communicative competence</p>
<p>I can initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly based on a written piece.</p>	<ul style="list-style-type: none"> • I can write narratives to develop real or imagined experiences or events. • I can establish and maintain an appropriate form, tone, conventions, and vocabulary for the intended audience. • I can develop and strengthen my writing as needed by planning, revising, editing, rewriting, etc. 	<ul style="list-style-type: none"> • I am able to respond logically to the questions, or conversation proposed by the teacher or the class. • I have no problem expressing agreement or disagreement regarding a topic of discussion. • I am able to question an argument and express my ideas

- I can produce and/or distribute writing over a variety of mediums, including, but not limited to, the internet.
- I can understand the main message of a listening
- I am able to initiate a discussion based a listening
- I am able to identify details, ideas, and details despite the fact that there are a couple of words unknown for me
- I do not find it difficult to answer questions regarding a video, or a listening exercise because I can retain information and details.
- I can acknowledge new information

or opinions about topics in the class.

	<p>expressed by others, and explain how this information has changed, reinforced, or challenged my thinking</p> <ul style="list-style-type: none"> • I can explain the purpose of the information by identifying if it is to inform, evaluate, or persuade. 	
Grade 6 Marks (5)	Indicator	Further comments about the communicative competence
I am able to provide further discussion related to a text, book or reading proposed by the teacher.	<ul style="list-style-type: none"> • I am able to state my own opinion and comments regarding a chapter of a book, document, or text that I read. • I can provide further comments, be critical and state whether I agree or disagree with what was stated in the text. • I am able to understand meanings behind the text. This is to say that I clearly identify the authors idea or 	<ul style="list-style-type: none"> • I am able to handle short casual conversations out of the class environment. • I am able to express needs, interests and feelings to others. • I can integrate multimedia and other visuals to create a product to reinforce and strengthen my communication when appropriate or required.

I am able to write academically, and creatively regarding a wide range of topics. This by following different strategies and guidelines, so that that my texts fit a specific type of writing, or are whiting the frame of a specific register and formality.

objective when he wrote the text.

- I am able to provide specific details extracted from the text and use them in my arguments.
- I am able to hand write pieces of text with certain clarity, cohesion and logic. As well as use my computer and use all tools and resources available to make my writing reach and understandable
- I am able to create reports, stating specific details of the setting (place, people and time)
- I can write essays following their structure, and being able to agree or disagree with a thesis given.
- I can write a descriptive paragraph where I can describe the book that I am reading at school. Being able to describe settings, contexts, and

- I am able to express ideas in present,past and future tense related to anecdotes, or future plans and experiences that I have.

	characters.	
Grade 6 Marks (6)	Indicator	Further comments about the communicative competence
I am able to understand a listening, song, podcast or video with the aims of expanding my vocabulary and pronunciation. Additionally, I can proceed to express agreement, disagreement, or opinions or comments.	<ul style="list-style-type: none"> • I am able to identify types of formality when writing an email. • I demonstrate good range of vocabulary by using coordinators and subordinators along my text. • I can break down a speaker's argument and specific claims and evaluate the relevance and credibility of the evidence used to create the argument. • I am able to understand not only the idea and purpose of the listening. But, also I can identify the purpose of the author for mentioning some details. Additionally, I have critical thinking 	<ul style="list-style-type: none"> • I can expand opinions regarding agreement or disagreement in the grounds of topics we discuss in class. <p>I can question others in order to present justifications to my comments and opinions.</p>

abilities enough to provide comments or questions about it.

- I am able to question the arguments of the author, and provide further justifications to what he is saying.

Grades: 7 Marks (1)	Indicator	Further comments about the communicative competence
<p>I can comprehend short pieces of text and readings, with an intermediate level of complexity. This allows me to categorize information (general and detailed)</p> <p>I can write coherent pieces of work. Joining others ideas and my own. In order to ensure logic and coherence I can use linguistic devices to link my paragraphs and sentences.</p>	<ul style="list-style-type: none"> • I can extract general information from a piece of text, and I can decide what the main idea of the text is. • I am able to answer specific questions related to the text (setting, character, roles) • I can name characters and provide creative descriptions of them • In a basic way, I can provide descriptive sentences or even paragraphs in regards to specific pieces of texts, or books. • I am able to create a bank of words that I will later look up and learn • I can write grammatically correct sentences using a wide variety of tenses. • I am able to put sentences together by using any connector studied in class (FANBOYS) • I am able to construct a short paragraph by putting complete sentences together in such a 	<p>I am able to communicate my needs, interests agreements or disagreements with my teacher and classmates.</p> <ul style="list-style-type: none"> • I am able to communicate basic needs that I would have during my school time to my teacher or classmates. • I am able to express interest in any a subject by using formal and simple words. • I am able to communicate outside the frame of my English lesson. (Social and causal interactions) • I am able to express questions or ask for repetition during my lessons. • I can express verbally my basic personal information

	<p>way that their order is coherent and logic. SO that the structure of a paragraph is maintained.</p> <ul style="list-style-type: none"> • I am able to provide sentences paraphrasing others or citing others ideas and points of views. 	<p>containing, names, numbers, addresses, places and times.</p> <ul style="list-style-type: none"> • I am able to describe who I am and others
Grades: 7 Marks (2)	Indicator	Further comments about the communicative competence
<p>I am able to listen to audios, videos, podcasts and comprehend the main idea speakers want to convey.</p> <p>I am able to express feelings, needs and interests by using complete compound sentences.</p>	<ul style="list-style-type: none"> • I am able to pay a attention to a listening extract and understand the general idea of the listening. • I can identify the different people interacting in a listening conversation • I am able to answer specific questions related to a podcast, video or listening. After listening a few times, I am able to provide details in within the interactions happening in the piece of audio • I am able to write pieces of text where it is evident the use of connectors (FANBOYS) 	<ul style="list-style-type: none"> • I am able to describe my family and pets • I can engage shortly in group conversations, or provide small verbal participation during the lesson

	<ul style="list-style-type: none"> • I can write narratives to develop real or imagined experiences or events using a variety of techniques, details, and well-structured events or sequences. • I can develop and distribute my writing over a variety of mediums, including but not limited to the internet. • I can establish and maintain an appropriate form, tone, conventions, and vocabulary for the intended audience. 	
Grades: 7 Marks (4)	Indicator	Further comments about the communicative competence
<p>I can initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and building off the ideas of others.</p> <p>I am able to categorize information, and use different strategies to filter it, so that I can comprehend the main</p>	<ul style="list-style-type: none"> • I can develop and strengthen my writing through collaborative planning, revising, editing, rewriting, etc. • I can conduct research to answer self-generated questions or solve problems using multiple sources that I have gathered on my own using research standards and methods. 	<ul style="list-style-type: none"> • I can integrate multimedia and other visuals as appropriate or required to engage my audience, strengthen my arguments, and enhance my communication.

<p>purpose of the speaker or author and any other idea in between the lines.</p> <p>Discussing and analysing ideas and opinions (e.g., debating)</p> <p>Improving and deepening comprehension</p>	<ul style="list-style-type: none"> • I can interpret new information expressed by others and explain how this information has changed, reinforced, or challenged my thinking. • I can interpret, assess, and evaluate the purpose of the information. I can analyze a speaker’s argument and specific claims to evaluate the credibility, relevance, and sufficiency of the evidence used to create the argument. • Share ideas relevant to class activities and discussions (e.g., teacher or student-selected pairs or small groups, whole class brainstorming, literature circles, book clubs) 	
<p>Grades: 7</p> <p>Marks (5)</p>	<p>Indicator</p>	<p>Further comments about the communicative competence</p>

<p>use speaking and listening to interact with others for the purposes of:</p> <ul style="list-style-type: none"> • Discussing concerns and resolving problems • Negotiating consensus or agreeing to different purposes and ideas • Completing a variety of tasks • Using prior knowledge and/or other sources of evidence • Staying on topic in focussed discussions • Presenting in a clear, focussed, organized, and effective manner • Explaining and effectively supporting a viewpoint • Summarizing and synthesizing • Generating questions • Visualizing and sharing • Making inferences and drawing conclusions • Interpreting the speaker's verbal and nonverbal messages, purposes, and perspectives • Analyzing • Ignoring distractions 	<ul style="list-style-type: none"> • Speak and listen in partner, small group, and whole class discussion to accomplish a substantive task (e.g., suggest a plan of action for a student council, present a mock trial of an historical figure, take turns in a structured debate) • Share ideas in structured discussions and dialogues to explore issues, varying viewpoints, and conflicts • Ask questions to sustain and extend interactions • Listen to classmates and others without interrupting, speak respectfully to others, and use language and tone appropriately when disagreeing • Offer ideas and experiences that build on the ideas of others • Speak and listen to respond to others' needs, feelings, and reactions, considering verbal and nonverbal cues (e.g., tone, 	<p>At this stage students are flexible and creative to use their communicative skills in different ways that could allow them to:</p> <ul style="list-style-type: none"> • Communicate effectively regarding their progress, needs or interests in the foreign language. • Self-evaluate their learning so that they understand what they need to learn or improve. • Create conversation in academic and nonacademic scenarios. This will allow them to have more meaningful interactions with a wider community.
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inflection, body language, facial expression)

- Synthesize viewpoints of others, identify similarities and differences between viewpoints, and discuss ways differences can be resolved or minimized
- Identify purpose (e.g., to explain, persuade, entertain) and audience (e.g., parents, peers, principal) for speaking and presenting
- Present/discuss in their own words information that is accurate, states a clear topic, is sequenced logically, and includes specific and relevant examples and details (e.g., summarize a politician's position on an issue, present a dramatization of life as a slave in ancient Egypt)
- Explain their own viewpoints and give reasons, and, if applicable, support judgments through references to a text,

prior knowledge, or other sources of evidence

- When delivering a persuasive presentation, state a clear position or perspective in support of an argument or proposal, describe the points in support of the argument, and employ well-articulated evidence
- Use vocabulary appropriate to topic and audience (e.g., content-specific words and phrases, such as “civilization”)
- Use tone, volume, pacing, phrasing, and gesture to engage audience and enhance meaning
- Use speaking to explore new ideas and opinions, and support and build on the ideas and opinions of others (e.g., “When we started listening to the speech, I thought I agreed with the speaker, but when she/he got to the part about..., I realized that I had a different opinion.”)

I can read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including:

- Stories from Aboriginal and other cultures
- Literature reflecting a variety of ancient and modern cultures
- Short stories and novels exposing students to unfamiliar contexts
- Short plays that are straightforward in form and content poetry in a variety of forms
- Non-fiction books
- Textbooks and other instructional materials
- Visual or graphic materials
- Reports and articles
- Reference material
- Appropriate web sites
- Instructions and procedures
- Advertising and promotional materials

- Read grade-appropriate literary texts independently and collectively (e.g., choral reading, readers' theatre), with accuracy, comprehension, and fluency, including expression and phrasing
- Describe setting, characters, plot, events, and conflict in their own words, and explain how they influence each other (e.g., elements of setting influence character action, character action contributes to understanding of characterization, plot events can contribute to mood)
- Make and defend inferences that show some insight into characters' motivations and feelings; provide support with specific evidence from the text

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| | <ul style="list-style-type: none">• Draw comparisons among texts and among genres• Offer meaningful interpretations of the theme or author/poet's message• Make and support direct and indirect connections (text-to-self, text-to-text, and text-to-world)• Identify the central theme or idea in a poem, and explain how it is conveyed through images and poetic devices (including figurative language)• Use 'text features' (e.g., dialogue, punctuation) to support meaning when reading aloud and silently• Read grade-appropriate information texts independently and collectively, with accuracy, comprehension, and fluency, including expression and phrasing• Use a variety of print and electronic reference sources (e.g., dictionaries, thesaurus, web sites) | |
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Grades: 7 Marks (6)	Indicator	Further comments about the communicative competence
<p>I can communicate in a variety of effective informational writing and speaking upon several purposes and to audiences with the purpose of persuade or influence them.</p> <ul style="list-style-type: none"> • clearly developed ideas by using focused and useful supporting details, analysis, and explanations • sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style • effective word choice by using content words, precise nouns, and powerful verbs and modifiers • a voice demonstrating an appreciation and interest in the topic <p>In terms of writing, I show paragraphs that show an organization that includes topic sentences that lead that to clear purposes, followed by well-developed and cohesive</p>	<ul style="list-style-type: none"> • Locate specific relevant details through the use of ‘text features’ (e.g., glossaries, tables of contents, unit summaries, indices, appendices, visuals, navigation bars, search engines) • Identify main topics addressed in a selection and distinguish between main ideas and related details • Make accurate, organized notes by creating categories that reflect the main ideas or topics • Support meaningful inferences or interpretations with specific evidence from the text • Generate questions and provide answers through further reading on the topic 	<ul style="list-style-type: none"> • My spoken language Contains a variety of sentence types, lengths, and structures (e.g., simple, compound, and complex) • Initiate interactions only with the merely purpose of fulfilling their own inquiries to expanding their knowledge. • Provide opinions and comments so that the interactions within the class member is more rich and meaningful.

sequences and paragraphs or sections that lead to a strong conclusion.

- Include accurate and important information from text and 'text features', including specific details from graphics.
- Makes sense and emphasizes important ideas
- Includes a narrowed, focused, clear, and coherent topic
- Includes information that is accurate and integrates information from several sources
- Shows understanding of the topic through personal experience and/or research
- May express and justify a viewpoint
- Anticipates and answers some of the reader's questions
- Includes visuals and text working jointly to represent and enhance the topic
- Shows a clear sense of audience; shows consideration for and interest in the reader

	<p>features experimentation with word order for effect</p> <ul style="list-style-type: none">• Reads smoothly and demonstrates strategic paragraphing• Exhibits tone and level of formality appropriate for purpose and audience• Contains clear language and effectively used content words shows a clear sense of audience and shows consideration and interest in the reader• Exhibits interest or care in the topic; engages, and, if applicable, persuades the reader	
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