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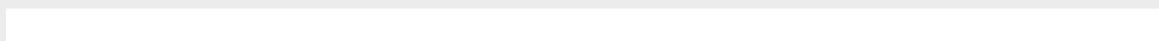


GLOBAL  
ALLIANCE  
TO MONITOR  
LEARNING



# Global Content Framework of Reference for Reading: Global Consultation

GAML Fifth Meeting  
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Hamburg, Germany



## Summary

### Purpose of Global Consultation

This paper presents the results of the global consultation on the Global Content Framework of Reference for Reading. Aiming to reach a global consensus on the Global Content Framework, UIS and IBE-UNESCO set up an online consultation, which focused on the first two levels of the Global Content Framework: domains and sub-domains. Participants were asked to test the Global Content Framework by using it to map their country's National Assessment Framework (NAF) at the domain and sub-domain levels. An online platform was thus developed<sup>1</sup>.

Participants were asked to complete a Mapping Sheet and a Review Survey. The Mapping Sheet was organized into two sections. The first section requested the participant to input information about the document they were mapping (country, grades, title, link). The second section was where participants would map their country's NAF, by typing "yes" or "no" on whether those domains and sub-domains were present or not in their local documents. The questions of the Review Survey aimed to obtain information concerning the adequacy of the description proposed (1 question), the mapping process (4 questions), the usefulness of the troubleshooting section (6 questions) and the general opinion regarding the Global Content Framework (9 questions). The consultation was open for three weeks.

Participants were asked to map local assessment frameworks onto corresponding domains and sub-domains in the Global Content Framework. In total, 3 domains and 6 sub-domains were included. Participants completed the survey indicating using yes/no responses whether or not Global Content Framework categories were present in local documents. Following this activity, respondents were asked to reflect on their experience while they completed a survey.

### Outcomes

Responses were received from 12 countries across the Arab States, Central and Eastern Europe, East Asia and the Pacific, Latin America and the Caribbean, North America and Western Europe, Sub-Saharan Africa, and one international authority. Although the number of responses would ideally have been higher, there is considerable diversity among the 12 countries that provides a good mix of the different educational circumstances and profiles that exist. A particular feature of a number of country responses was the involvement of a range of different governmental authorities and agencies (particularly, Ministries of Education and assessment national authorities). This round of consultation was also enhanced by the involvement of international agencies and Universities. Given the integrated nature of the data and the need for integrated policy responses in these areas, such collaboration and engagement is to be strongly encouraged. The inputs from a variety of agencies will considerably improve the quality, applicability, and relevance of the Global Content Framework.

The feedback received would be used to further refine the Global Content Framework to meet the needs of countries, as well as regional and international assessment agencies.

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<sup>1</sup> The online platform is accessible here: <http://ibe-unesco.org/a-global-framework-for-reading/>

- The mapping process is simple and the information is precise, comprehensive and in line with the development of the reading process.
- The process provides insight into its theoretical and methodological basis, which was also thought to be an advantage of the Global Content Framework.
- The troubleshooting section was assessed as useful and positive, whereas responses on the Global Content Framework's structure, focus on the convenience of the organization of the knowledge and skills implied in reading acquisition into the corresponding domains and sub-domains.
- An issue arose regarding the organization of the Global Content Framework into the three competencies/domains (Linguistic, Metalinguistic and Reading Competencies), as these were thought to be difficult for non-specialists in literacy to follow and adequately understand and use. In this respect, consideration has to be given to the fact that a glossary has been made in which most of the reading related terminology is defined.
- A similar issue was the difficulty in defining the relationship between grades and cut-points. As grades are not equivalent in different countries, a progression based on grades may be difficult to generalize as it may not be referring to the same age group or years of schooling for all countries.
- A participant highlighted the relevance of including a section regarding motivation, in terms of self-efficacy in reading and its value. The aspects related to motivation and disposition for reading were not included in the Global Content Framework, firstly because most national curricula did not include them and secondly due to the difficulties in its operationalization.

## Recommendations

- One of the suggestions was the integration of all competencies into one, and thus basing the Global Content Framework on a unique reading competency. In this regard, if only reading is to be considered, an option would be to re-organize the domains and sub-domains in a unique reading competency. However, if writing is to be incorporated in the future, merging the competencies would not be an appropriate action, as both the Linguistic and Metalinguistic Competencies are shared between reading and writing. In reference to the established cut-points, a recommendation was made to align these with learning achievement that corresponds to the given cut-point, in a way that facilitates mapping in reference to learning and not grades.
- A suggestion was made to consider or make explicit the degree of incidence that each competency has in proficient reading at different grades. In this regard, it is important to consider that all competencies have a very relevant role throughout schooling, and, despite a shift in the relative importance that each of them has throughout time, at no point will the other competencies be ignored.
- The level of detail in the sub-domains' descriptions was thought to add a level of difficulty in their selection. Considering that these concepts are clearly explained at the sub-construct level, it is most likely that these difficulties would be solved if users had access to the other levels of the Global Content Framework (constructs and sub-

constructs), which would allow for the understanding of the specificity of each component giving access to definitions and examples.

- A further recommendation was to assess the possibility of including language-specific characteristics on the cut-point descriptions. As this is a Global Content Framework, the intention was to develop a universal model of reading, presenting as desegregated as possible, the shared knowledge and skills entailed in reading acquisition for the different languages.



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Simplest model view showing only DOMAINS. Each DOMAIN is accompanied by a brief description. Use the 1-level model to map the most general categories included in national assessment frameworks and curriculum documents.

#	DOMAIN	Description:
1	Reading competency	Capacity to decode and understand words and written texts.
2	Linguistic competency	Capacity to integrate the content, for and use of oral language with the aim of developing abilities to understand and produce oral and written texts.
3	Metalinguistic competency	Capacity of deliberately controlling and manipulating the phonological structures of the language, based on a conscious knowledge of them.

Simplest model view showing DOMAINS and Sub-DOMAINS. Each Sub-DOMAIN is accompanied by a brief description. Use the 2-level model to map categories included in national assessment frameworks and curriculum documents.

#	DOMAIN	#	Sub-DOMAIN	Description
1	<b>Reading competency</b>	1.1	Decoding	Ability to associate the orthographic form of a word with its phonological form, where the orthographic form is given by the sequence of the graphemes.
		1.2	Reading comprehension	Process by which information is retrieved from a written text, interpreted and reflected upon.
2	<b>Linguistic competency</b>	2.1	Listening	Process of understanding and drawing meaning from speech, including the meaning of words, phrases, and sentences, alone and in context.
		2.2	Speaking	Process of intentional production in the use of language.
		2.3	Vocabulary	A set of words and other terms (including phrases or idioms that have a single meaning) that are activated in productive and comprehensive processes.
3	<b>Metalinguistic competency</b>	3.1	Phonological awareness	Ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes and onset.

Model view showing three levels, DOMAINS, Sub-DOMAINS and Constructs. Each Construct is accompanied by a brief description. Use the 3-level model to map categories included in national assessment frameworks and curriculum documents.

#	DOMAIN	#	Sub-DOMAIN	#	Construct	Description
1	Reading competency	1.1	Decoding	1.1.1	Alphabetic principle	The knowledge of letters and their respective sounds. Grapheme-phoneme correspondence.
				1.1.2	Precision	Correct recognition of the phonological form of a word based on its orthographic form.
				1.1.3	Fluency	Pressuposes precision and speed in word recognition, as well as, qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels.
		1.2	Reading comprehension	1.2.1	Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.
				1.2.2	Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.
				1.2.3	Interpret	Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.
				1.2.4	Reflect	Critically analyze and give an opinion about the information presented in a written sentence or text, as well as, regarding the author's intentions and the consequences the information may have.
				1.2.5	Metacognition	-
				1.2.6	Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.

# 2 Linguistic competency

2	2.1	Listening	2.1.1 Retrieve	Extract information and the purpose from an oral text, conversation or discourse. Distinguish main ideas, sequence of
			2.1.2 Interpret	Understand explicit and implicit information from an oral text, conversation or discourse, as well as assessing the intention of the transmitter and draw conclusions.
			2.1.3 Reflect	Give an opinion about the meaning of an oral text, conversation or discourse considering the author's intentions, audiences and purposes of different communicative situations.
	2.2	Speaking	2.2.1 Form	Refers to the rules, grammar and sounds of the language (phonetic and phonology) and the characteristics of its pronunciation, as well as the structure of words (morphology and syntax).
			2.2.2 Content	Find the meaning in language, including the meaning of words, phrases, and sentences, alone and in context.
			2.2.3 Use	Talk according to the conversation context considering the effects that it may have on the audience.
	2.3	Vocabulary	2.3.1 Acquire new words	Incorporate new words and their meaning to the lexicon. Which could be from definitions, context or images.
			2.3.2 Recognize	Identify new words and their meaning from the use of synonyms, antonyms, family words and semantic categories. Distinguish linguistic varieties and the elements that make up a word.

3

**Metalinguistic  
competency**

3.1

**Phonological  
awareness**

3.1.1 Distinguish

Ability to identify the phonological units that compose speech.

3.1.2 Blend

Ability to link the phonological units that compose a word.

3.1.3 Generate words from

Ability to create words from the phonological units that compose them.

3.1.4 Segment

Ability to divide words into the phonological units that compose them.

#	DOMAIN	#	Sub-DOMAIN	#	Construct	#	Sub-Construct	Descriptor
	Reading competency		Decoding		1.1.1 Alphabetic principle		Grapheme-phoneme correspondene	Identify the phoneme that corresponds to a given grapheme; match graphemes with the object/s that start with its corresponding phoneme/s; sound out a given grapheme; relate a grapheme to a known word (e.g. point out the M of mum). These activities can also be done with digital tools or support.
							Digraph-phoneme correspondence	Identify the phoneme that corresponds to a given digraph; match a digraph with the object that starts with its corresponding phoneme; sound out a given digraph. These activities can also be done with digital tools or support.
							Upper and lower case correspondence	Identify and match the same graphemes in upper and lower case. These activities can also be done with digital tools or support.
							Recognize the alphabetical order in dictionaries or encyclopaedias	Follow the alphabetical order in dictionaries and encyclopaedias, knowing if a given letter goes before or after another one in the alphabet; order written words according to the alphabetical order; order letters according to the alphabetical order.
							Precision	Words

# Reading competency (cont)

## 1.1 Decoding (cont)

1.1.2

### Precision (cont)

- Sentences
- Texts
- Pronunciation
- Sight read/ direct recognition
- Volume

Read a sentence correctly; read all the words of a sentence in the correct order; distinguish between sentences with the same words in different orders. These activities can also be done with digital tools or support.

Read a text correctly (by sounding out words in a precise manner). These activities can also be done with digital tools or support.

Pronounce correctly the different sounds and/or combination of them when reading according to the phonological representation of words and context. These activities can also be done with digital tools or support.

Implies the direct recognition of syllables and words (without appealing to grapheme-phoneme correspondences to sound out words). Recognize high frequency words automatically in short and long narrative texts, poems, graphic texts and short and long informative texts. These activities can also be done with digital tools or support.

When reading use a volume that is adequate to: the instructions given (reading aloud, silent reading) and the audience (small or big space, few or a lot of people).

# Reading competency (cont)

Decoding (cont)

Reading comprehension

1.1.3

Fluency (cont)

Identify

Speed

Expressiveness and tone

Different types of text

Keep a constant pace of reading; adjust the pace of reading according to what is requested (slower, faster); adjust the pace of reading to improve precision; adjust the pace of reading to improve comprehension (of the reader, of the audience). These activities can also be done with digital tools or support. Fluently and precisely read long and short texts.

Be expressive in reading; maintain the tone throughout the whole text; adjust expressiveness and tone to the audience's characteristics (pre-schoolers, children, adults); adjust the expressiveness and tone of reading to the content of what is being read (comedy, poetry, drama, suspense, horror): adjust the expressiveness and tone of reading according to the characters.

Distinguish between different types of texts by looking at them (recipes, news reports, articles, stories, letters, emails, etc.); indicate/point out the characteristics of the text that allows for its recognition (e.g. ingredients section in a recipe); label a text according to its type. These activities can be done with texts provided in digital or non digital format; identify differences between the same types of texts presented in digital and non digital format.

# Reading competency (cont)

## Reading comprehension (cont)

1.2.1

### Identify (cont)

Parts of a text

Distinguish between different parts of a text (title, subtitles, paragraphs, images, footnotes); label different parts of a text; recognize if there is part of a text that is missing according to the type of text; recognize the purpose of different parts of a text. These activities can be done with texts provided in digital or non digital format.

Connectors, signs, symbols, time and space indicator

Differentiate between connectors, signs, symbols, time and space indicators in isolation; identify connectors, signs, symbols, time and space indicators in a text.

Parts of a sentence

Differentiate between the parts of a sentence (subject, predicate, clause, phrase and modifier); indicate the different parts of a sentence in a given sentence; identify the sentence that is missing a part; identify missing parts of a sentence; identify the sentence that has a subject/predicate/clause/phrase/modifier/ direct or indirect object, etc.

Types of sentences

Differentiate between the parts of a sentence (subject, predicate, clause, phrase and modifier); indicate the different parts of a sentence in a given sentence; identify the sentence that is missing a part; identify missing parts of a sentence; identify the sentence that has a subject/predicate/clause/phrase/modifier/ direct or indirect object, etc.

# Reading competency (cont)

## Reading comprehension (cont)

### Identify (cont)

Abbreviations, contractions, compound words, etc.

Recognize an abbreviation, contraction or compound word in isolation, sentence or text; match an abbreviation or contraction with the word it corresponds to; differentiate an abbreviation from a contraction; identify abbreviations, contractions, compound words mostly used in social media, for example, twitter, WhatsApp, Facebook, etc. (TBT, LOL, SYL, FYI, etc.). Identify conventions used in different types of writing.

Purpose for reading

Recognize own purpose for reading according to the instructions given or the reading context; state the purpose for reading in a given real or fictional situation; identify the purpose with which the text was written.

### Retrieve

Meaning of words

Understand the meaning of a word in a text; match words from a text to objects/images they represent; understand changes in the meaning of words in different contexts; identify the meaning of a word in a certain context, draw an image that represents the meaning of a word. These activities can be done with texts provided in digital or non digital format.

Adjacent meaning of a word in a sentence

Understand the meaning of part of a sentence that is next to a known word; match it with an image or object; explain the meaning of it in own words. These activities can be done with texts provided in digital or non digital format.

# Reading competency (cont)

## Reading comprehension (cont)

1.2.2

### Retrieve (cont)

Synonyms of paraphrased terms on a text

Connect concepts or vocabulary with a synonym or equivalent that appears on a text; match what appears in the text with its equivalent meaning. These activities can be done with texts provided in digital or non digital format.

Information

Retrieve explicit information from a text (sentence and text level); retrieve information that is common to more than one text; retrieve the most relevant information from each paragraph; retrieve information about the characters in a story (name, age, location, etc.); retrieve information from the title, text, images, graphs, etc.; retrieve information about the order in which events took place. These activities can be done with texts provided in digital or non digital format.

Meaning of a text

Retrieve the main idea of a text; retrieve secondary ideas of a text; select from different sentences/paragraphs the one that best represents the main idea of a text; draw an image that represents the main idea of a text; select a title for a given text; recognize the main events that appear in a text; connect ideas that appear in different sentences or paragraphs throughout a text. These activities can be done with texts provided in digital or non digital format.

# 1 Reading competency (cont)

## Reading comprehension (cont)

### Interpret

#### Make Inferences

Understand implicit information in a text; connect previous knowledge with information from the text to make an inference; generate causal explanations for events in a text when they are not explicitly stated; generate hypotheses about the character's intentions and role in the events; generate hypotheses about the character's feelings; generate hypotheses regarding time and place in which the events occurred when not explicitly stated. These activities can be done with texts provided in digital or non digital format.

#### Generate conclusions

Generate conclusions from a text; generate conclusions about a topic considering different sources of information; generate conclusions about a character's motivations or intentions. These activities can be done with texts provided in digital or non digital format.

#### Make generalizations

Make generalizations from a text to other contexts or texts; extend the ideas provided in a text to other similar examples.

#### Identify evidence for an interpretation on a text

Recognize the information provided in the text that may allow for an interpretation done by the author; select the information provided in the text that may allow for an interpretation done by someone else. Considering the type of text, make overall interpretations, extract information, construct the meaning of expressions and analyze text structure and content. These activities can be done with texts provided in digital or non digital format.

# Reading competency (cont)

1.2

## Reading comprehension (cont)

1.2.3

### Interpret (cont)

Summarize main ideas

Summarise the main ideas of the text; elaborate the text in your own words; retell a story after reading it. These activities can be done with texts provided in digital or non digital format.

Apply information from a text to a new context

Retrieve information from a text and use it to understand another text; retrieve information from a text and use it to understand a real life situation; retrieve information from a text and use it to solve a problem. These activities can be done with texts provided in digital or non digital format.

Compare and contrast information

Find similarities between two or more texts; find differences between two or more texts; make a table presenting similarities and differences from different texts; find similarities and/or differences between people's opinion regarding certain texts. These activities can be done with texts provided in digital or non digital format.

Types of texts

Compare the use of different types of texts; identify and/or compare the characteristics of different types of texts; establish situations in which each type of text should be used and give reasons for it; establish the characteristics that a text should present to be considered a certain type of text (descriptive, narrative, persuasive, journalistic, informative, literary, expressive, appulative, administrative, etc.); identify advantages and disadvantages of communicating certain information through different types of texts; consider the above related to the types of texts used in social media.

# Reading competency (cont)

## Reading comprehension (cont)

### Interpret (cont)

#### Figurative language

Understand the use of figurative language; explain metaphors, personifications, similes, etc., in your own words; propose figures of speech that could be used in a text that does not have them; propose different figures of speech in a text that already has them.

#### Paratextual information

Relate paratextual information with the information provided by the text; interpret the images in the context of the text, relate the information presented in tables and graphs with the one presented in the text; identify which information appears in the tables and graphs that is not stated in the text; interpret paratextual information presented in digital texts both related and non related to the text itself.

#### Anticipate the content of a text

Generate hypotheses regarding the content of the text before reading it; by reading the title and/or knowing the source of the text state hypotheses about which type of text it is and its topic. These activities can be done with texts provided in digital or non digital format.

# Reading competency (cont)

## Reading comprehension (cont)

### Reflect

Give an opinion

Give an opinion related to a certain text or the author of a text; give an opinion about the relevance of the text for the context; give an opinion regarding formal aspects of a text; give an opinion regarding the adequacy of the text to the audience; give an opinion regarding the author of the text; give an opinion regarding the truth of the information presented in a text; give an opinion regarding the plausibility of the information presented in the text; given an opinion regarding the title selected for the text; give an opinion regarding paratextual information that accompanies the text; give an opinion regarding posting a text on social media.

Give reasons for an opinion

State reasons for opinions given regarding any of the aspects mentioned in the sub construct above; provide reasons that come from the text itself to support an opinion; provide reasons that come from previous knowledge or experience to support an opinion; state a reason provided by someone else to support an opinion; state a reason based on personal beliefs to support an opinion. Consider the sociocultural context of the text and the reader.

Generate questions from a text

"Ask" questions to the text for information that is not explicitly provided; create questions that arise from reading the text; create questions to assess reading comprehension based on the text; create questions to further deepen the knowledge provided by the text.

# Reading competency (cont)

## Reading comprehension (cont)

1.2.4

## Reflect (cont)

- Differentiate types of information
- Generate explanations for the information on the text based on personal experiences
- Assess information from somebody else's perspective

Differentiate the information that represents a fact from the one that represents an opinion; differentiate well supported facts from those that are presented as such but have no support; differentiate the author's opinion from the opinion of a character or someone mentioned in the text; recognize if the author explicitly or implicitly distinguishes facts from opinions when writing; recognize the vocabulary usually used related to presenting facts; recognize the vocabulary usually used to present opinion; recognize signs of credibility in a text presented in digital format or on social media.

Use prior knowledge and previous personal experiences to explain the information provided in the text; use prior knowledge or personal experiences to assess the conclusions presented in the text; relate the information provided in the text with other texts that you have previously read.

Put yourself in someone else's perspective/circumstances/ situation and make an assessment of the text; justify the assessment made based on the specific perspective that person would have; differentiate the opinion/perspective someone else would have of the text compared to your own; differentiate the opinion/perspective two or more people would have regarding the text depending on their individual circumstances.

# Reading competency (cont)

## Reading comprehension (cont)

### Reflect (cont)

### Metacognition

#### About the author

Identify the possible author or source of a text when not explicitly stated; give reasons for the author's choices (literary resources, title, words, etc.); infer the author's feelings or motivations when/for writing; infer the author's aim when writing; infer the author's intentions when sharing a text in social media or publishing online.

#### Changes made to a text

Predict how the text would/should change if there were certain changes made to the original version; make changes to the text in order to get a certain outcome; recognize changes made to an original text; recognize the aim of changes made to a certain text.

#### Make critical assessments

Make a critical appraisal of a text; recognize positive and negative aspects of a text; propose changes that should be done to the text in order to improve it; state things you would have done differently when writing the text and state the reasons.

#### Combine ideas from different sources to create an opinion or judgement

Take information from different texts or sources and combine it in order to state an opinion or judgement on a topic; give reasons for that opinion or judgement based on the information provided in each of the texts or sources. Consider the sociocultural context in which the text was written.

#### Goal setting and strategy planning

Recognize different comprehension strategies and choose the one that best fits the type of text and purpose for reading; give reasons for the strategy selected; explain to someone else how the strategy is used.

# Reading competency (cont)

## Reading comprehension (cont)

1.2.5

### Metacognition (cont)

Monitoring

Monitor level of comprehension while reading; change strategies during reading if the initial strategy chosen is not efficient; give reasons for changing the strategy; reflect on reasons why the initial strategy chosen did not work.

Evaluation

Evaluates their performance. According to the results obtained determines how to modify the strategy or plan in order to obtain a better performance in the future. Changes may be made in the goal setting or planning stage. Decides if to attempt this type of task again according to the effort made and the results obtained.

1.2.6

### Motivation and disposition

Interest

Shows initiative to read books that are of personal or academic interest to acquire knowledge or information, for recreation or to learn.

Autonomy

Autonomously selects the types of texts that are in agreement with own needs and interests using the available resources such as library or web.

Socialization

Reflects and gives opinions about texts by participating in discussions that promote critical reading that is contextualized to the sociocultural characteristics of its writing, explaining own ideas and viewpoints based on the information provided in the text.

# Linguistic competency

## Listening

### 2.1.1 Retrieve

#### Retrieve

Information

Retrieve explicit information from an oral text (sentence and text level); retrieve information that is common to more than one text/conversation/discourse; retrieve the most relevant information; retrieve information about the characters in a story (name, age, location, etc.); retrieve information about the order in which events took place; retrieve information about what has to be done (for explanations or instructions).

Meaning of words

Understand the meaning of a word in an oral text/conversation/discourse; match words heard to objects/images they represent; understand changes in the meaning of words in different contexts; identify the meaning of a word in a certain context; draw an image that represents the meaning of a word.

Meaning of a text/conversation/discourse

Retrieve the main idea of an oral text/conversations/discourse; retrieve secondary ideas of a text/conversations/discourse; draw an image that represents the main idea of a text/conversations/discourse; connect ideas that appear throughout a text/conversations/discourse.

# Linguistic competency (cont)

2.1

## Listening (cont)

2.1.2

### Interpret

Make Inferences

Understand implicit information in an oral text/conversations/discourse; connect previous knowledge with information from the text/conversations/discourse to make an inference; generate causal explanations for events in a text/conversations/discourse when they are not explicitly stated; generate hypotheses about the character's intentions and role in the events; generate hypotheses about the character's feelings; generate hypotheses regarding time and place in which the events occurred when not explicitly stated.

Generate conclusions

Generate conclusions from a text/conversations/discourse; generate conclusions about a topic considering different sources of information; generate conclusions about a character's motivations or intentions.

Summarize main ideas

Summarise the main ideas of the text/conversations/discourse; re-tell in your own words the information provided by the text/conversations/discourse; explain to someone else the most important information provided in the text/conversations/discourse.

Non verbal language

Be aware of non verbal language; interpret the meaning of gestures and posture when someone is speaking; interpret the meaning of the tone in which a person is speaking (Is the person angry, sad, happy?).

# Linguistic competency (cont)

## Listening (cont)

### Interpret (cont)

#### Communicative intentions

Understand the intention of someone else's communication; recognize when someone else is asking me to do something or help; recognize when the other person is reproaching what I have done or said; recognize when the other person is encouraging or congratulating me.

#### Opinion

Give an opinion related to a certain text/conversation/discourse or its author; give an opinion about the relevance of the text/conversation/discourse for the context; give an opinion regarding formal aspects of a text/conversation/discourse; give an opinion regarding the adequacy of the text/conversation/discourse to the audience; give an opinion regarding the author of the text/conversation/discourse; give an opinion regarding the truth of the information presented in a text/conversation/discourse. Gives an opinion considering the sociocultural characteristics of the discourse's context.

#### Purpose of different communicative situations

Understand the purpose of different communicative situations; recognize in which situations a conversation is the correct option; recognize in which situations a speech or monologue is the correct option; given a certain communicative situation infer the purpose of the person speaking; given a certain communicative situation assess if its purpose was fulfilled.

### 2.1.3 Reflect

# Linguistic competency (cont)

2.2

## Speaking

2.2.1 Form

Pronunciation

Pronounce correctly sounds in isolation and combined in syllables of different complexity; repeat sounds or words; name known images to assess pronunciation.

Syntax

Construct syntactically correct sentences; create sentences from words given; create sentences to explain an event or personal experience; create sentences that describe an image, using appropriate tenses, word order, and gender and number agreement.

2.2.2 Content

Amount and variety of vocabulary

Use a varied vocabulary when speaking; use of synonyms to avoid repetition; use as many words as appropriate to describe an image, event or idea (depending on context of the activity and purpose of the description); use of the correct term to refer to an object (e.g. saying table instead of the thing where we eat); use of different types of adjectives to describe objects or situations.

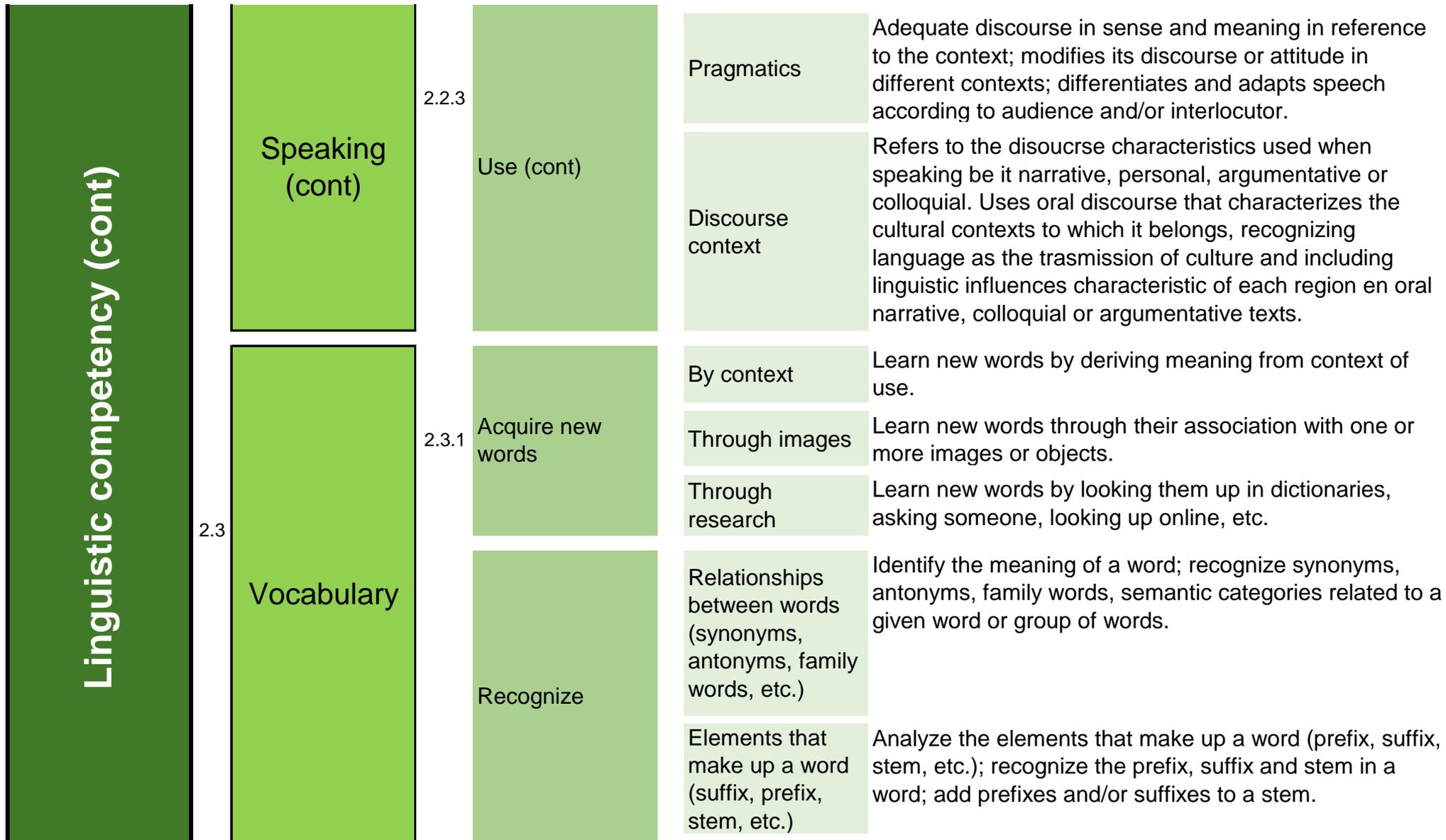
Coherence

Maintaining a logical order in discourse; telling a sequence of events in the order they occurred when talking about a personal experience; discourse is understandable for someone that does not know the events; the discourse makes sense, based on proper vocabulary and connectors that give it an overall meaning by determining its level of cohesion.

Use

Prosody

Correct accentuation in words; intonation in sentences is concordant with the type of sentence (question, exclamation, affirmation, etc.); the speed of speech is adequate allowing comprehension for the interlocutor.



# Linguistic competency (cont)

## Vocabulary (cont)

2.3.2

### Recognize (cont)

Linguistic varieties

Distinguish linguistic varieties according to context considering the linguistic and discursive influences characteristic of each region.

Everyday expressions from the area or that come from originary languages.

Identify everyday expressions characteristic of their area or that come from originary languages of the area.

Word-formation

Understand the word formation processes; form new words from a known one.

Semantic categories

Recognize semantic categories; given a semantic category find as many words as possible that belong to that category; given a group of words generate the semantic category that includes them; given a group of words select the one that does not correspond to the same category.

# Metalinguistic competency

## Phonological awareness

### Distinguish

Onset and rhyme

Identify onset and rhyme in words of different complexity; identify words that have the same onset; identify words that rhyme; identify words that do not have the same onset as others; identify words that do not rhyme with others.

Words

Identify the limits of a word (where it starts and where it ends); identify the amount of words in a sentence; compare the amount of words in more than one sentence; identify common words to more than one sentence.

# 3 Metalinguistic competency (cont)

3.1

## Phonological awareness (cont)

3.1.1

### Distinguish (cont)

Syllables

Identify the position of a syllable in a word; differentiate words from syllables; identify common syllables in more than one word; identify repeated syllables in a word; identify syllables that are different between words; distinguish the word formed when a syllable is omitted.

Phonemes

Identify the position of a phoneme in a word or syllable; recognize the first, final or middle phoneme in a word or syllable; distinguish a phoneme from a syllable; identify phonemes that are common to more than one word/syllable; identify phonemes that are different between words/syllables; identify repeated phonemes in a word/syllable; recognize the word/syllable formed when a phoneme is omitted.

Words

Link words to create new ones; recognize the word formed when linking two words; recognize the words that make up a compound word.

Syllables

Link syllables to create words; recognize the word formed when linking two or more syllables; link syllables in different order combinations to create a diverse set of words/non-words.

Phonemes

Link phonemes to create syllables or words; recognize the syllable/word formed when linking phonemes; combine the same phonemes in different orders to see how many and which words can be formed.

3.1.2 Blend

Generate words from

Ryhmes

Given a word generate another one that rhymes with the first one; ,

# Metalinguistic competency (cont)

## Phonological awareness (cont)

3.1.3

Generate words from (cont)

Syllables

Given a syllable generate a word that contains it; given a syllable generate a word that starts/ ends with it; given a syllable generate a word that contains it but that neither start nor ends with it; given a syllable generate a word that does not contain it.

Phonemes

Given a phoneme generate a word that contains it; given a phoneme generate a word that starts/ ends with it; given a phoneme generate a word that contains it but that neither starts nor ends with it; given a phoneme generate a word that does not contain it.

3.1.4

Segment

In syllables

Given a word count the amount of syllables it contains; separate it in its constituent syllables; say the syllables that constitute a word aloud and in order.

In phonemes

Given a word count the amount of phonemes it contains; separate it in its constituent phonemes; say the phonemes that constitute a word aloud and in order.

Spelling

Given a word retrieve its orthographic representation and say aloud and in order the graphemes that constitute it.