**MINISTRY OF PUBLIC EDUCATION**

**TECHNICAL EDUCATION DEPARTMENT**

**TECHNICAL HIGH SCHOOL ……………**

Portfolio of Evidence

**Curricular Structure: Written Communication**

**X Grade**

**STUDENT:**

**DATE AND PLACE:**

**GENERAL INFORMATION**

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| STUDENT`S NAME: |  |
| PROGRAM: |  |
| LEVEL: X ( ) XI ( ) XII ( ) |  |
| Birth date: |  |
| Address: |  |
| Phone #: |  |
| E- mail: |  |

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| **SUB -AREA:** Written Communication | | | | | | |
| **Study Unit 1:** Writing to communicate | | | | | | |
| **Purpose 1:** Basic English Skills | | | | | | |
| **Linguistic Objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understand words and sentences in context using certain grammar structures | Understanding information from written sentences and short documents |  |  |  |  |  |
| Complete written forms with the appropriate information | Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others |  |  |  |  |  |
| Completing written forms to give different messages |  |  |  |  |  |
| Identifying main parts of documents |  |  |  |  |  |
| Understand language varieties to complete a task successfully | Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others |  |  |  |  |  |
| Write sentences using certain grammar structures. | Writing documents |  |  |  |  |  |
| Identifying main parts of documents |  |  |  |  |  |
| Writing about a favorite type of reading material |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** Written Communication | | | | | | |
| **Study Unit 1:** Writing to communicate | | | | | | |
| **Purpose 2 :** Introduction to Academic Writing | | | | | | |
| **Linguistic Objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Learn why and how people write | Understanding information from written documents |  |  |  |  |  |
| Complete written forms with the appropriate information | Selecting the appropriate information from written documents to write paragraphs |  |  |  |  |  |
| Identifying main parts of documents |  |  |  |  |  |
| Distinguish the different parts of a paragraph | Understanding different types and styles of paragraphs |  |  |  |  |  |
| Distinguishing the different parts of a paragraph |  |  |  |  |  |
| Distinguish different writing documents |  |  |  |  |  |
| Writing short documents |  |  |  |  |  |
| Summarizing information |  |  |  |  |  |
| Reporting information for research |  |  |  |  |  |
| Adapting clearly, formal and informal writing styles at a simple level |  |  |  |  |  |
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| **SUB -AREA:** Written communication | | | | | | |
| **Study Unit 2:** Sentence structure | | | | | | |
| **Purpose 1:** Types of sentences | | | | | | |
| **Linguistic objectives** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understand words in different types of sentences | Understanding information from written sentences and short documents |  |  |  |  |  |
| Selecting the appropriate information and words from written documents to write short |  |  |  |  |  |
| Recognize the different types of sentences. | Paragraph short letters, memos, and others |  |  |  |  |  |
| Identifying main parts of documents |  |  |  |  |  |
| Write different types of sentences using certain grammar structures. | Making effective use of resources to vary the style and scope of their own writing |  |  |  |  |  |
|  | Writing documents |  |  |  |  |  |
|  | Completing written forms to give different messages |  |  |  |  |  |
|  | Using cognates, derivatives and simple structures in short pieces of writing |  |  |  |  |  |
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| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** Written communication | | | | | | |
| **Study Unit 2:** Sentence structure | | | | | | |
| **Purpose 2:** Noun, adverbial and relative clauses and participial phrases | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Perform in written English | Understanding information from written sentences and short documents |  |  |  |  |  |
| Understand language varieties to complete a task successfully. | Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others |  |  |  |  |  |
| Understanding a variety of types of written material for personal interest and for information |  |  |  |  |  |
| Write sentences using certain grammar structures. | Completing written forms to give different messages |  |  |  |  |  |
| Editing and redrafting their work |  |  |  |  |  |
| Using a growing knowledge of language such as cognates, derivatives and simple structures in short pieces of writing |  |  |  |  |  |
| Writing documents |  |  |  |  |  |
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| **SUB -AREA:** Written Communication | | | | | | |
| **Study Unit 3:** Types of paragraphs | | | | | | |
| **Purpose 1:** Narrative, descriptive and expository paragraphs | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Write sentences using certain grammar structures | Understanding information from written sentences and short documents |  |  |  |  |  |
| Interpreting material that contains complex sentences |  |  |  |  |  |
| Understand relations between the different paragraphs | Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others |  |  |  |  |  |
| Identifying main parts of documents |  |  |  |  |  |
| Write short imaginative paragraphs | Completing written forms to give different messages |  |  |  |  |  |
| Developing context of what they have read, seen and heard |  |  |  |  |  |
| Writing several paragraphs |  |  |  |  |  |
|  | Writing documents |  |  |  |  |  |
|  | Adapting clearly formal and informal writing styles at a simple level |  |  |  |  |  |
|  |  |  |  |  |  |  |
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| **Parent`s name and signature:** | | | | |

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| **SUB -AREA:** | | | | | | |
| **Study Unit 3:** Types of paragraphs | | | | | | |
| **Purpose 2:** The Writing Process | | | | | | |
| **Linguistic Competencies** | **Evidence** | **Achieved** | | **Strategies to improve and Observations** | **Competent** | |
| **Yes** | **Not Yet** | **Yes** | **Not Yet** |
| Understand the mechanics of the different types of paragraphs | Understanding information from written paragraphs and short documents |  |  |  |  |  |
| Complete written forms with the appropriate information | Selecting the appropriate information and words from written documents to write short paragraph short letters, memos, and others |  |  |  |  |  |
| Write paragraphs using certain grammar structures | Identifying main parts of documents |  |  |  |  |  |
| Distinguish between the different steps of the writing process | Completing written forms to give different messages |  |  |  |  |  |
| Understand the correct organization of a paragraph | Writing documents |  |  |  |  |  |
| **Student´s name and signature:** | | | | | **Date** | |
| **Teacher´s name and signature:** | | | | |
| **Parent`s name and signature:** | | | | |